

**UNDEF**



The United Nations  
Democracy Fund

**PROVISION FOR POST-PROJECT EVALUATIONS FOR THE UNITED NATIONS  
DEMOCRACY FUND  
Contract NO.PD:C0110/10**

**EVALUATION REPORT**



**UDF-PAL-09-311 – Youth local councils for civic engagement and social  
change in Palestine (Occupied Palestinian Territories)**

**Date: 05 December 2013**

**Acknowledgements**

The evaluators would like to thank all those who made themselves available for interviews in person and by telephone. The evaluators would particularly like to thank the Director and staff of Almajrid Teacher Development Centre and the young people of the Youth Local Councils and their constituents.

**Disclaimers**

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## I. Executive Summary

### i. Project Data

Almawrid Teacher Development Centre is based in Ramallah, in the West Bank of the Occupied Palestinian Territories (OPT). From 1 March 2011 to 28 February 2013, the organization ran the project: *Youth local councils for civic engagement and social change in Palestine*. Despite the title of the project, it ran only in the West Bank and not in the Gaza Strip. The project received USD325,000 in support from UNDEF.

The project focused on the creation and work of Youth Local Councils (YLC) in six villages in the West Bank – two in the north, two in the central area and two further south. All the young people in these villages were mobilized to register to vote in the YLC elections and underwent training in citizenship, democracy and electoral processes. Public campaigns were organized by the YLC candidates and supervised voting was held that resulted in the election of between nine and 13 youth councillors in each village. Families, municipal councils, local non-governmental organizations (NGOs) and community members were involved in the campaign meetings or in overseeing the elections. The YLCs then received further training in the skills they would need in order to ‘govern’ effectively: negotiation, leadership, conducting meetings, fundraising, strategic planning and community action. They consulted with their youth constituents, the municipal council and community members, to devise a plan of action to contribute to their communities’ needs, and subsequently undertook a wide range of cultural and social activities, ranging from computer classes for other young people to the painting and renovation of school buildings.



The YLC sign in Tqu'a

At the time of the evaluation (September 2013), the YLCs were still functioning and most were scheduling new elections for the coming months.

### ii. Evaluation questions

Evaluation of the project’s **relevance** focused particularly on the methodology used by Almawrid, which is focused on the concept of linking education with service, bridging the gap between acquisition of knowledge (in this case of democracy, governance and leadership) and practical action in service to the community (here through the medium of the YLCs). The evaluators also sought to understand the principal issues to be addressed by the project: youth disengagement with their communities, a lack of experience in democratic processes and disenfranchisement brought about by the unique experience of living behind a ‘separation barrier’ that both limits the job, educational and life opportunities of young people in the West Bank and also stops them from moving to seek solutions elsewhere. The project was found to be extremely relevant in addressing these issues

In exploring the project’s **effectiveness**, the evaluators collected data on the numbers of young people who participated in the project both as voters and as youth councillors and working group members, and noted the outreach of the project to municipal councils, schools, families and the community at large. The evaluators also focused on two essential elements of the project that were crucial to its effectiveness: the empowerment of the young

participants through targeted learning, the meetings organized in Bethlehem and Ramallah that brought the six YLCs together for more training and ideas exchange, and the project's ability to mobilize stakeholders crucial to the success of the YLCs and thus the project itself: municipal councils, community members, families, schools, the media and relevant ministries. The project was considered to be effective.

The project was judged to be **efficient**. The evaluators met with the finance officer at Alkawrid responsible for the project's budget and were able to look at monthly financial reports, MoUs signed with the local councils, bank statements and other relevant documents. No changes were made to the budget submitted at signature of contract and all monies were expended appropriately. The evaluators asked about funds transferred to the YLCs to allow them to implement their action plans and learned that each YLC had a 'pot' of USD5,000 from which they were provided with funds against receipts, in line with the financial management lessons the YLC members had received after their election. The youth councillors also received briefings on fundraising (there is more on this under Recommendations) and were able to raise in-kind support (paint and construction materials for example) to supplement the works budget they received from the project funds.

In gauging the efficiency of the project, the evaluators also considered the relationship between Alkawrid and the YLCs once these had been set up. Backstopping arrangements worked primarily through a project coordinator in each of the villages, who not only supported the YLCs but also was chosen to ensure liaison with the municipal councils, however the Project Manager and staff from Alkawrid also provided ongoing support to the young people, a mentoring arrangement that continues after the project officially ended.

The evaluators considered that the **impact** of the project worked at a number of levels: on the young people who participated in the project, the stakeholders who were in different ways involved in the activities of the project and the YLCs, and indeed on the advancement of democratic processes in the West Bank. The young people gave examples of the way the project had changed their views towards their own capacities, their relationships with other participants and their communities, and their aspirations for the future. Stakeholders spoke with some pride of the actions of the YLCs and how they had forged a place for themselves in their communities and engendered both practical change and a vision for the future. In a region where democracy often gives way to expediency (there have been no national elections in Palestine since 2005, for example), young participants emerged from the project not only understanding the concepts of democracy, governance and leadership but committed to carrying into their future plans, at national as well as local levels. Importantly, the project has engendered a significant change in the way community members, including local councillors, view the potential and role of young people, elevating their status within the community.

**Sustainability** is of course a crucial factor in the success of a project which centres on putting in place a structure that is at the outset dependent on the support of the project, both financial and administrative. The evaluators therefore sought to ascertain from the young people themselves and the crucially important municipal council leaders how likely it is that the YLCs would continue into the future. The young people were very aware that they cannot continue to serve as youth councillors past the age limit set by the project (16 – 22 years) but have clear ideas of how they can both support younger people taking on the youth councillor role and also continue to participate as trainers and mentors. Interestingly, in one village the local mayor talked of setting up a mechanism that would allow young people to extend their direct involvement into their late 20s.

There are risks to sustainability, of course, given the volatile nature of politics in the region, and it is impossible to mitigate all risks to the continuation of the YLCs (for example a change of municipal leadership that decides not to allow YLC meetings on council premises, or central intervention in what might seem to be "too strong" youth leadership) however the evaluators found that the young people and those supporting the project were well aware of

these risks and were actively seeking ways to mitigate them. Despite these risks to sustainability, the sound structure and ongoing commitment of Almarid, which was mentioned by many of those interviewed (including UN agencies) provide a solid foundation for youth community action, either individual or within an organized community group.

In attempting to identify **UNDEF value-added**, the evaluators spoke to representatives of relevant UN agencies and NGOs. In particular, the evaluators interviewed another Ramallah-based NGO, CHF, which is also engaged in setting up what it calls “shadow councils” for young people in some villages in the West Bank. The evaluators learned that CHF and Almarid had at one time been partners in this work but that they had parted ways over a difference in approach (CHF does not make a direct link between education/training and the setting-up of the councils, and Almarid sees this as essential). CHF’s work is funded by USAID. The evaluators came to the conclusion that UNDEF’s support of the work being done by Almarid was particularly important because it maintained the focus on education and training in democracy, governance and leadership and that, in the long term, is crucial for the future of democracy in Palestine.



**A young participant casts her vote at the Youth Council 2012 elections**

### **iii. Conclusions**

- **The project was highly relevant.** In particular, analysis of the problem of young people’s disenfranchisement and disengagement with their communities and with leadership and democracy, and the methodology used to address these problems, were both appropriate and accurately targeted and designed.

- **The project was effective.** Participation in the project exceeded projections in every case. Additionally, the focus on empowering young people rather than organizing them as passive recipients of project activity contributed significantly to the project’s effectiveness.

- **The project was efficient.** The budget was well designed and funding was allocated to priority actions that had a direct impact on the success of the project. The balance between the financing of personnel and administration on the one hand and training and the activities and outputs of the young people was well managed and resulted in no shortfalls for any of the activities undertaken. Additionally the backstopping arrangements put in place both in the villages and at the grantee’s offices contributed significantly to the efficiency of the project. In general Almarid management rules and principles were appreciated, and cited positively by the various stakeholders met during the evaluation.

