



ENDLINE REPORT
YOUTH COHORT STUDY OF
USAID/WEST BANK AND GAZA'S
PARTNERSHIPS WITH YOUTH ACTIVITY
DECEMBER 2018

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

Task Order AID-OAA-I-15-00037/AID-294-TO-I6-00004

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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 endline 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 comprises three elements, (1) the **Longitudinal Youth Cohort Study**, which is focused on a subset of youth participants and geographic implementation areas, (2) a **Secondary Analysis of existing participant data** 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' abilities to provide relevant, quality services to youth.

The objectives of this study as defined by the task order are to:

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

The key YCS questions are:

1. *Employment*: To what extent have 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 toward violence*: To what extent has participation in the PWY International Research and Exchange Boards, Inc. (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, overcome adversity, and reach educational and employment objectives, among other outcomes)?
7. *Demand for/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?
8. What recommendations could be made to improve the effectiveness of YDRCs in promoting holistic youth development?
 9. *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' abilities 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?

PROJECT BACKGROUND

PWY was a five-year, \$16 million USAID-funded activity implemented by IREX, a nonprofit organization dedicated to youth empowerment. The agreement ultimately ran from February 2013 to August 2018. During this period, PWY sought to expand educational and leadership opportunities for youth aged 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 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 (aged 18–25) over a 1.5 year period. Youth were 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, an attempt was made to administer a survey to all sampled youth and a qualitative interview to a subsample of youth. To deepen analysis of youth change over time, the research design also included a survey and qualitative interview with a subsample of respondents from the youths' households.

YOUTH SAMPLE

The study targeted a sample of 1,000 youth with the expectation that some youth would leave the study over the 18-month period in question.¹ 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 inbrief 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.² To make up for this shortfall, the study design had to incorporate both newly enrolled youth and 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 extended the intended data collection period by two months. The balance of the 1,000 youth was backfilled from previous participants from the August 2016–February 2017 period using IREX’s training database (the backfill baseline), starting with the youth enrolling most recently, until filling the sample size. In the end, 64 percent of the sample was collected as part of the rolling baseline and 36 percent as the backfill baseline.

The study also targeted 150 of the total youth sample and their households to participate in qualitative interviews. 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. The study cohort is comprised of 1,002 youth who first enrolled in YDRCs between August 2016 and May 2017. At baseline, owing 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 1000 youth. Before the decision to backfill the balance of the sample from recently trained youth, 638 youth were successfully enumerated. The study team reconstructed a baseline for the backfilled youth by asking recall questions, reaching a total youth sample size of 1,002 at baseline, 759 at midline, and 718 at endline.

In addition to the youth survey, the study also conducted in-depth qualitative interviews with a subset of 188 youth and one member from each of their households to supplement the quantitative data and provide a holistic profile of the youth. Enumerators asked all youth participants in the qualitative subsample to nominate a household member to participate in a shortened version of the quantitative survey and a qualitative interview, leading to a final household member sample of 164 at baseline, 120 at midline, and 96 at endline.

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 toward conflict, community engagement, self-efficacy, and YDRC perception; the household version of this survey covered the same topics and asked household members about youths’ status, opinions, and capabilities in these areas. At endline, more questions were added to the tools to

¹ When contacting the same people repeatedly, all studies should expect some attrition as respondents move, change contact information, or lose interest in continuing to participate. Based on previous longitudinal studies that the data collection firm, Alpha International, has conducted, the study anticipated at least 10% attrition, though as youth are particularly mobile, the Design Report includes analysis of attrition scenarios of up to 30%.

² 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.

better capture data on attitudes toward conflict, YDRC perception, and employment outcomes. Qualitative data were collected through semi-structured interviews with youth and their 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. The average age when asked at baseline was 21, and by endline, the average age was 22. One in three classifies as a refugee. Youth in the sample are very well educated, with 71 percent either enrolled in or having completed university. There were no statistically significant demographic differences between the qualitative youth subsample and the whole cohort.

Most of the household members surveyed were youths’ parents, averaging 89 percent across baseline, midline, and endline. Of the parents surveyed, on average 97 percent were female, meaning that the typical parent who responded to the surveys was the youth’s mother.

CONCLUSIONS: COHORT STUDY

Q1: EMPLOYMENT

Employment Rates

- Youth employment increased substantially over the 18-month study. With an endline employment rate of 42 percent, youth were four times more likely to be employed at the conclusion of the study as compared to the beginning. Much of this increase seems to have been driven by youth moving out of educational settings and into the workforce.
- While employment rates increased substantially for both sexes, large baseline differences became more pronounced over the study period. Males were 6.6 times more likely to be employed than females at baseline. By endline, the difference grew to 7.3 times. This pattern was at least partially explained by the ten-fold increase in female respondents who cited personal family reasons for unemployment. In addition to being more likely to have employment, employed males worked an average of 10.5 hours more a week and were three times more likely to have a second job. Self-employment displayed a different trend. Whereas rates increased for both sexes, female entrepreneurship expanded at a faster pace. Males started the study 5.5 times more likely to engage in entrepreneurial activities. By endline, the advantage declined to 3.3 times.

- Whereas youth cited a lack of available jobs and insufficient work experience as the primary employment barriers at baseline, by endline the most commonly-cited reasons were perceptions of low wages, poor working conditions, or a lack of personal/family connections. This could signify an improved understanding of the labor market and the realization that general employment conditions are not in keeping with expectations.
- Several factors displayed consistently positive associations with employment outcomes. Chief among these were age, household wealth, and being single. This latter outcome reflects the very large proportion of females in the sample.

Employment Quality

- Respondents were largely satisfied with their jobs, an indicator that did not change significantly over the study period. Overall, respondents did not signify a desire to leave their current jobs. This was in the context of low employment formality. Only one in four youth reported having a written contract, a trend that did not increase over the study period.
- Respondents' education level was negatively associated with perceptions of job quality. The more educated youth were, the less satisfied they were with their current jobs and the less likely they were to report wanting to keep them over the long term. These findings suggest that respondents were not finding jobs commensurate with the increased expectations of further education investments.

Employment Sectors

- Male and female respondents had different job preferences. Males were more likely to desire skilled mechanical jobs, which are also more conducive to self-employment, while female youth were more likely to want to work in semi-skilled office jobs. Youth of both sexes were hoping someday to have skilled jobs requiring certificates (technical jobs) or advanced degrees (intellectual occupations).

Q2: EARNINGS AND SAVINGS

Income

- The average monthly income from all sources at endline was 250 USD, an increase of 66 USD over baseline. Working youth reported almost twice as much income, with respondents employed in full time jobs citing an average of 477 USD at endline. This level of income is just above the average monthly wage in West Bank and Gaza (466 USD). It is, however, not generally considered enough to support a family.
- Males made, on average, 135 USD more than females. Respondents in Qalqilya had the lowest reported income, while youth from Hebron had the highest.

Savings

- With 43 percent of youth reporting some savings at endline, the prevalence of savings increased over the study period by 35 percent. Males were 23 percent less likely to have savings, and, surprisingly, age was negatively correlated with savings. Youth in Jericho were less likely to save than in some other governorates.

- While more youth were likely to report having savings by endline, there was no increase in the quantity or frequency of savings. Employed youth were three times more likely to report growth in their savings, while more education was associated with more frequent saving. Conversely, residence in refugee camps was associated with less frequent savings.