- **The project was gender-sensitive.** Although not a prominent component of the project, “gender” was appropriately taken into account in a number of ways. There was awareness from the outset that girls/women in the communities must participate and be represented, despite the challenges this engendered. The training materials and events all took gender considerations into account. The one weakness is that the pre- and post-test results were not disaggregated by sex.

- **The project had a significant, positive impact on the young people who participated in it and on their families and communities.** The young people

interviewed gave numerous examples of how the project had had a positive impact on their self-esteem, confidence, knowledge and relationships, especially in a social system traditionally evolving around adults with little trust or space for young people's initiatives. Many of them specifically mentioned how much closer they had grown to their communities and their long-term aspirations in leadership and governance. The wider group of stakeholders – families, municipal councils, NGOs and community members – also reported significant positive change as a result of the project.

- ***The project had a significant impact on awareness and promotion of democracy, governance and leadership.*** The young participants not only learned about democratic processes and the roles and responsibilities deriving from them, they were able to put these into practice. From drawing up roles and responsibilities of the YLC to participating in elections, campaigning and then representing their constituents, the young people knew that they were creating something new and important in their lives and in the lives of their communities.

- ***Sustainability will remain a challenge.*** Despite ongoing commitment from all those involved in the project, from the grantee to the young people and those they depend on for support, it will be vital to remain vigilant to change and to shore up the YLCs by identifying funding sources that will allow them to operate independently of municipal councils and NGOs. The option to have the YLCs institutionalized was mentioned in some of the municipalities visited. If a positive signal, the actual neutrality and independence of the action should be handled with care and balance.

- ***There is great potential for the YLC initiative to be further developed.*** The youth participants and Almawrid see a number of ways in which the project's results might be developed. In particular, The YLCs are very active on social networks; all have a Facebook page and a common page was created to exchange best practices. The bringing-together of the YLCs in networking meetings (potentially with shadow councils created through the CHF project?) and training and promoting a mentoring system to support new participants and retain the experience and expertise of young people past the age of 22 were mentioned by a number of respondents.

- ***The project provided important value-added for UNDEF.*** Although similar initiatives to this exist in the West Bank where 20 youth councils are active, funded by other donors, none has democracy, governance and leadership at its heart to the extent that this project did. The high visibility given to UNDEF in all project outputs and permanent signage and the insistence on fundamental principles of democracy differentiate this project from others and signal the unique nature of UNDEF support.

#### ***iv. Recommendations***

- ***Data collection and analysis is more useful to the project and to future planning, if it is disaggregated by sex.*** This allows gender to be appropriately programmed and for a more gender-sensitive understanding of the potential and risks in any activity. Although this project did pay attention to gender in many ways, it is a pity that the pre- and post-tests did not and so do not allow us to measure whether there was a difference between the understanding/learning of male and female participants (and thus to see where changes to training or activities might be made).

- ***Sustainability is not only about future funding, but cannot be guaranteed without it.*** The young people themselves had some creative ideas about how to secure both funds and in-kind support for their activities, however repeatedly having to source such support can overtime become a disincentive to participation. Despite the

strong commitment to volunteerism created and promoted by the project, it would be a good idea to increase the attention given to fundraising during the training given to the elected YLC members and to bring in an experienced fundraiser to do that training so that the young people have the resources necessary to carry out their many creative ideas.

▪ ***Given scarce resources, mentoring and networking arrangements/events might profitably be priority considerations for future phases of the YLC project.*** Helping the older participants who might otherwise move away from the YLCs to train and then act as mentors to younger participants would additionally contribute to sustainability, and further enhance the skills and confidence of the young people concerned. The networking events organized during the project were well received and similar meetings (including on-line forums) would be a good way to support continued engagement and improvement. Social networks such as Facebook and Twitter have been naturally used by the young people to communicate on community activities and during elections, creating a demand for information. The momentum should be exploited and focus put on further sharing information and good practices among the communities (youth, officials and citizens).



## I. Introduction and development context

### *i. The project and evaluation objectives*

Almawrid Teacher Development Centre is based in Ramallah, in the West Bank of Palestine. From 1 March 2011 to 28 February 2013, the organization ran the project: *Youth local councils for civic engagement and social change in Palestine*. Despite the title of the project, it ran only in the West Bank and not in the Gaza Strip. The towns in which project activity took place were selected because of their relative isolation from political processes (centred on Ramallah) and are located in the north, centre and south of the West Bank. The project received USD325,000 in support from UNDEF out of which USD25,000 was retained for evaluation purposes.

The project aimed to educate young Palestinians in concepts of governance, democracy and civic engagement, by engaging them in a process to learn, register as candidates/voters in “youth local councils” paralleling local council structures and processes, and be trained as council members. Additionally, the elected young people organized community meetings and implemented community projects.

The project had several objectives:

- Improve the knowledge of the youth participants in the six towns in relation to good governance, democracy and citizenship;
- Improve the young participants’ awareness of electoral processes;
- Increase the level of involvement of young Palestinians in civic engagement;
- Increase understanding of citizens in the six target towns of democratic processes, the roles and responsibilities of municipal councils, young people’s potential for change and their rights and responsibilities as citizens;
- Improve the relationship between local councils and the public;
- Establish networks and communication among youth local councils in the six towns.

The evaluation mission is part of a series of post-project evaluations funded by UNDEF. Its purpose is “to undertake an in-depth analysis of UNDEF-funded projects to gain a better understanding of what constitutes a successful project, which in turn helps UNDEF devise future project strategies. Evaluations also assist stakeholders in determining whether projects have been implemented according to the project document and whether the intended project outcomes have been achieved”<sup>1</sup>.

### *ii. Evaluation methodology*

An international expert designated to lead the evaluation prepared a preliminary planning note (Launch Note) in September 2013 in consultation with the Transtec Quality controller and Evaluation Manager, who participated in the evaluation. The Note was based on a review of project documentation (see Annex 2). Meanwhile, the grantee and a national expert began developing a schedule of interviews that would take place during a joint mission to the OPT from 22 to 27 September 2013.

The evaluators interviewed staff of the grantee, Almawrid, and other organizations working with young people in the West Bank, as well as representatives of UNDP and UNWOMEN. The evaluators travelled to four of the six villages targeted by the project and met the mayors and municipal councillors, project liaison officers, young people who had participated in the project and elected YLC members. In one village, the school principal, a teacher and a group of schoolgirls who had participated in the YLC’s work also came to talk to the evaluation team. Before leaving Ramallah, the evaluators were able to interview two of the trainers

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<sup>1</sup> Operational Manual setting Transtec evaluation methodology, page 6.

involved in the project and to debrief the Director and Project Manager of Alkawrid to share preliminary conclusions and ideas. Interviews were conducted in English and Arabic. The full list of people interviewed is included as Annex 3.

Information was collected, analysed and is presented in this report according to the Development Assistance Committee (DAC) criteria of: relevance, effectiveness, efficiency, impact and sustainability. The evaluation questions are outlined in more detail in Annex 1.

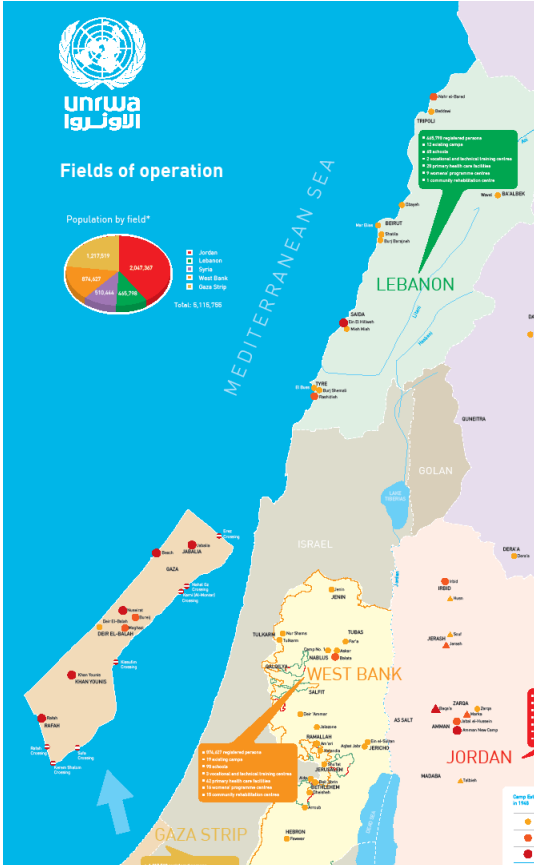
**iii. Development context**

The social, economic and political development of Palestine – including the stability of democratic processes, people’s participation in governance and the institutions of democratic freedom -- cannot be separated from the political realities on the ground.

The area known as the West Bank (from its location to the west of the Jordan River) and the narrow strip of land known as the Gaza Strip, make up the area still known as the OPT in most of the international community. Although nominally one territory, the West Bank and Gaza Strip are separated not only by a 60 kilometre land bridge but by checkpoints, the recently constructed Israeli “seam line” barrier, and permissions and restrictions on movement that are heavily policed by the Israeli army and civilian authorities. As a result, the people of the West Bank and Gaza Strip live separate lives.

It is not surprising, therefore, that the two territories live under distinctly different political structures and regimes. Following the death of former Palestinian leader Yasser Arafat in 2004, Mahmoud Abbas was elected President of the Palestinian Authority (PA). The PA leadership has its headquarters in the West Bank town of Ramallah. In February 2005, the PA and Israel agreed to the Sharm Al-Sheikh Commitments designed to move the peace process forward, and later that year Israel dismantled its military facilities in the Gaza Strip and withdrew settlers from Gaza. Israel maintains control of maritime, airspace and land access to the Gaza Strip.

In January 2006, the Gaza-based Islamic Resistance Movement, HAMAS, won control of the Palestinian Legislative Council (PLC) and took control of the PA. Negotiations with President Abbas to develop a common political platform for the West Bank and Gaza failed, however, and violent clashes ensued between HAMAS and the other main PA faction, Fatah. A negotiated agreement was signed in February 2007 (the Mecca Agreement), however this was revoked in June 2007. It took until May 2011 for HAMAS and Fatah to agree to reunification of the territories, although final decisions on governance and security structures have not been reached.



As a result, HAMAS retains control of the Gaza Strip and the Fatah-dominated PA governs the West Bank. Since HAMAS is considered by a number of governments to be an “international terrorist organization”, external support to the Gaza Strip has been limited

almost exclusively to relief aid for Palestinian refugees living there, whereas the West Bank has witnessed modest investment. Nevertheless the deficit budget of the West Bank is propped up by annual foreign donor assistance of some USD 3 billion.<sup>2</sup>

The OPT is ranked in the “medium human development” category and in 2012 had improved its ranking in the UNDP Human Development Index (110 of 186 countries with comparable data),<sup>3</sup> although there are significant differences between the West Bank and the Gaza Strip.

The West Bank has a population of approximately 2.35 million (Palestinian Central Bureau of Statistics [PCBS], 2012); additionally some 300,000 Israeli citizens live in 355 settlements scattered across the West Bank. The median age is very young: 21.7 years in 2012, roughly equal for men and women. Unemployment is at 23.5% but youth unemployment is higher, at 46.9%.

In the West Bank, in addition to being confined to allocated zones, Palestinians must cope with the fact that Israeli settlements often cut off or cut across roads to villages, forcing villagers to take dirt tracks traditionally used by livestock or make long detours to get to shops, schools and workplaces. Young people are regularly stopped and questioned and frequently imprisoned.<sup>4</sup>

#### **Restrictions on movement in the West Bank**

Following the 1993 Oslo Accords, the West Bank was divided into three administrative divisions: area A, covering some 18% of the West Bank, is home to 55% of the Palestinian population and is under PA administration; area B, also under PA civil administration but whose security is under Israeli control, covers 21% of the land and is home to 41% of the population; area C is under Israeli administration and covers 61% of the West Bank with just 4% of the population being Palestinian.

Areas A and B are themselves divided into 227 separate areas, 199 of which are smaller than 2 square kilometers and separated from one another by Israeli-controlled Area C.

Movement between the various zones is restricted and allowed only to non-Palestinians and Palestinians who hold a permit from the Government of Israel.

Not only young people but also most of their parents were born in a land without statehood or sovereignty, unable to exercise their democratic rights fully. Deficiency in the overall rule of law system is exemplified by the scarcity of elections. The latest general elections were run in 2005; meaning the generation born after 1987 has never exercised the basic right to vote in general elections while their parents may have voted only twice, in 1996 and in 2005. Not surprisingly, a parallel democratic life surfaced out of this democratic deficit, in particular in universities where elections are organised and political parties are represented alongside independent groups. By organizing elections in accordance with international standards, Almwarid conferred a symbolic dimension to its intervention. It invested young people with a practical sense of their rights and responsibilities as citizens.

Given its difficult history, the reality of occupation, fractured government and ongoing risks to peace, it is not surprising that Palestinian society struggles to engage with democracy and governance. Political divides are reflected in social mistrust and there is little interaction between people and their leaders.

This is true not only at the level of elected members of parliament but also at the level of local municipal councils, and there is widespread lack of understanding and interest in the

<sup>2</sup> CIA World Facts, West Bank, 2012.

<sup>3</sup> UNDP: Human Development Report, 2013.

<sup>4</sup> Between 2000 and 2009, 6,700 Palestinians between the ages of 12 and 18 were arrested by the Israeli authorities, according to Defence for Children International's Palestine Section (DCI/PS). In 2009, a total of 423 were being held in Israeli administrative detention or interrogation centres and prisons.

roles and responsibilities of councillors and the rights and responsibilities of those who elect them.

Young people, especially, are reported to be disconnected from their communities and, with high rates of youth unemployment, suffer isolation, depression and feelings of helplessness.

It is in this context that the current project was conceived and implemented.

## II. Project strategy

### *i. Project approach and strategy*

Almwarid's strategy was designed to respond to the problem of citizens' social disengagement and disconnection with the political and public realms in the West Bank. The project document describes the political and public sphere as a locked domain, offering little room for dialogue and debate which are crucial to democracy. The project strategy was developed to address the following circumstances:

- The population in general, but young people in particular, is largely unaware of its rights and duties, and about elected representatives' obligations.
- As a consequence there is either limited or no communication between voters and elected representatives and this leads to a progressive disengagement and favours the rise of impunity.
- In addition, young people consider themselves as voiceless at school, in their family and in society in general, because of traditional perceptions but also because of the hardship in which they are living and growing.

Young people dominate in terms of population and should contribute significantly to the development of communities. On the contrary, however, the project document (UDF-PAL-09-311), drafted in January 2009, stressed that 70 per cent of young Palestinians defined themselves as politically inactive or nearly politically inactive. Sixty per cent of 18-24<sup>5</sup> year-olds said they would often or sometimes be afraid of expressing their views on a political subject.

The project document underscores how this general disconnection and passivism impacted on young people, namely:

- Heightening of a sense of uselessness, feeding low-self esteem and confidence, frustration and depression;
- Distancing young people from the system not only for lack of faith in it but in the future in general.

This analysis indicated a need to first build bridges between people; making local councils accessible and citizens, whatever their age, aware of the value of individual contributions for the global improvement of their environment. In light of this, the project document called for the following three areas of action:

- Basic civic education for citizens in general and young people in particular;
- Appeals to public entities for inclusive governance,
- Stimulating the concrete involvement of young people in community action.

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<sup>5</sup> The Status of Youth in Palestine, 2009 survey Sharek Youth Forum and UNDP 2009 Survey

These spheres of action gave rise to the project's general objective: to educate young people on concepts of governance, democracy and civic engagement and to activate their participation in their local communities. This was translated into three outcomes, specified in the project document as:

- Raise awareness among citizens and young people about local council duties and basics of democracy and good governance;
- Establish a dialogue with local entities, create a favourable framework for the long-term inclusion of young people, and citizens in general, in community affairs;
- Encourage young people to play this democratic mimesis; running for elections, being taught how to act in a responsible manner and bringing about change in the community through concrete actions.