Q3: EMPLOYABILITY

- With 80 percent of respondents being either ‘positive’ or ‘very positive’ about their career future, youth were generally optimistic about employment. However, youth became progressively less optimistic over the study period.
- Youth generally saw 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. This measure did not, however, change over time.
- Few youth thought they needed to improve their job-seeking skills to further their careers. This was borne out by a low uptake of employment services over the study period. The two areas respondents highlighted were soft skills (such as leadership or communication) and technical skills. Household members perceived youth as having strong soft skills (rating youth as highly responsible, punctual, and communicative), though the share of household members stating that youth need to improve their technical skills increased from 49 percent to 68 percent over the study period.

Q4: ATTITUDES TOWARD VIOLENCE

- The youth in this cohort unanimously characterize themselves as highly nonviolent and very unlikely to resort to violence to solve problems. Across the five prompts, the only one that exhibited a significant change over the study period was a reduction in youth agreement with the statement, “When my friends fight, I try to get them to stop.” It should be noted that these characterizations are susceptible to social desirability bias and are not necessarily fully objective measures.
- Males were more likely to express agreement with statements about the necessity of conflict in mediating disputes. This association held in the overall asset index and three of the five prompts, all of which explicitly referenced fighting.
- Youth cited 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.

Q5: COMMUNITY ENGAGEMENT

Community

- With two in three youth reporting volunteering at endline, this was by far the most common way youth engaged with their community. However, the frequency of volunteering was low and decreased over the study period. Of the youth that reported having volunteered, more than half had not done so within the last half year, and only one in six had volunteered within a month of the survey.

- The primary cause of this seems to be the fact that volunteer opportunities are very infrequent and are usually associated with annual or seasonal religious holidays and civic events. Formal and regular engagement with community issues or charity work appeared 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.

Family

- 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 most of the youth in this cohort are in school, limited time available due to homework and school obligations was a common reason for being less involved in family obligations.

Q6: SELF-EFFICACY

- 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 confident in their self-assessment.
- Although much of the confidence that 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

- Both youth and household members have very positive reviews of the YDRCs thus far. However, few can 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 YDRCs.
- Both youth and household members consistently cited transportation assistance, location, and course schedules as areas in need of improvement for the YDRCs.

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 delivered with good quality. Decreases in services and participation were found at endline, however, owing to funding delays, cuts, and, ultimately, the close of the program in August.

Q2 FINDINGS: INSTITUTIONAL CAPACITY

According most respondents, staff and youth were involved in implementing the annual, strategic, and communication plans, though none appear used or disseminated. There are no human resource systems in place. Interviewees stated that current financial resources are not enough to continue most youth development activities that began under USAID support. YDRC fundraising processes and monitoring and evaluation (M&E) systems are insufficient. Financial systems are in place, and YDRCs are producing acceptable audit reports. All YDRCs have insufficient budgets, and accessibility varies by center. YDRC service delivery and communications operations are effective.

Q3 FINDINGS: COST PER PARTICIPANT

The overall cost per participant has increased over time, most likely due to decreased attendance. There were variations by fiscal year, with no funding provided in FY18 for some regions. Overall, the cost per participant varied based on organizational capacity and number of people trained.

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—represents those of the intended target population, and if not, whether this 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, human resources, 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.

PROJECT BACKGROUND

Partnerships with Youth program (PWY) was a five-year, \$16 million USAID-funded activity implemented by IREX, a nonprofit organization based in the United States, from February 2013 to August 2018. PWY was designed to expand educational and leadership opportunities for youth aged 14–29 throughout the West Bank, by creating sustainable Youth Development Resource Centers (YDRCs) for youth programming. PWY utilized a cohesive youth engagement strategy based on the principles of Positive Youth Development (PYD) and a Service Learning (SL) approach to ensure that participating youth develop key personal, pre-employment, and technical skills.

The developmental hypothesis underpinning 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. To achieve this end, PWY was to improve the organizational environment of six existing 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. Figure 1 presents the activity results framework.

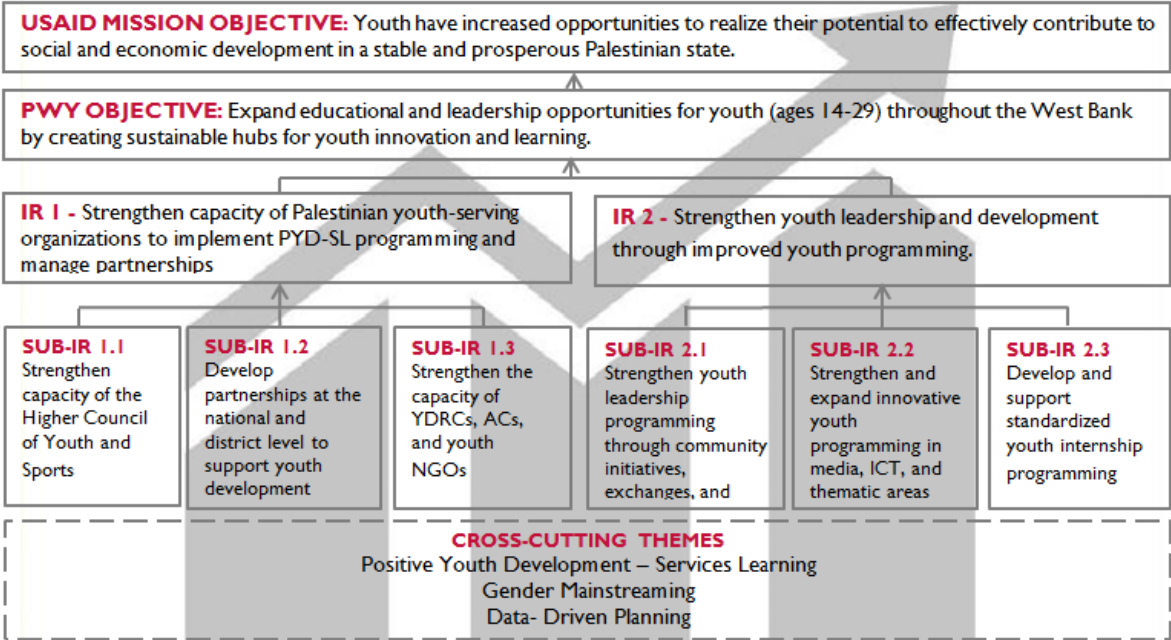


Figure 1. PWY Results Framework

STUDY PURPOSE AND QUESTIONS

STUDY PURPOSE

USAID/West Bank and Gaza contracted Social Impact, Inc. (SI), to perform a multi-year study of the Partnerships with Youth (PWY) Activity implemented by IREX.³ Launched in October 2016 and concluded in November 2018, the study 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' abilities 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, particularly employment outcomes. The objectives of this study as defined by the task order are to:

1. document changes in outcomes for youth aged 18–25 participating in targeted YDRCs,⁴
2. investigate differences in responses to YDRC intervention among beneficiaries of different demographic and socioeconomic profiles,
3. examine attitudes of parents or household members toward youth participation in YDRC intervention and their views regarding outcomes,
4. identify how USAID support has affected the ability of targeted YDRCs to deliver quality, relevant services to youth, and
5. 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, midline, and endline data for the youth cohort and YDRC capacity studies.