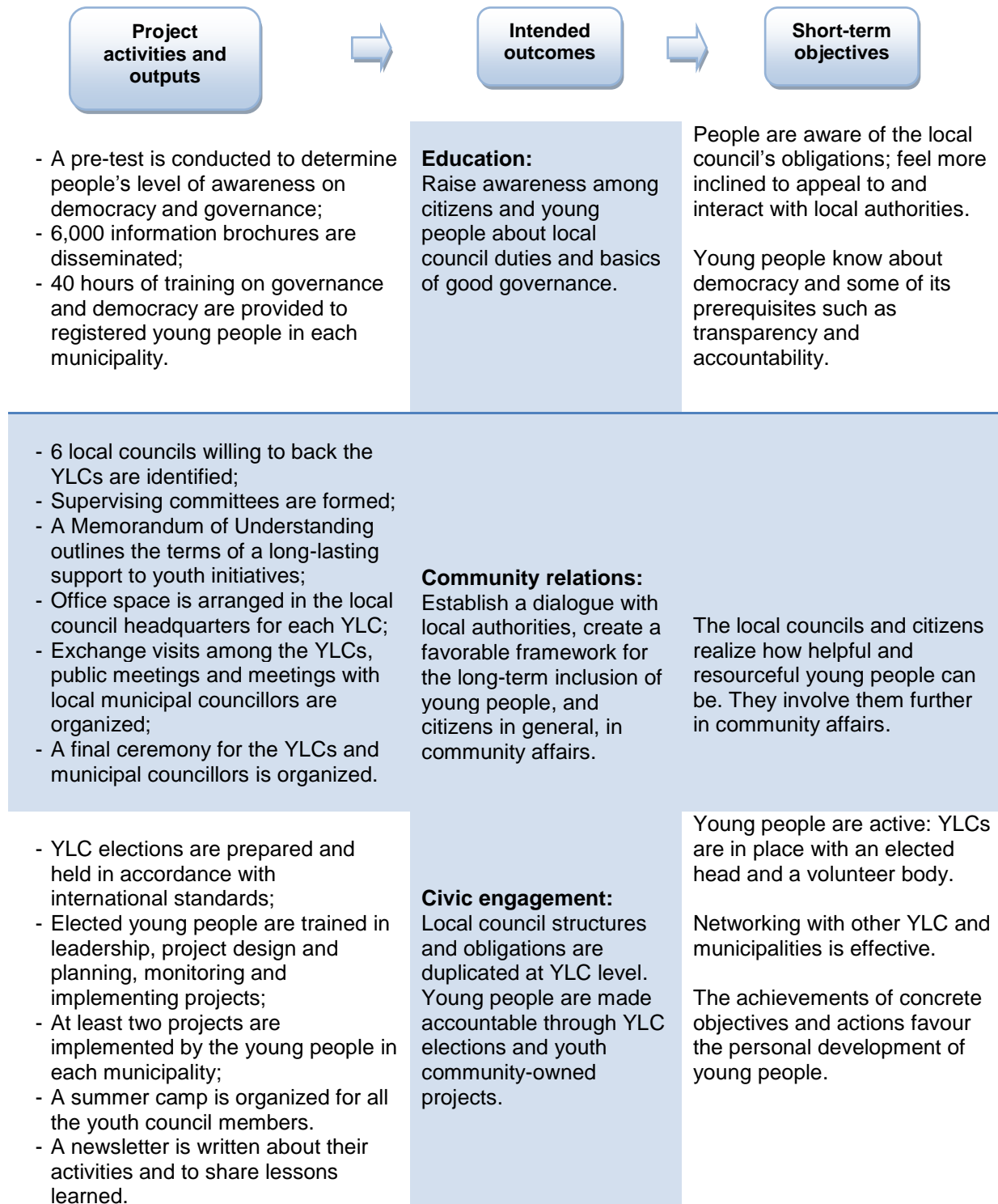


**YLC social and cultural activities**



## ii. Logical framework

The project document translates Almwarid's programmatic approach into a structured plan of project activities and intended outcomes, including achievement of the project's general and specific objectives. The framework below aims to systematically capture the project logic, attempting at the same time to eliminate confusion between activities, intended outcomes, and impacts, which the evaluators sometimes observed in the project document's outcome framework.



### III. EQ answers / findings

#### *i. Relevance*

The relevance of this project is grounded in two principal factors:

- ***Origins of the methodology***

The first is the pioneering experience of the grantee, Alkawrid, in the area of service-oriented learning for young people in the West Bank of Palestine. This originated in the late 1980s, during the first Palestinian *intifada*, when schools and learning institutions across the West Bank and Gaza Strip were closed and children and young people had no access to education of any kind.

The founders of Alkawrid, former teachers, devised a home-based learning system for Palestinian children, which centred on learning linked to service to the community. It involved linking learning with specific actions that grew out of community consultation and needs, and was intended to demonstrate to young people that learning is an activity that has practical, real-life value.

This particular methodological approach to education is the second factor underpinning the relevance of this project. Revolutionary when first proposed by Alkawrid, it has now been adopted in schools across Palestine, both private/public and UNRWA schools. The approach was in direct opposition to teaching methods in place in Palestine (and indeed in much of the Middle East), which favoured rote learning, memorization and repetition. Alkawrid's methodology calls for whole-of-community engagement in the process of analysis, problem identification and solving, and acquisition and transfer of usable skills and knowledge.

The project focused on the creation and work of Youth Local Councils (YLC) in six villages in the West Bank<sup>6</sup> – two in the north, two in the central area and two further south. All the young people in these villages were mobilized to register to vote in the YLC elections and underwent training in citizenship, democracy and electoral processes. Public campaigns were organized by the YLC candidates and supervised voting was held that resulted in the election of between nine and 13 youth councillors in each village. Families, municipal councils, local non-governmental organizations (NGOs) and community members were involved in the campaign meetings or in overseeing the elections. The YLCs then received further training in the skills they would need in order to 'govern' effectively: negotiation, leadership, conducting meetings, fundraising, strategic planning and community action. They consulted with their youth constituents, the municipal council and community members, to devise a plan of action to contribute to their communities' needs, and subsequently undertook a wide range of cultural and social activities, ranging from computer classes for other young people to the painting and renovation of school buildings.

“For Palestinians, it’s all about investing in education for our young people. This is the only resource over which we have control.”

**Dr Mohammad Awad, World Vision West Bank**

- ***Analysis of the problem***

The project under review grew out three main concerns identified by Alkawrid:

First, there were concerns – repeated by a number of people interviewed for this evaluation – that young people in the West Bank are at high risk of depression, self-harm or anti-social behaviour because they have nothing productive to do. For those young people who have completed school or university, including with higher degrees, the prospect of finding

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<sup>6</sup> The evaluators queried why the project ran only in the West Bank and whether consideration had been given to some form of project activity in Gaza (not necessarily the creation of YLCs, which may not be possible there). Alkawrid advised that they do not work in Gaza and have no experience there.

employment is extremely low. Unable to travel elsewhere to find work and in a depressed labour market at full capacity, they are – to quote one respondent – “just on the streets”.

Second, these young people are increasingly disconnected from their communities. Disenfranchised because they are gainfully employed, trapped between the aspirations they have of living in the modern world they experience through the media and the reality of community life in the villages of the West Bank, the young people find little to link themselves to community life, even in villages where “community” is almost synonymous with “family” (in one village where the village was implemented, for example, there are only two families).

Third, notions of citizenship, leadership and democratic governance that might otherwise guide young people in finding their place in their communities are taught in schools in the West Bank as academic subjects with no practical application in the young people’s lives. This is exacerbated by the fact that there have been no national elections in the West Bank since 2005, so no young person in the age group targeted by the project (16 – 22 years) has ever voted or, indeed, experienced candidates’ campaigns, voting and elections. At local (municipal) council level in the towns and villages, the current councils were elected but from a restricted list defined by the PA.

The project under consideration aimed to address all of these problems: in the six target villages, all young people between the ages of 16 and 22 were offered the opportunity to register as voters in the election of youth local councils (YLCs). Information on this was spread through community meetings, schools and universities, the distribution of brochures, relevant social media/websites and by word of mouth.

All the young people who registered then received training in citizenship, democracy, leadership and electoral processes. Nominations were then called for candidates in the YLC elections and, following a two-week campaign period (supported by Alkawrid, local councils and cooperating NGOs), elections were held.

The elections followed strict procedures: sealed ballot boxes, checking of voter eligibility, a supervising committee of parents/teachers/NGOs, independent observers and scrutineers and so forth. A quota of 30 per cent female representation was set, reflecting the quota in place in local municipal councils (this was exceeded in five of the six YLCs).



**Awaiting the 2012 election results in Tqu’a**

The elected youth councillors then received further training in leadership, governance, media relations, organizing meetings, negotiation, strategic planning, financial management and other skills necessary for effective participation in (youth) local government and community leadership.

This first phase of the project – putting in place the YLCs – directly addressed the problems of poor understanding of democratic processes and disengagement of young people.

These findings contribute to Conclusion (i).

The second phase of the project focused on reconnecting the young people with their communities and helping them to identify a role for themselves and to have a voice in community affairs.



Each YLC developed – in consultation with the registered participants (their primary constituency), local council and the community – a plan of action for the YLC based on community needs as well as the young people’s individual and collective expertise. In some instances, for example, young people studying information technology offered computer classes; those engaged in or studying sport organized sporting events; and committees were formed (bringing in registered participants who were not on the YLC) to work on other activities such as the painting of school buildings and road signs, creating parks and recreation areas, collecting clothes for distribution to the needy, locating rubbish bins throughout the village, and organizing community celebrations around high school graduation (*tawjih*) and holidays (*eids*).

These activities and the consultative nature in which they were planned and implemented directly addressed the problems of youth inactivity and disconnect with the community. These finding contribute to Conclusion (i).

**ii. Effectiveness**

▪ **Empowering young people**

A crucial element of effectiveness of the project was that it not only organized young people but, through education and mentoring, empowered them to take an active role in their communities and carve out a niche for youth concerns to be heard and for young people to be accepted as leaders.

The grantee had proposed, in the project document submitted, to register between 100 and 150 young people in each village, in the 16 – 22 years age range. The project met or exceeded this number in all cases:

<i>Village</i>	<i>Registered youth voters</i>	<i>YLC candidates</i>	<i>Elected YLC members</i>
<b>Tqu’a (central)</b>	480	23	13
<b>Dir Jreir (central)</b>	112	13	9
<b>Dura (south)</b>	381	25	13
<b>Tarkoumea (south)</b>	404	53	13
<b>Bazarria (north)</b>	237	24	9
<b>Tura al-Gharbiyyeh (north)</b>	108	14	9

A quota of 30 per cent female membership of the YLCs was set, and exceeded in five of the six villages. Since the villages are conservative communities, there were concerted efforts to persuade the families that girls and young women should be allowed to participate, and meetings, training and events were arranged so that the girls/women could attend during daylight hours. The girls/women interviewed noted that there had been a noticeable change in their families’ attitudes to their participation as the credibility of the YLCs grew in the community. One young woman noted that there was no other forum in her life in which she was allowed to meet boys/young men without a chaperone.

The project also empowered young people through the organization of two networking events which also included advanced training sessions and the opportunity for the YLC members to present their community projects and learn from others. These were held mid-way through the project, in a “summer camp” in Bethlehem, and towards the end of the project in a major “closing” meeting in Ramallah. The young people interviewed frequently mentioned the value of these meetings. Each of the YLCs set up its own Facebook page and through this social media avenue all six of the YLCs stay in touch and share ideas.

These findings contribute to Conclusion (ii).

- **Broad stakeholder outreach**

Galvanizing the stakeholder support on which the project would depend at a number of junctures – at start-up, during elections, when the YLC was constituted, as the young people implemented their projects and as the young people work towards sustainability – was a crucial element in the effectiveness of the project.

Almawrid worked to include all members of the six communities, distributed information brochures through schools, the municipality and local NGOs, and supported the young participants as they addressed various forums and spread the word throughout their communities.

The young people themselves had some success in taking their stories to the media, not only local newspapers but Palestinian TV and radio. The mayors and municipal councils informed relevant ministries of the Palestinian Authority (PA) about the project and indeed the Prime Minister attended one of the voting stations on Election Day.



**Former Prime Minister, Mr. Salam Fayyad at the Tqu'a 2012 election**

This mobilization went beyond simple information dissemination and was a crucial factor in helping the project to be effective, creating a supportive environment in which activities could take place and a groundswell of support that increased impact and promoted sustainability.

This finding contributes to Conclusion (ii).

### **iii. Efficiency**

- **Budget**

The project budget was logically constructed, with appropriate allocation of resources between the organization's costs and project activities and outputs. Of the USD 300,000 total available funds (USD 25,000 being withheld by UNDEF for evaluation), USD 81,900 was spent on national professional and administrative salaries and USD 24,000 on trainers for the three main training phases (training of the youth participants – 40 hours in each of the six villages; of the YLC candidates – 20 hours in each village; and of the elected YLC members – 40 hours for each YLC). The staff salaries included emoluments for the six coordinators in each location. With the addition of USD 6,120 for travel (regular field visits amounting to some 300 trips over the duration of the project), costs for personnel and support amounted to USD 112,020 or approximately one-third of the project budget. This is a very reasonable allocation.

Meetings and training, crucial to the methodology and the project overall took up another third of the budget, costing USD 102,180 in total. The remaining USD 85,800 was spent on equipment for the YLCs (computers, cameras, furniture = USD 9,000), advocacy and outreach (brochures, banners, newsletters, pre-and post-tests and other information materials = USD 18,700), overheads (rent, communications, electricity, audit = USD 20,000) and grants to the YLCs for their activities (cultural and social activities, tools and materials, transport, meals, t-shirts and hats) totalling USD 38,100.

The evaluators were able to inspect invoices, financial reports and documentation and to interview the financial controller of Alkawrid. It is clear that the financial arrangements for the project were logical, transparent and designed to allow the project to run efficiently. The evaluators note in particular that the funds provided to the YLCs were appropriate (even if the young people's plans were in fact ambitious and more money could have been spent). Often projects allow only small, fixed amounts for the "demonstration activities" implemented by project participants, but Alkawrid covered the YLC's planned expenses against receipts as they arose, so that the actions were not limited by financial constraints.

"I'm just an accountant; I never get to the field. But I heard all about the huge impact on the young people, their families, the community... it was not just about teaching in the class, but about action and energy."

**Bashar, Finance Officer, Alkawrid**

- ***Backstopping arrangements***

Although the young people were entrusted to a large extent with decision making, there was consistent and supportive backstopping at two levels.

The first was by the six facilitators appointed, one in each village, to accompany the project from beginning to end. The facilitators helped at set-up by disseminating information in the communities and advising Alkawrid on key players and modalities. They then supported the candidates in mounting their campaigns and helped to organize the elections. They were (and still are in most cases) on hand to support the meetings and actions of the YLCs and participated in all activities. The selection of these six facilitators was key to the efficiency of the various stages of the project and Alkawrid was astute in appointing young men who already had legitimacy with the municipal councils in the villages and who were known to the communities.

Alkawrid itself provided important backstopping at all stages of the project and the Project Manager travelled constantly to the villages to provide support, give advice, and monitor progress. The evaluators witnessed the trust and positive relationship that the Project Manager has built in the communities and in particular with the young people. This continues now that the project has officially finished; the Project Manager still visits the YLCs and the conversation continues.

These findings contribute to Conclusion (iii).

- ***Gender-sensitive training materials, analysis and discourse***

It is important to note that, throughout the project, the importance of gender was taken into account. The training materials were checked for gender-appropriate language and gender-sensitive approaches. The set-up of the councils took gender considerations seriously in the quotas set for female representation and the organization of meetings and events.