STUDY QUESTIONS

YOUTH COHORT STUDY

Given the purpose of the study, the research questions mostly concerned employment outcomes of the youth. As a result, it is important to note that the study questions may not reflect the scope of PWY programming. Because the objective of the program was to help youth achieve their potential by providing educational and leadership opportunities, some of these study questions lie outside the scope of PWY

³ Task Order AID-OAA-I-15-00037/AID-294-TO-16-00004

⁴ Though PWY's target age group ranges from 14 to 29, the study was designed to target youth aged 18–25 as the youth most likely to experience changes in the study's outcomes of interest, as detailed in the research questions below.

programming. PWY had no programming for youth on personal finances and interpersonal conflict resolution. While PWY does not specifically arrange for youth job placement, it provided job preparedness courses for youth to improve their job search process. PWY provided programming for youth aged 14–29, while the study tracked youth aged 18–25 at baseline because of difficulties around engaging with minors. Given this context, the study sought to answer the following eight research questions:

1. *Employment*: To what extent have 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 toward 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, overcome adversity, and reach educational and employment objectives, among other outcomes)?
7. *Demand for/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, midline, and endline 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. Furthermore, by focusing exclusively on the 18- to 25-year-old segment—largely to examine employment and income outcomes—this study does not in any way describe or examine the YDRC services and outcomes for the 14–18 age group, which is by far the largest group of YDRC participants, or the 26–29 age group.

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, midline, and endline findings for all three questions.

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 to describe participant demands and perceptions of the YDRCs. The study focused on the following five USAID-supported YDRCs: Jenin, Nablus, Qalqilya, Jericho, and Hebron. 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 (aged 18–25) over a 1.5-year period. Youth were 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, an attempt was made to administer a survey to all sampled youth and a qualitative interview to a subsample of youth. To deepen analysis of youth change over time, the research design also included a survey and qualitative interview with a subsample of respondents from youths' households.

YOUTH SAMPLE

The study targeted a sample of 1,000 youths, with the expectation that some would leave the study over the 18-month period in question.⁵ The study design outlined during study procurement proposed a baseline of youth enrolling in their first training/activity with YDRCs from January to March 2017. Youth were to be identified and surveyed at the time of application. However, during inbrief 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.⁶ To make up for this shortfall, the study design had to incorporate both newly enrolled youth and 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 extended the intended data collection period by two months. The balance of the 1,000 youth was backfilled from previous participants from August 2016 to February 2017 using IREX's training database (the backfill baseline), starting with the youth enrolling most recently, until filling the sample. 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 sample is proportionate to the number of new youth enrolling at each YDRC during the target period. Sixty-four percent of the sample was collected as part of the rolling baseline and 36% as the backfill baseline (Table I).

The study targeted 150 youth to participate in qualitative interviews. These youth were a subsample 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. The final qualitative sample size was 188 youth.

TABLE I. 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

⁵ When contacting the same people repeatedly, all studies should expect some attrition as respondents move, change contact information, or lose interest in continuing to participate. Based on previous longitudinal studies that the data collection firm, Alpha International, conducted, the study anticipated at least 10% attrition, though as youth are particularly mobile, the Design Report includes analysis of attrition scenarios of up to 30%.

⁶ 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 SAMPLE

As with the youth qualitative sample, the target sample for the household respondents was 150. All youth participants in the qualitative subsample were asked to nominate a household member to participate in a shortened version of the quantitative survey and a qualitative interview. The household response rate was 87 percent. (As stated above, 41% of youth who were asked agreed to have their household members interviewed and provided contact information for those interviews.) The final sample size achieved was 164 (Table 2).

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

DATA COLLECTION INSTRUMENTS

The Youth Cohort Study includes four instruments: two quantitative and 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 toward conflict, community engagement, self-efficacy, and YDRC perception. The household version of this survey covered the same topics, asking household members about youth status, opinions, and capabilities in these areas. Surveys drew from validated questionnaires including the School To Work Transition Survey,⁷ the Generalized Self-Efficacy Scale,⁸ and the Attitude Toward Conflict Scale.⁹ The youth who were 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 included several questions specifically designed to complement the semi-structured interview, so that enumerators could return to those questions to follow up on 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

⁷ International Labour Organization, *SWTS Questionnaire*. Rep. N.p. (2009), http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_140858.pdf.

⁸ Gilad Chen, Gully Stan, and Dov Eden, "Validation of a New General Self-Efficacy Scale," *Organizational Research Methods* (2001).

⁹ Center for Disease Control, "Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools." (2005).

probing questions, to which enumerators recorded the respondents' answers in their own words. The Youth Cohort Semi-Structured Interview instrument is 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 allowed for more effective enumerator training. The youth and household versions of the interview guide are in Annexes 4 and 5, respectively.

Though the same youth instruments were used at midline, there were modifications to the endline instruments to better understand youth YDRC participation. The new questions more specifically asked for perceptions of YDRCs and YDRCs' programming on job preparedness.

The study team developed both instruments in English, and Alpha International (Alpha), the firm conducting data collection for the study, translated the instruments into Arabic and back-translated them into English. The study team and Alpha field tested the instruments prior to data collection and made adjustments accordingly. The study team trained enumerators in the instruments during each data collection period. Trainings included testing the instruments with a pilot sample.

RESPONDENT PROTECTION

The study team submitted study protocols and questionnaires to SI's internal Institutional Review Board (IRB) for approval. 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 could be de- or re-identified, with participant contact information stored in a separate data file to ensure confidentiality.

DATA QUALITY MANAGEMENT

Alpha conducted data collection using the Mobile Data Solutions platform on tablets. Enumerators conducted interviews at the location of each respondent's 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 in 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. Back-checks showed a high degree of correspondence 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 were recorded in .do files, leaving the raw data intact and ensuring that the process was completely replicable. In this 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, YDRC, and refugee status.

Changes over time were assessed through multivariate regression. The study team analyzed nominal variables through logistic regression, ordinal variables through ordered logistic regression, and continuous variables through ordinary least-squared linear regression. Across all dependent variables, a common set of independent control variables was used. These included: baseline (dummy), age, sex, education level, Governorate, urban (dummy), refugee camp (dummy), refugee (dummy), household wealth (pca-derived asset index), parent education level (highest of mother or father), marital status, household size, and whether the respondent was the primary household caretaker (dummy). Statistical significance is denoted through the use of p-values, with $p=0.00$ corresponding to >99% confidence, $p=0.05$ corresponding to 95% confidence, and $p=0.1$ corresponding to 90% confidence.

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 was 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 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.

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.¹⁰ 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 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 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.

1) ATTITUDES TOWARD 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.

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 Tools¹¹ 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 that were the most relevant to this study. The questions were part of the youth survey and are included in the data collection tools in Annexes 2 and 3. In addition to the Lam scale, enumerators 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.¹² 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

¹⁰ World Health Organization, *World Report on Violence and Health*, ed. EG Krug, LL Dahlberg, JA Mercy, AB Zwi, and R Lozano, (Geneva: 2002). United States Department of Health and Human Services, *Youth Violence: A Report of the Surgeon General* (Washington, DC: US Government Printing Office, 2001). Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action*, by TN Thornton, CA Craft, LL Dahlberg, BS Lynch, and K Baer (Atlanta, GA: 2000). U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, “Blueprints for violence prevention,” *Juvenile Justice Bulletin*, by S Mihalic, K Irwin, D Elliott, A Fagan, and D Hansen (Washington, DC: July 2001). MW Lipsey and DB Wilson, “Effective Interventions for Serious Juvenile Offenders: A Synthesis of Research,” in *Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions*, ed. R Loeber and DP Farrington (Thousand Oaks, CA: Sage, 1998), 313–45.

¹¹ Centers for Disease Control, 2005.

¹² L Hinson, C Kapungu, C Jessee, M Skinner, M Bardini, and T Evans-Whipp, *Measuring Positive Youth Development Toolkit: A Guide for Implementers of Youth Programs* (Washington, DC: YouthPower Learning/Making Cents International, 2016).

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 are included in SI’s 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.¹³

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.¹⁴ This research suggests that providing education and training builds expectations among youth; unmet expectations 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, the researchers also asked youth about their attitudes regarding their future career prospects as a manifestation of their expectations and measured these against actual employment and employability gains.

CAPACITY STUDY

The purpose of the capacity study is to build on PWY’s baseline organizational capacity assessments (OCA), conducted 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 5. Twenty-nine people were interviewed in total, 16 males and 13 females (Table 3). A full list of people interviewed is in Annex 7.

TABLE 3 . 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

¹³ R Caruso and G Evelina, “Youth Unemployment, Terrorism and Political Violence, Evidence from the Israeli/Palestinian Conflict,” *Peace Economics, Peace Science and Public Policy* 18, n. 2 (2012), available at http://works.bepress.com/raul_caruso/51/.

¹⁴ B. Tesfaye, “Critical Choices: Assessing the Effects of Education and Civic Engagement on Somali Youths’ Propensity Towards Violence” (Mercy Corps, November 2016).

Total	10	6	13	29	16	13	29
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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.

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 the time period covered by the sub-grant. The study provides calculations per sub-grant and for the five YDRCs overall.

After consultations with USAID, this study did 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 looked 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 support.

LIMITATIONS

RECALL BIAS

Because the baseline sample included participants who first visited a YDRC up to eight months prior to the beginning of the study’s data collection (36 percent of the cohort), these participants had to rely on recall to provide baseline data. The study assessed the level of recall bias through comparing trends of the backfill subsample to those of the rolling baseline subsample. 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 referred to in the relevant evaluation questions. Overall, the differences between these two baseline types did 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 needed 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 percent 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 is more sensitive to changes over time, with a Minimum Detectable Effect Size of .096 using the same assumptions (the Study Design Report, Annex I, contains full power calculations). The report covers 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 youths 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, 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 youths 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 percent, higher than expected at baseline, though household members themselves, once contacted, were generally willing to participate (87 percent 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 8. There may also be selection bias in the quantitative sample overall.

ATTRITION

At baseline, 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.

At midline, many youth who agreed to participate ended up canceling their appointments multiple times due in part to increased tensions that began in December 2017, following US recognition of Jerusalem as the capital of Israel. This led to travel difficulties and attracted protests at some YDRCs. Six percent of the sample did not respond to requests for midline interviews. Attrition rate was at 24 percent for youth quantitative, household quantitative, and qualitative surveys and 22 percent for the youth qualitative survey, all slightly above the planned attrition rate of 20 percent. Retention in Hebron was lowest at 70 percent, though Hebron was also slightly oversampled at baseline, still proportionally reflecting YDRC size.

MEASURING IMPACT

Since this study does not include a counterfactual, it does not establish causation or determine the impact of the YDRCs on participants. Youth were 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 could not claim that any outcomes observed were caused by the YDRC or separate the outcomes that youth had 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 attributed outcomes to participation in YDRC activities. Even so, the qualitative data helps contextualize the YDRC's role in these outcomes, though still not allowing for attribution.

HETEROGENEITY OF TREATMENT

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

TARGETED FOCUS OF STUDY

By focusing exclusively on the 18- to 25-year-old segment—largely to examine employment and income outcomes—this study does not in any way describe or examine other aspects of the PWY project or the YDRC services and outcomes targeting the 14 to 18 age group, which is by far the largest group of YDRC participants, nor the 26- to 29-year-old age group. This study thus focuses on one aspect of a much larger youth development initiative.

DESCRIPTION OF THE SAMPLE

To tie the variety of statistics and their analyses below into an organized narrative, we begin data analysis by introducing two youths from the cohort, one who reflects a typical example and one who has some other less frequent but illustrative characteristics. At the start of this section and the sections for each of the research questions below, we revisit these two youth, one female and one male. To protect their identity, their names have been changed and neither the YDRC that they use nor where they live is revealed.

TABLE 4. SAMPLE SIZE

	YOUTH QUANTITATIVE SURVEY			YOUTH QUALITATIVE INTERVIEWS			HOUSEHOLD QUANTITATIVE SURVEY			HOUSEHOLD QUALITATIVE INTERVIEWS		
	BL	ML	EL	BL	ML	EL	BL	ML	EL	BL	ML	EL
Number of interviewed	1002	759	718	157	123	124	157	120	97	157	120	97
Attrition #	--	243	284	--	34	33	--	34	60	--	34	60
Attrition %	--	24%	28%	--	22%	21%	--	22%	38%	--	22%	38%

The cohort sample is three quarters female, and youth are close to evenly split between urban and rural areas. The average age when asked was 21 at baseline and 22 by endline. One in three classifies herself as a refugee. Youth in the sample are very well educated, with 71 percent either enrolled in or having completed university. There were no statistically significant demographic differences between the qualitative youth subsample and the whole cohort.

Most of the household members surveyed were youths' parents, averaging 89 percent parents across baseline, midline, and endline. Of the parents surveyed, on average, 97 percent were female, meaning that the typical parent who responded to the surveys was the youth's mother.

Table 5 shows the demographic makeup of the youth and household cohorts.

TABLE 5 . COHORT DEMOGRAPHICS

	YOUTH QUANTITATIVE		HOUSEHOLD	
	BASELINE	ENDLINE	BASELINE	ENDLINE
Sex				
Female	75%	77%	94%	95%
Male	25%	23%	6%	5%
Average Age	21	22	44	44

Residence Type				
Urban	49%	49%	51%	52%
Rural	43%	42%	43%	43%
Refugee Camp				
Refugee	9%	9%	6%	5%
Refugee	31%	36%	39%	40%
Marital Status				
Married	5%	15%	83%	92%
Single	88%	70%	10%	4%
Divorced	1%	1%	1%	--
Widow/Widower	0%	--	5%	4%
Engaged	6%	13%	1%	--
Has children	46%	37%	n/a	n/a
Highest Level of Education Completed				
Primary	12%	12%	6%	10%
Secondary	21%	9%	15%	8%
Diploma	10%	14%	12%	10%
University	57%	65%	68%	72%
Post-graduate	0%	0%	--	--
n	1,002	718	157	96

YOUTH

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

Youth are close to evenly split between urban and rural areas; this did not change from baseline to endline. One in three classifies as a refugee, though fewer than 10 percent of the 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 the majority having completed university education both at baseline and at endline.

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

HOUSEHOLD

Most household members interviewed were the youths' parents, though about one in eight nominated their siblings for interviews (Figure 3). Married respondents nominated their spouses for interviews. Most household respondents were female, meaning that the typical household respondent was the youth's mother.