More attention could have been paid, however, to the analysis of the pre- and post-tests administered to measure changes in the participants' awareness of democracy, governance and leadership. The trainer who developed these tests advised that he was asked to "keep them simple so that we can use them as an indicative measurement", however they would also have provided important information if they had been constructed and then analysed according to age, sex and occupation/education status of the participants. Alkawrid says they would like to do this and indeed take on a data expert who could provide broader support in data collection and analysis, however funding currently precludes this.

This finding contributes to Conclusion (iv).

#### **iv. Impact**

The impact of this project was significant at a number of different levels:

- **Impact on the young participants**

The young people interviewed gave many examples of the impact participation in the project had had on them and were unanimous in their enthusiasm for the opportunity that had been given to them.

The young people – not only the elected youth councillors but also the registered voters who were organized into working teams to implement the YLC action plan – said that participation in the project had increased their self-esteem, helped them to work with people and understand the importance of the “volunteer spirit”, as well as equipping them with useful skills acquired not only through the training sessions but also through the activities the YLC had implemented. One of the young women who had been elected to the YLC said that she had once been extremely shy but was now able to participate fully in meetings and address groups. The evaluators heard the story of one young woman youth councillor who had addressed an expert meeting in Ramallah and who had, to quote the trainer who had been there, “shaken us all up; usually these meetings are like a still pond but she caused ripples on the water and everyone appreciated that”. The trainer said the young woman had not been even remotely intimidated. “At our table,” he said, “the speakers were Doctor, Doctor, Doctor, then 17 year-old girl from Dura.”



**Young participants in Tarkoumea**

Evidencing the success of the project in meeting a primary objective of helping young people to engage with their communities, a number of young people mentioned how their participation had reinforced their relationship with their town. “I have a new love of my town,” one participant said. Another participant said that she felt she had never really known her country but that working with others in the community and networking with other YLCs had helped her to get to know her community and her country. A young man who had stood as a candidate for the YLC but who had not been elected said, “That didn’t stop me. I remained involved and benefited from the activities”. The young people mentioned other benefits of participation in the project, including getting to know other NGOs (one had even got a job with an NGO), having introductions to companies that might provide in-kind support to the YLC, achieving change and overcoming obstacles.

“The main lesson we have learned is that nothing is impossible if you want to make it happen.”  
**YLC member, Tarkoumea**

These findings contribute to Conclusion (v)

- **Impact on a broad range of stakeholders**

The project had an impact on a broad range of stakeholders at two levels: some stakeholders participated actively in the project and were themselves able to achieve outcomes from which they derived particular satisfaction. One town mayor, for example, said that the YLC had become a trusted partner in the work he does for the community. He explained that once upon a time, for example, when he wanted help in organizing a major community celebration such as a graduation ceremony or festival, he would have to supervise contractors himself and would not always be happy with the result. Now, he said, he just phones the President of the YLC and explains that he needs help. Without

supervision, the young people do all the preparation work and, the mayor said, all he has to do is turn up at the end and inspect what they have done.

The municipal councils have also gained through the creation of the YLCs a means of gaining understanding about community needs and aspirations (through the YLC's consultation with community sectors) and practically have benefited from the many community works carried out by the YLC working groups. These range from the provision and fixing of garbage bins in the town, to the creation of parks and gardens, painting of road signs, collection and distribution of clothing to needy families, painting and renovation of school buildings and many sports and cultural events as well as training programmes. In Tura al-Gharbiyyeh, the YLC has set up a weather station and shares updated meteorological reports with farmers and others in the village. There was support for these activities within the council and among other stakeholders and a significant strengthening of the relationship between the village young people and other sectors of the community.

Almawrid suggested that an important impact of the project, also, was that it gained the attention of official bodies. The Ministry of Local Government, for example, asked for more information on the project. The Deputy Minister wanted to understand more about the YLCs and how to expand the idea into other locations.

Almawrid noted that they would be ready to help with this but could not provide the necessary funds, and they urged the Ministry to encourage municipal councils (who, after all, benefit from the actions of the YLCs) to support them financially. "Give young people the space to participate in developing their local community," Almawrid Director Dr Ismail said. "If the authorities believe in this idea, then the concept belongs to them. It is their youth, their community. They must take responsibility as well as ownership."

"In my opinion, they [the young people] did great things. They came to me and said they wanted to do a big job. I warned them their idea – painting six of the eight schools in town – built in the 60s – was a very ambitious project and was in fact the responsibility of the Ministry of Education. They insisted that they wanted to undertake this maintenance project. They mobilized the whole community and received support from many volunteers. It took them one month to paint and fix the schools. When school started after summer holidays, everything was ready. The Deputy Minister of Education phoned in person to thank and congratulate the young people. He said it would have taken the Ministry at least five years to get it done. I am very proud of them."

**Mr Hatim Sabah, Mayor of Tqu'a**



**Sports day organized by the Tarkoumea YLC**

#### ▪ **Impact on democracy, governance and leadership**

An important impact of the project was on awareness, understanding and practice of democracy, good governance and leadership in the six villages where the project was implemented. None of the young people who participated in the project had ever voted before and knew only a system where representatives at various levels are appointed by the central authorities. Through this project, they not only learned about democratic processes and the roles and responsibilities deriving from them, they were able to put these into practice. Each YLC drew up a charter of roles and responsibilities at the beginning of their term, and this was distributed throughout the community. The young people put theory into

practice in a number of ways, learning and implementing lessons on leadership, transparency, consultation and justice.

These young people are potentially the leaders of the future – one young YLC councillor said that he could now envisage himself as President of the country in time – and at the very least they are poised to lead their communities and their peers.

Moreover, there is a clear multiplier effect in relation to the knowledge the young people acquired during the training sessions. They reported that they passed on their knowledge to their families and friends, and in some cases YLC members gave formal training sessions to young people in the village. In many ways, therefore, democracy has been “planted” in these six villages and the young people have taken on the task of nurturing it and seeing it grow. Interestingly, the week after the evaluation visit, young people in one YLC were to give classes in good governance and decision making to representatives of the municipal council.

These findings contribute to Conclusion (vi).

## **v. Sustainability**

### **▪ Young people power**

Almawrid, the project coordinators and indeed the municipal councils believed from the outset that the YLCs could be sustainable beyond the duration of the project. They were, however, aware of the challenges this would involve, including funding, agreement and cooperation of the authorities, sustained interest of the young participants and stakeholders, and the fact that the 16 – 22 year-olds involved in the project would over time move out of this age group and potentially disengage with the YLC all together.

The young people who registered as voters and then became active participants in one way or another in the project also believed that the YLCs would be a permanent fixture in their communities however from the beginning they also set out to ensure that that would be the case.

Funding is likely to be a constant challenge, but the young people have already begun to source in-kind donations from local companies (paint, sports materials etc) and have started to work with local NGOs to seek funding from donors. The YLC in Tarkoumea submitted a funding request to the Olaf Palme Foundation and Catholic Relief Services through the intermediary of a local NGOs asking for NIS 10,000 (approximately USD 3,300) for each activity to be undertaken.

The YLC in Tqu’a has secured some funding from NGOs in Bethlehem and are working to encourage the NGOs to sponsor (and become involved) in projects in the community. The YLC members are also negotiating with local Women’s Centres to provide training courses in computing and to sponsor an Internet café. In this way, the YLC is becoming a facilitator as well as a direct actor in services to the community.

The YLCs are beginning the process of self-renewal through the holding of new elections, however there is at this time unlikely to be the preparatory and then follow-up training that was so important to the elections held as part of the project. Almawrid is aware of this and is seeking solutions, and the young people themselves are preparing to step up to train their younger replacements. It is important that the training component should not disappear, since it is a particular strength of the process.

### **▪ Risks to sustainability**

There are risk to sustainability of the YLCs that go beyond the control of those who participated in the project and those who support continuation of the outcomes. This is a

volatile region where politics is an everyday factor in people’s daily lives. Most of those interviewed believe that the YLCs will not be seen as a threat to the authorities at any level, however individual young people who rise to prominence partly as a result of their leadership within the YLCs will undoubtedly be watched with interest.

There is also a risk that a change in municipal council leadership or make-up might result in the important support that is currently given to the YLCs dissipating or disappearing all together. One councillor expressed the view that, although he is happy to allow the YLC to meet in the council offices, in time he believes the young people should find a place in which to hold meetings away from council. This was a lone voice among the authorities at this time, however lack of support from municipal councils remains a possibility in future.

One mayor expressed the belief that the YLC members should receive a small emolument, as municipal councillors do. This would be difficult given funding challenges, and it might endanger the spirit of volunteerism to which the young people seem committed. However it is a means of ensuring continuing engagement if, in the future, there is a dip in enthusiasm for the YLCs. While not recommended at this time, it is something that should never be completely dismissed.

These findings contribute to Conclusion (vii).

▪ **A note on the future**

In a debriefing with the grantee, the evaluators had the opportunity to share ideas on the future of the YLCs and Almarid’s work with them. Almarid would like to support the creation of more YLCs, but believes that the impetus should now come from young people themselves; in fact the evaluators were told by two of the project managers that they had already been approached by young people in other villages for help. Almarid has concerns that YLCs should not just be set up without the basis of training and consultation that marked this project, and remains ready to help young people source funds for such training.

The six YLCs have approached Almarid with the idea of setting up a “union” of YLCs that will bring them together periodically for networking and exchange of ideas.

The idea was also floated of extending the age group of participants in the YLC elections and body to young people up to the age of 25. This would allow more university students to participate. Almarid believes, however, that older participants might make it more difficult for younger participants to express themselves and participate fully. An alternative might be for 22 – 25 year-olds in the community to become mentors to the YLC members and others; this would also allow those participants who move outside the age range to remain engaged with the YLCs and youth activities.

These findings contribute to Conclusion (viii)

**vi. UNDEF value-added**

In the course of the evaluation mission, the evaluators learned about another Ramallah-based NGO, CHF, which is also engaged in setting up what it calls “shadow councils” for young people in some villages in the West Bank. The evaluators learned that CHF and Almarid had at one time been partners in this work but that they had parted ways over a difference in approach (CHF does not make a direct link between education/training and the setting-up of the councils, and Almarid sees this as essential). CHF’s work is funded by USAID.

“It wasn’t enough just to learn. I wanted to live the experience of democracy.”  
**YLC member in Tqu’a**

The evaluators consider that UNDEF’s support of the work being done by Almawrid was particularly important because it maintained the focus on education and training in democracy, governance and leadership and that, in the long term, this is crucial for the future of democracy in Palestine and that the prominent positioning of the UNDEF logo on all materials, banners and voting documentation reinforced the role of the UN in supporting democratic processes at grassroots level.

This finding leads to Conclusion (ix).

It is worth recording here that the representatives of UNDP interviewed, who were wholly supportive of Almawrid’s methodology and professionalism, mentioned that they believe mid-term visits to projects are extremely valuable both to the implementing agency and also agencies like UNDP which frequently are seeking suitable partners for project activity.

This finding leads to Conclusion (x).



**Youth environmental activities**



## IV. Conclusions

*i. The project was highly relevant.* In particular, analysis of the problem of young people's disenfranchisement and disengagement with their communities and with leadership and democracy, and the methodology used to address these problems, were both appropriate and accurately targeted and designed.

*ii. The project was effective.* Participation in the project (both of young people and broader stakeholder groups) exceeded projections in every case. Additionally, the focus on empowering young people rather than organizing them as passive recipients of project activity contributed significantly to the project's effectiveness.

*iii. The project was efficient.* The budget was well designed and funding was allocated to priority actions that had a direct impact on the success of the project – the training and implementation of the YLCs' actions in their communities. The balance between the financing of personnel and administration on the one hand and training and the activities and outputs of the young people was well managed and resulted in no shortfalls for any of the activities undertaken. Additionally the backstopping arrangements put in place both in the villages and at the grantee's offices contributed significantly to the efficiency of the project.

*iv. The project was gender-sensitive.* Although not a prominent component of the project, "gender" was appropriately taken into account in a number of ways. There was awareness from the outset that girls/women in the communities must participate and be represented, despite the challenges this engendered. A quota of 30 per cent participation in the YLCs was adhered to and resulted in a significant change in the lives of the young women who participated as well as their families. The training materials and events all took gender considerations into account. The one weakness is that the pre- and post-test results were not disaggregated by sex (but nor were they disaggregated by age, occupation etc.)

*v. The project had a significant, positive impact on the young people who participated in it and on their families and communities.* The young people interviewed – YLC members and others who remained engaged in the activities – gave numerous examples of how the project had had a positive impact on their self-esteem, confidence, knowledge and relationships. Many of them specifically mentioned how much closer they had grown to their communities and their long-term aspirations in leadership and governance. The wider group of stakeholders – families, municipal councils, NGOs and community members – also reported significant positive change as a result of the project.

*vi. The project had a significant impact on awareness and promotion of democracy, governance and leadership.* The young participants not only learned about democratic processes and the roles and responsibilities deriving from them, they were able to put these into practice. Also, they were very aware that this is what they were doing – from drawing up roles and responsibilities of the YLC to participating in elections, campaigning and then representing their constituents, the young people knew that they were creating something new and important in their lives and in the lives of their communities.

**vii. Sustainability will remain a challenge.** Despite ongoing commitment from all those involved in the project, from the grantee to the young people and those they depend on for support, it will be vital to remain vigilant to change and to shore up the YLCs by identifying funding sources that will allow them to operate independently of municipal councils and NGOs.

**viii. There is great potential for the YLC initiative to be further developed.** The youth participants and Almawrid see a number of ways in which the project's results might be developed. In particular, the bringing-together of the YLCs in networking meetings (potentially with shadow councils created through the CHF project?) and training and promoting a mentoring system to support new participants and retain the experience and expertise of young people past the age of 22 were mentioned by a number of respondents.

**ix. The project provided important value-added for UNDEF.** Although similar initiatives to this exist in the West Bank, funded by other donors, none has democracy, governance and leadership at its heart to the extent that this project did. The high visibility given to UNDEF in all project outputs and permanent signage and the insistence on fundamental principles of democracy differentiate this project from others and signal the unique nature of UNDEF support.

**x. Mid-term visits to the project are useful both for the project and for agencies seeking information on possible grassroots partners.** This was underscored by UNDP.

## V. Recommendations

*i.* (Based on Conclusion iv): **Data collection and analysis is more useful to the project and to future planning, if it is disaggregated by sex.** This allows gender to be appropriately programmed and for a more gender-sensitive understanding of the potential and risks in any activity. Although this project did pay attention to gender in many ways, it is a pity that the pre- and post-tests did not and so do not allow us to measure whether there was a difference between the understanding/learning of male and female participants (and thus to see where changes to training or activities might be made).

*ii.* (Based on Conclusion vii): **Sustainability is not only about future funding, but cannot be guaranteed without it.** The young people themselves had some creative ideas about how to secure both funds and in-kind support for their activities; however repeatedly having to source such support can overtime become a disincentive to participation. It would be a good idea to increase the attention given to fundraising during the training given to the elected YLC members and to bring in an experienced fundraiser to do that training.

*iii.* (Based on Conclusion viii): **Given scarce resources, mentoring and networking arrangements/events might profitably be priority considerations for future phases of the YLC project.** Helping the older participants who might otherwise move away from the YLCs to train and then act as mentors to younger participants would additionally contribute to sustainability, and further enhance the skills and confidence of the young people concerned. The networking events organized during the project were well received and similar meetings (including on-line forums) would be a good way to support continued engagement and improvement.