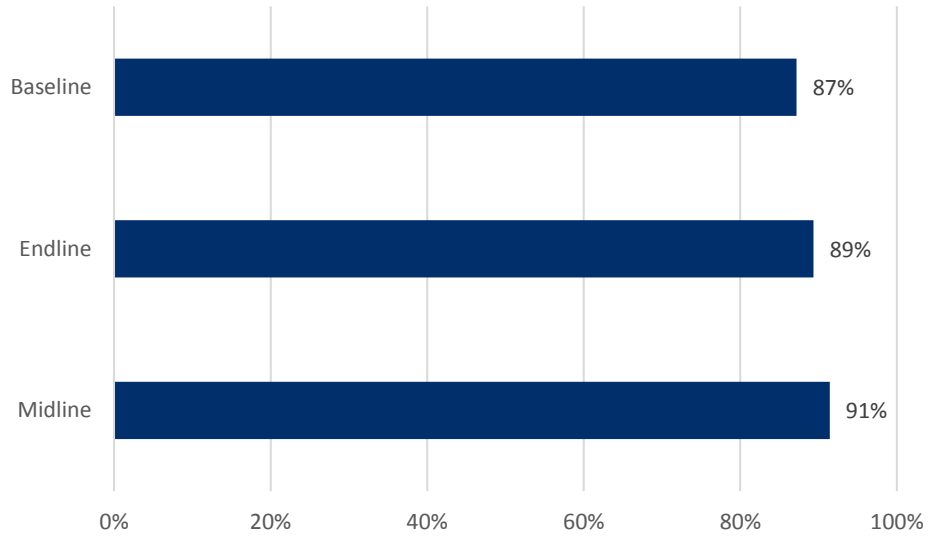


Figure 3: Percentage of household respondents who were youths' parents

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

Respondents were asked whether they were employed at the time of the survey, with employment intentionally defined broadly to include formal or informal, full-time or part-time, as well as self-employment. Enumerators then followed up with questions about how many hours youth worked, whether they were self-employed, and other topics, to explore the nature of employment.

As demonstrated in Figure 4, employment increased with each survey round. Over the 18-month study period, the employment rate more than doubled, going from 18 to 42 percent. By the end of the study, two in three youth reported some work experience in the past. Both current employment and work experience had large and statistically significant increases from the baseline. Controlling for a range of variables, youth were 3.4 times more likely to have employment history and four times more likely to be employed at endline ($p=0.00$).

Employment rates increased substantially for both sexes. However, large baseline differences became exacerbated over the 18-month long study period. As demonstrated in Figure 4, males had a 33 percentage point higher employment rate than females at baseline. This grew to 46 percentage points by endline. Controlling for covariates, males were almost seven times more likely to be employed at endline ($p=0.00$). Across the thirteen explanatory variables included in the regression model, sex had by far the strongest correlation with endline employment status. Youth employment rates doubled in each of the five governorates over the study period; Nablus was a clear outlier with almost a three-and-a-half-fold increase over the 18-month period.

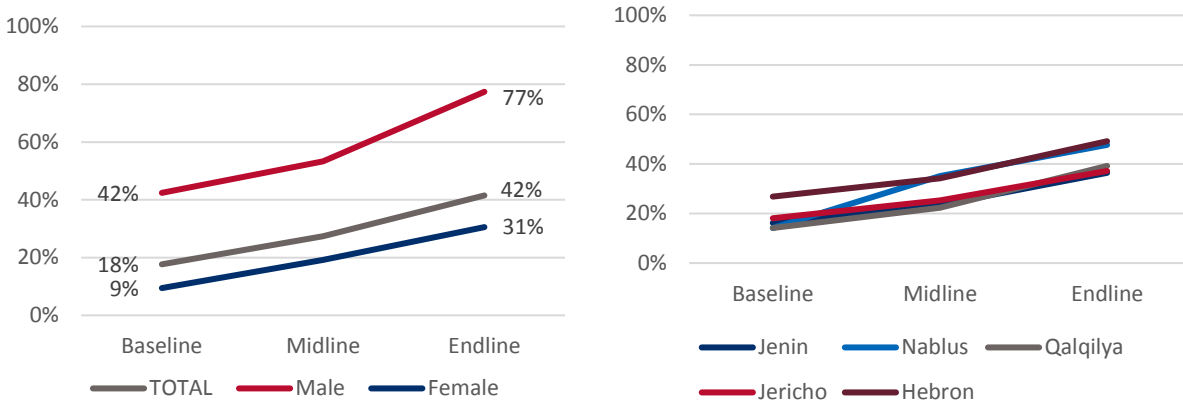
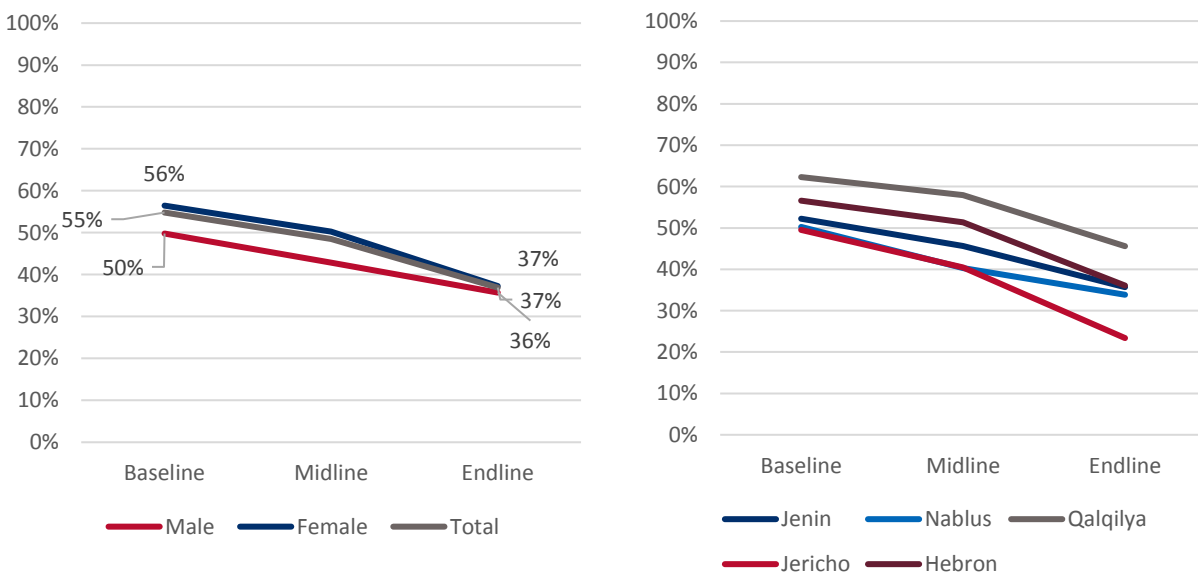


Figure 4: Currently employed by sex (left) and by governorate (right)

Besides sex and governorate, four factors correlated significantly with employment: age, marital status, household wealth, and whether the respondent was enrolled in school. Unsurprisingly, older respondents were more likely to be employed. For each additional year, the odds of employment increased by 19 percent ($p=0.00$). Single respondents were twice as likely to be employed as married respondents ($p=0.03$). Respondents with more household wealth were more likely to be employed, though the interpretation of this relationship is more complex. Lastly, while education level did not exhibit a significant relationship with employment status, respondents who were enrolled in school were half as likely to be employed than those who were not ($p=0.00$). There was steady decline in enrollment across each survey round, reaching a 68 percent drop over the study period. The rate of decline was significantly faster among males, further exacerbating employment differences between the sexes.

Figure 5: Currently enrolled in school by sex (left) and by governorate (right)



While small in absolute terms, the number of youths reporting some degree of self-employment almost doubled over the study period. At endline, almost one in ten respondents was generating some of their own income. The self-employed were most likely to say their job was in a technical or skilled position

such as a mechanic or electrician. Regression results indicate that youth were 95 percent more likely to perform entrepreneurial activities at endline as compared to baseline ($p=0.01$). As with other employment trends, males started the study with higher self-employment rates, and their advantage only grew over the intervening 18-month study period. By endline, males were four times as likely to report self-employment as females. Other factors that positively correlated with entrepreneurship were household wealth and age ($p=0.00$ and $P=0.10$, respectively). On the latter, each additional year was associated with an 11 percent increase in likelihood of self-employment. While the self-employment rate was highest in Hebron, the results were not statistically significant.