## ANNEXES

### Annex 1: Evaluation questions

#### General evaluation question categories

DAC criterion	Evaluation Question	Related sub-questions
Relevance	To what extent was the project, as designed and implemented, suited to context and needs at the beneficiary, local, and national levels?	<ul style="list-style-type: none"> <li>▪ Were the objectives of the project in line with the needs and priorities for democratic development, given the context?</li> <li>▪ Should another project strategy have been preferred rather than the one implemented to better reflect those needs, priorities, and context? Why?</li> <li>▪ Were risks appropriately identified by the projects? How appropriate are/were the strategies developed to deal with identified risks? Was the project overly risk-averse?</li> </ul>
Effectiveness	To what extent was the project, as implemented, able to achieve objectives and goals?	<ul style="list-style-type: none"> <li>▪ To what extent have the project's objectives been reached?</li> <li>▪ To what extent was the project implemented as envisaged by the project document? If not, why not?</li> <li>▪ Were the project activities adequate to make progress towards the project objectives?</li> <li>▪ What has the project achieved? Where it failed to meet the outputs identified in the project document, why was this?</li> </ul>
Efficiency	To what extent was there a reasonable relationship between resources expended and project impacts?	<ul style="list-style-type: none"> <li>▪ Was there a reasonable relationship between project inputs and project outputs?</li> <li>▪ Did institutional arrangements promote cost-effectiveness and accountability?</li> <li>▪ Was the budget designed, and then implemented, in a way that enabled the project to meet its objectives?</li> </ul>
Impact	To what extent has the project put in place processes and procedures supporting the role of civil society in contributing to democratization, or to direct promotion of democracy?	<ul style="list-style-type: none"> <li>▪ To what extent has/have the realization of the project objective(s) and project outcomes had an impact on the specific problem the project aimed to address?</li> <li>▪ Have the targeted beneficiaries experienced tangible impacts? Which were positive; which were negative?</li> <li>▪ To what extent has the project caused changes and effects, positive and negative, foreseen and unforeseen, on democratization?</li> <li>▪ Is the project likely to have a catalytic effect? How? Why? Examples?</li> </ul>
Sustainability	To what extent has the project, as designed and implemented, created what is likely to be a continuing impetus towards democratic development?	<ul style="list-style-type: none"> <li>▪ To what extent has the project established processes and systems that are likely to support continued impact?</li> <li>▪ Are the involved parties willing and able to continue the project activities on their own (where applicable)?</li> </ul>
UNDEF value added	To what extent was UNDEF able to take advantage of its unique position and comparative advantage to achieve results that could not have been achieved had support come from other donors?	<ul style="list-style-type: none"> <li>▪ What was UNDEF able to accomplish, through the project, that could not as well have been achieved by alternative projects, other donors, or other stakeholders (Government, NGOs, etc).</li> <li>▪ Did project design and implementing modalities exploit UNDEF's comparative advantage in the form of an explicit mandate to focus on democratization issues?</li> </ul>

## Annex 2: Documents reviewed

### Background documents

CIA World Facts: West Bank, 2012

UNDP Human Development Indicators 2012 ([www.undp.org](http://www.undp.org))

UNRWA website: [www.unrwa.org](http://www.unrwa.org)

Palestinian Central Bureau of Statistics website: [www.pcbs.gov.ps](http://www.pcbs.gov.ps)

Statistical website: [www.indexmundi.com](http://www.indexmundi.com)

### Project outputs

Brochure

Newsletter

Election materials

Campaign and other information products

### Project documentation

Project Document, UDF-PAL-09-311

Mid-term Progress Report, UDF-PAL-09-311

Final Project Narrative Report, UDF-PAL-09-311

Milestone verification mission report

## Annex 3: People Interviewed

19 & 21 September 2013 – Arrival in country	
<b>23 September 2013</b>	
Mr Ismail Njoun	Director, Almawrid
Mr. Waleed Ihsheish	Project coordinator, Almawrid
Mr. Bashar Qara'	Finance officer, Almawrid
Ms. Lubna Taha	Project assistant
Ms Mira Abdallah	UNDP – Grants manager - Community Resilience and Development programme (CRDP)
Ms. Merna Alazzeah	UNDP – Field coordinator - Community Resilience and Development programme (CRDP)
Mr. Marwan Durzi	UNDP – Programme manager – Community Resilience and Development programme (CRDP)
Mr. Nasser Al-Arda	Ex-chief of party – Ruwad Youth Development project
<b>24 September 2013</b>	
<i>Ramallah</i>	
Mr. Mohammad Awad	World vision – Development Programme Manager
<i>Tarqumia</i>	
Mr. Abdullah Qabajah	Local facilitator
Mr. Sami Awad Alfataftah	Mayor
Ms. Sama Qabaja	Youth council registered
Ms. Ferial Qaquer	Youth council member
Mr. Sami Fataftah	Youth council registered
Mr. Zeid Fataftah	Youth council member
Mr. Ismail Shalalfeh	Youth council registered
Mr. Tariq Shalalfeh	Youth council member
Mr. Ahmad Fataftah	Youth council registered
Ms. Samah Qabajah	Youth council registered
Mr. Mussab Qabajah	Youth council registered
Mr. Khadr Al-Mratan	Youth council registered
Mr. Mohammad Tannineh	Youth council registered
Ms. Hanin Qabajah	Youth council registered
<b>25 September 2013</b>	
<i>Tqu'a</i>	
Mr. Samir Abu-Mfarreh	Local facilitator
Mr. Samir Jibril	Youth council member
Mr. Ashraf Abu-Mfadah	Youth council registered
Mr. Mohammad Al-Badan	Youth council member
Mr. Fadi Ahmad	Youth council member
Mr. Sa'eed Sabah	Youth council registered
Mr. Mustafah Jibril	Youth council registered
Mr. Mu'atasseem Al-Oarmour	Youth council registered
Ms. Amani Jibril	Youth council member
Ms. Islam Al-Oarmour	Youth council member
Ms. Salamah Abu-Mfurreh	Youth council registered
Mr. Murad Jibril	Youth council member
Mr. Hatim Sabah	Mayor
<i>Dura</i>	
Ms. Najjah Sharha	Youth council registered
Ms. Leyali Qazaz	Youth council registered
Ms. Yasmin Amayra	Youth council registered
Ms. Kristin Qazas	Youth council registered
Mu'ath Al-Huob	Youth council member
Mr. Bashar Shedeed	Youth council registered
Mr. Mahmoud Sous (YLC)	Youth council member
Ms. Asma' Al-Hendi	Youth council member
Mr. Mahmoud Douddine	Youth council registered
Mr. Anas Shadid	Youth council member

Mr. Odaya Yamani	Youth council member
Ms. Lubna Abu-Zneid	Social worker/teacher
Ms. Sa'ida Titi	School principal
Mr. Mohammad Samir Al-Nammourah	Mayor
Mr. Abel Al-Majeed Al- Masharqa	Local Facilitator
Mr. Saleh Ahmed	Trainer
Mr. Waleed Dasseh	Trainer
<b>26 September 2013</b>	
<i>Ramallah</i>	
Ms Siham Rachid	Programme Manager for MDG Programmes, UNWOMEN
<i>Toura-Elgharbia</i>	
Mr. Mo'yad Qabaha	Local facilitator
Mr. Tariq Qabaha	Mayor
Mr. Samih Qabaha	Youth council member
Mr. Ahmad Abbadi	Youth council member
Mr. Rashad Qabaha	Youth council registered
Mr. Fadi Qabaha	Youth council registered
Ms. Ansam Mas'oud	Youth council member
Ms. Fatima Qabaha	Youth council member
Mr. Ali Abbadi	Youth council member
Mr. Mas'oud Qabaha	Youth council member
Mr. Wahid Jubran	Monitoring and evaluation expert
<b>27 September 2013</b>	
Mr Ismail Njoum	Director, Almawrid
Mr. Waleed Ihsheish	Project coordinator, Almawrid

## Annex 4: Acronyms

DAC	Development Assistance Committee
EQ	Evaluation Questions
HAMAS	Islamic Resistance Movement
HDI	Human Development Index
NGO	Non-governmental organization
NIS	New Israeli Shekel
OPT	Occupied Palestinian Territories
PA	Palestinian Authority
PCBS	Palestinian Central Bureau of Statistics
PLO	Palestine Liberation Organization
UN	United Nations
UNDEF	United Nations Democracy Fund
UNDP	United Nations Development Programme
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
US	United States
USD	United States dollar
WB	West Bank
YLC	Youth local council