TABLE 6 . SELF-EMPLOYED JOB SECTOR AT ENDLINE, BY SEX AND IN TOTAL

JOB SECTOR	MALE		FEMALE		TOTAL	
	ENDLINE	% CHANGE	ENDLINE	% CHANGE	ENDLINE	% CHANGE
Clerks	3.13%	- 0.32%			1.79%	- 0.48%
Technicians	6.25%	- 4.09%	29.17%	+ 2.50%	16.07%	+ 0.16%
Intellectual occupations	6.25%	+ 6.25%	25.00%	+ 11.67%	14.29%	+ 9.74%
Media	3.13%	- 3.77%	4.17%	- 22.50%	3.57%	- 10.07%
ICT	9.38%	+ 5.93%			5.36%	+ 3.09%
Craftsmen and mechanics	25.00%	- 23.28%	12.50%	+ 5.83%	19.64%	- 14.45%
Managers or entrepreneurs	18.75%	+ 8.41%	12.50%	+ 5.83%	16.07%	+ 6.98%
Skilled workers and operators	9.38%	- 0.96%	8.33%	- 11.67%	8.93%	- 4.71%
Services and commerce	9.38%	+ 5.93%			5.36%	+ 3.09%

More than half of youth interviewed attributed unemployment or negative change in their employment status to being a student or recent graduate, and one in four attributed it to labor market conditions. Close to 20 percent of female interviewees attributed their unemployment status to familial/social restrictions, domestic obligations, and favoritism, whereas only 5 percent of male respondents indicated these factors as responsible for their unemployment.

EMPLOYMENT QUALITY

The study examined employment quality through three indicators: formality, stability, and satisfaction. The researchers chose these using the International Labour Organization (ILO)'s School to Work Transition Framework (SWTS), which defines the two pillars of youth transitions from school to work as job regularity and job satisfaction.¹⁵ 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 the questions from the School to Work Transition Survey most relevant to these components and the West Bank and YDRC context. The growth in employment rate illustrated above was accompanied by a more modest increase in job quality.

Employment formality was measured by the existence of a written contract. Employment appeared to be primarily informal, with three in four employed youth reporting not having a written contract. While the

¹⁵ International Labour Organization. *SWTS Questionnaire* (2009).

rate of formal jobs increased from 21 percent at baseline to 27 percent at endline, this change was not statistically significant. The only factors that correlated with this outcome were age, where each additional year was associated with a 30 percent increase in the likelihood of having a contract ($p=0.00$), and living in Nablus or Jericho. Respondents from both of these locations were four times more likely to have a written contract than youth from Jenin, where these employment arrangements were least likely ($p=0.00$ and $p=0.02$, respectively). Unlike many employment statistics, there were no sex-mediated differences in formality.

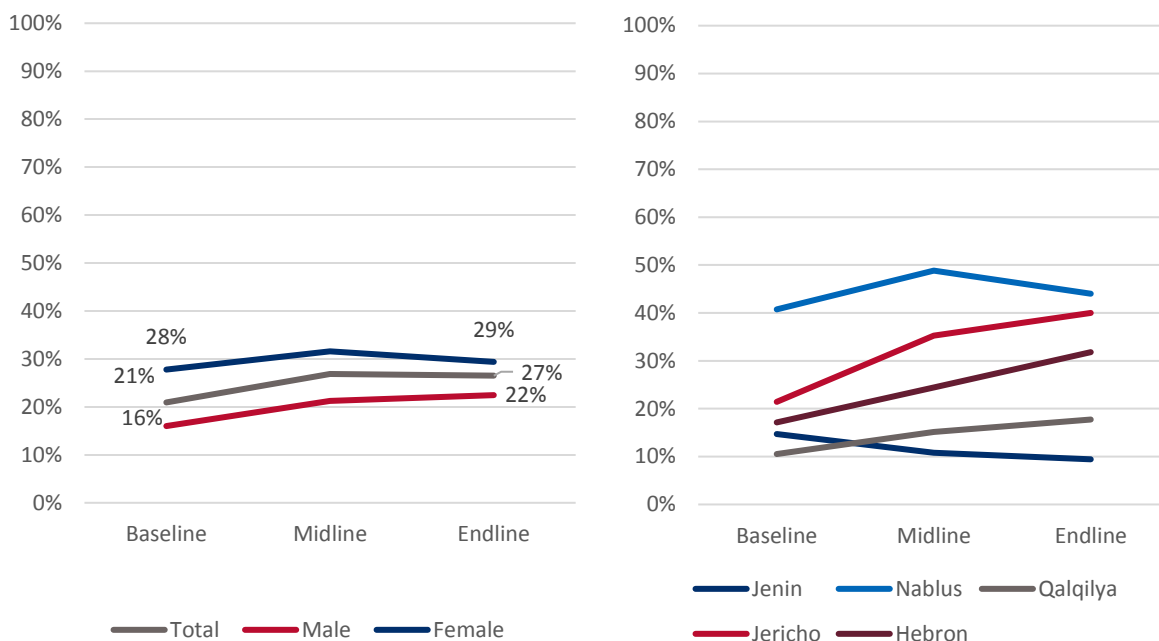


Figure 6: Currently employed with a formal contract by sex (left) and by governorate (right)

Youth had mixed perceptions of employment stability, with one in four employed respondents reporting that they are not likely to keep their job over the next 12 months. This sentiment did not change over the study period and only correlated with a single predictor variable: the more educated the respondent, the less likely to report an expectation of keeping one’s current job ($p=0.03$). When respondent satisfaction was added to the regression model as an additional control, it becomes clear that by far the strongest predictor of expected employment duration was the degree to which the respondents liked their jobs. The 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). As an example, youth who reported being either satisfied or very satisfied with their jobs were five times more likely to report being likely to keep them ($p=0.00$). Overall, endline job satisfaction was widespread. Some 84 percent of youth reported being either satisfied or very satisfied with their current jobs, with perceptions improving marginally over time, though the results were not statistically significant. Positive associations with job satisfaction were household wealth and being single. Importantly, education level was negatively correlated with job satisfaction ($p=0.01$), suggesting that respondents were not finding jobs commensurate with the increased expectations of further education investments. Taken together with the finding that the more educated the respondent the less likely to see oneself keeping one’s current job, this phenomenon could be viewed from two perspectives: either as a positive marker of labor market mobility, or, if there are no better jobs for these youth to move into, a precursor to disengagement or, potentially, emigration.

The qualitative interviews gave more nuance to these reports. About two-thirds of the youth who were employed at endline reported that the quality of their employment in terms of pay, hours, benefits, and working conditions remained constant since midline. The other third reported these had decreased in quality, as some struggled to hold onto part-time jobs that fit with their academic schedules and/or domestic obligations. “I was working at my uncle’s restaurant, but I didn’t have the time when classes started,” a youth from Nablus told us. The economic conditions in the West Bank remained consistently cited as reasons why the quality of employment decreased or remained unchanged. Household members who were interviewed more often reported decreases in the quality of employment than did youth, citing the strains of time and increasing pressure to contribute financially to the household.

JOB-SEEKING BEHAVIOR

One in two respondents learned about their current jobs from friends or relatives, a trend that did not change across the study period. The two other primary means of job seeking were online advertisements, a medium that more than doubled between baseline and endline, and direct recruitment, which held reasonably stable across time. The largest differences in labor acquisition between the sexes were in online advertisement and personal networks. While both groups were most likely to learn about employment from friends and relatives, males were 50 percent more likely to do so than females. Conversely, females were three times more likely to find employment from online advertisements.

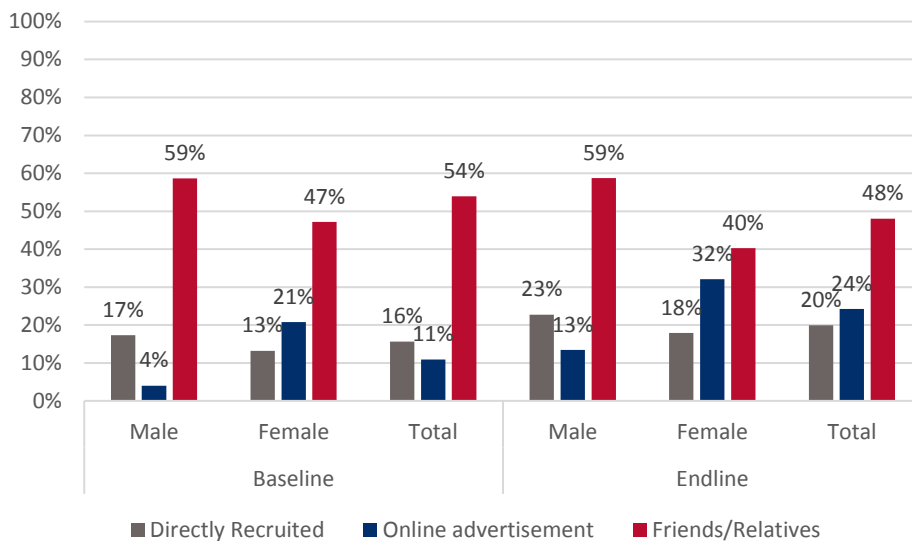


Figure 7: Job search process by sex

UNDEREMPLOYMENT

The survey measured underemployment by asking about the number of hours worked per week, desire for more hours, and secondary employment. Youth report working an average of 38 hours per week (median = 40). There was no significant change in this indicator over time, though there were several covariates with strong correlations. Every additional year of age was associated with an increase of 0.3 hours, being male was associated with an additional 10.5 hours, and being enrolled in school was associated with 6 fewer hours (all $p=0.00$). Being a caretaker was associated with 12.4 fewer hours ($p=0.06$), and living in Nablus or Hebron was associated with 5 and 8 fewer hours than living in Jenin ($p=0.02$ and $p=0.00$, respectively).

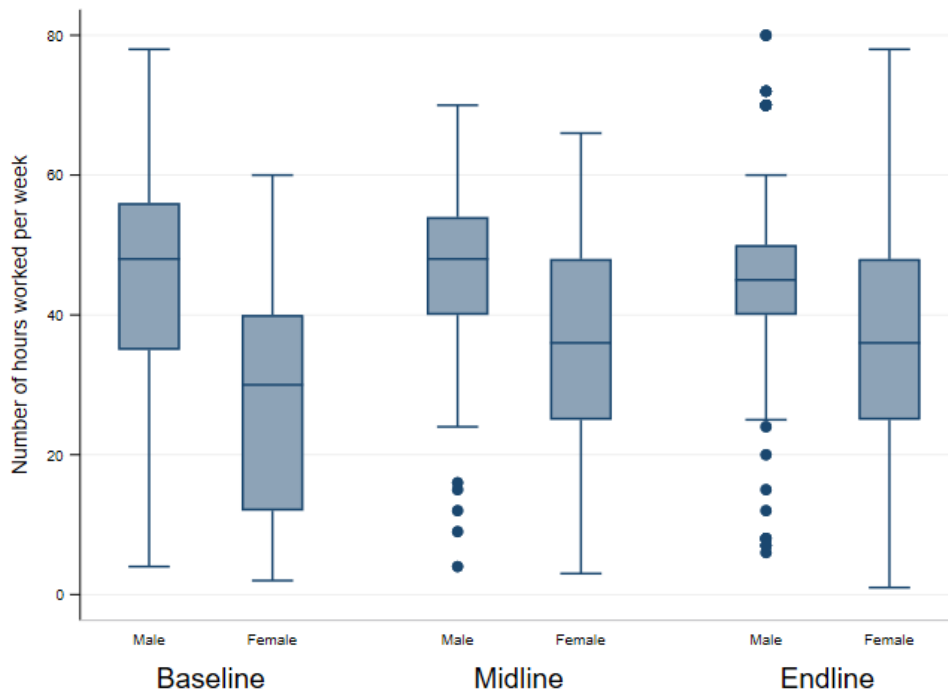


Figure 8: Box plots of number of hours worked per week across survey wave

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) had a second job. Males were three times more likely to have a second job than females ($p=0.00$), and respondents in urban areas were half as likely to supplement primary income with a second job as compared to respondents in peri-urban areas or camps ($p=0.04$).

UNEMPLOYMENT

This section examines youth who were not employed at the time of the survey. More than half (58%) of those who were not employed at endline were looking for work, either full or part-time. There was no significant change in this statistic over the study period. At baseline, almost all respondents not looking for work cited education as the primary reason (93 percent). At endline, this number shrunk to 78 percent, driven primarily by the ten-fold increase in female respondents who cited personal family reasons. By endline, half of respondents looking for work had been doing so between six months and one year, and a further 18 percent had been doing so between three and months. This trend did not differ significantly over the study period. Older respondents tended to spend more time looking for work ($p=0.00$), as did respondents from Jenin. The types of jobs youth looking for work follow the same general patterns as employed youth.

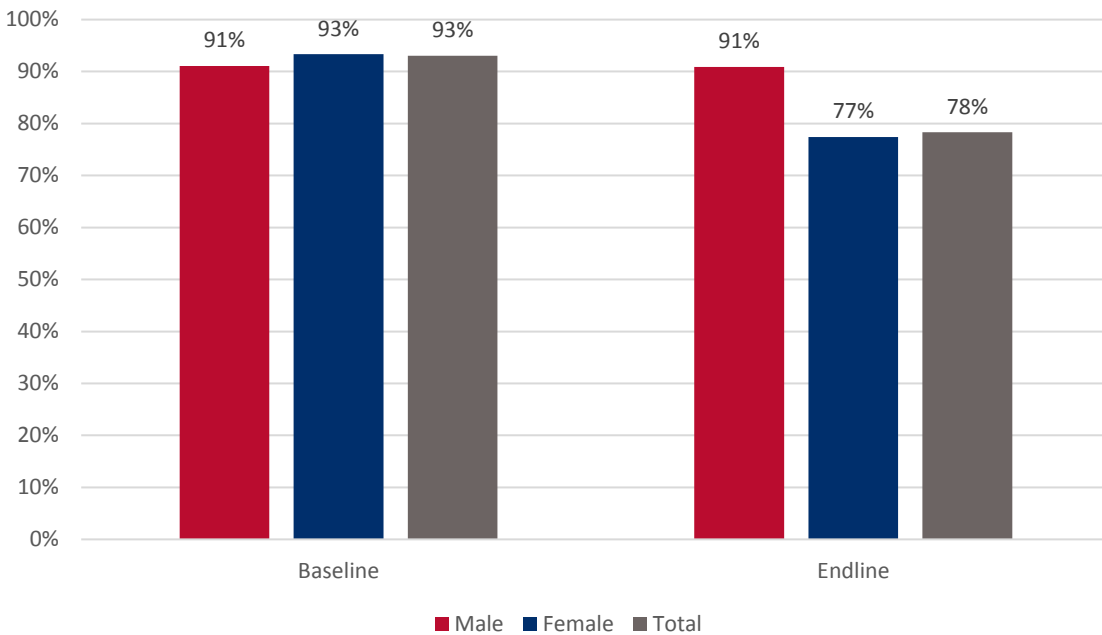


Figure 9. Education as the main reason for not seeking employment

Youth who were looking for work most frequently cited the lack of available jobs and lack of work experience as the major obstacles to finding a job. Other common reasons included difficulties with transportation, not having enough time to apply for jobs, and disagreements with their parents. The largest differences between baseline and endline were reductions in perceptions of insufficient work experience and lack of jobs and increases in perceptions of low wages, poor working conditions, and lack of personal/family connections.

In qualitative interviews, more than half of youth reported remaining unemployed because of labor market conditions and not having the requisite qualifications or the right connections. Family and other social restrictions such as gender norms and domestic obligations were cited in a much larger proportion of females (28%) than males (3%).

For example, when asked about her job prospects over the next nine months, a young woman from Hebron 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, “I don’t tell my parents about what career I want because they would take me out of university.” Another young woman from Jericho told us, “[My parents] don’t know that I go to the [YDRC] center. They would forbid it.”

TABLE 7. MAJOR OBSTACLES TO FINDING WORK, BY RESPONDENT TYPE

MAJOR OBSTACLES TO FINDING WORK	YOUTH AT ENDLNE	Δ FROM BASELINE	HOUSEHOLD AT ENDLNE	Δ FROM BASELINE
Not enough jobs available	15.36%	-5.69%	22.92%	-11.37%
No work experience	10.39%	-4.33%	11.46%	-2.83%
Poor working conditions in available jobs	11.30%	+4.97%	7.29%	+3.48%
Mismatch between education requirements and that received	3.16%	-1.22%	1.04%	-2.77%
Don't have the right personal or family connections	9.19%	+5.05%	9.38%	-0.14%
Low wages in available jobs	7.23%	+4.07%	4.17%	-3.45%
No suitable training opportunities	2.26%	-0.78%	--	-0.95%
No education	1.66%	-1.26%	1.04%	+0.09%
Considered too young	0.60%	-2.32%	--	-1.90%
No obstacles	2.56%	-0.24%		
Unsuitable general education	4.07%	+2.00%	2.08%	-18.87%
Unsuitable vocational education	0.45%	-0.40%	--	-0.95%
Being male/female	0.30%	-0.31%	1.04%	0.09%
Discriminatory prejudices	0.30%	+0.06%		

LABOR FORCE PARTICIPATION

Looking beyond employment rates, SI calculated the labor force participation rate, defined as the share of the study population that meets any of the following productivity criteria: employment, school enrollment, or active job searching. There was a 22 percentage point increase in baseline-to-endline employment, an 18 percentage point decrease in enrollment, and a 2 percentage point increase in job-seeking. The overall labor force participation rate at endline was 94 percent. While the baseline rate was only two percentage points lower, multi-variate regression results demonstrate that youth were 14 percent more likely to be in the active labor force at endline (p=0.00). Other predictors of labor force participation included a negative association with education (8 percent reduced likelihood with each increase in education level, p=0.00) and a positive association with being single (28 percent increased likelihood, p=0.01).

EMPLOYMENT SECTORS

Employed youth were asked about their current employment sector, and all youth were asked about their preferred employment sector. Youth could give only a single answer to each of these questions. There was variance between male and female respondents both in their current and preferred employment

(Table 8). Women were more likely than men to be currently in or prefer semi-skilled office jobs such as secretaries or administrative work. Conversely, men were more likely to be currently in or prefer skilled mechanical professions such as mechanics or electricians. Both sexes had high degrees of employment in and preference for 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 unspecified family employment.¹⁶

¹⁶ 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 8. YOUTHS' CURRENT AND PREFERRED EMPLOYMENT TYPES (ENDLINE)

JOB SECTOR	MALE	Δ FROM BASELINE	FEMALE	Δ FROM BASELINE	TOTAL	Δ FROM BASELINE	MALE	Δ FROM BASELINE	FEMALE	Δ FROM BASELINE	TOTAL	Δ FROM BASELINE
Clerks	5.51	-2.82	27.04	-2.47	17.48	+0.92	10.49	-1.38	36.85	+4.51	30.60	+3.32
Technicians	10.24	-1.22	26.42	+8.39	19.23	+5.22	17.90	+3.74	26.30	+3.25	24.30	+3.44
Intellectual occupations	3.15	+2.11	9.43	+2.87	6.64	+3.46	8.02	+0.26	8.45	-6.22	8.35	-4.62
Media	3.15	-1.02	6.29	-18.30	4.90	-7.20	9.88	-0.62	6.91	-3.72	7.61	-2.99
ICT	4.72	+0.55	0.63	-1.01	2.45	-0.73	9.26	-2.16	6.72	-2.26	7.32	-2.26
Craftsperson and maintenance mechanics	25.20	-5.01	3.77	+0.49	13.29	+3.10	20.99	-1.84	3.65	+2.30	7.76	+1.11
Managers or entrepreneurs	7.09	+3.96	3.14	+1.50	4.90	+2.35	9.88	+1.20	4.22	-0.57	5.56	-0.19
Skilled workers and operators	6.30	-5.16	8.81	+0.61	7.69	-2.50	4.32	+2.04	4.41	+1.57	4.39	+1.68
Workers in services and commerce	5.51	-1.78	0.63	-2.65	2.80	-2.30	2.47	-2.55	0.58	+0.13	1.02	-0.56

CONCLUSIONS

Employment Rates

- Youth employment increased substantially over the course of the 18-month study. With an endline employment rate of 42 percent, youth were four times more likely to be employed at the conclusion of the study as compared to the beginning. Much of this increase seems to have been driven by youth moving out of educational settings and into the workforce. This is borne out by the reduction in the enrollment rate from 55 percent to 37 percent over the study period.
- Youth employment rates doubled in each of the five governorates. Nablus was a clear outlier, with almost a three and a half-fold increase over the 18-month period. Self-employment was most common in Qalqulia and Jenin, where more than one in four respondents reported some type of entrepreneurial activity.
- While small in absolute terms, the number of youths reporting some degree of self-employment almost doubled over the study period. At endline, almost one in ten respondents was generating some of their own income, corresponding to a 95 percent higher likelihood of performing entrepreneurial activities.
- While employment rates increased substantially for both sexes, large baseline differences became exacerbated over the 18-month long study period. Males were 6.6 times more likely to be employed than females at baseline. By endline, the difference grew to 7.3 times. This pattern was at least partially explained by the ten-fold increase in female respondents who cited personal family reasons for unemployment. In addition to being more likely to have employment, employed males worked an average of 10.5 hours more a week and were three times more likely to have a second job. Self-employment displayed a different trend. Whereas rates increased for both sexes, female entrepreneurship expanded at a faster pace. Males started the study 5.5 times more likely to engage in entrepreneurial activities. By endline, the advantage declined to 3.3 times.
- Whereas youth cited lack of available jobs and insufficient work experience as the primary employment barriers at baseline, the reasons shifted to perceptions of low wages, poor working conditions, or the lack of personal/family connections. This could signify an improved understanding of the labor market and the realization that general employment conditions are not in keeping with expectations.
- From analysis of all employment outcomes, several factors displayed consistently positive associations; chief among these were age, household wealth, and being single.

Employment Quality

- Respondents were largely satisfied with their jobs, an indicator that did not change over the study period. With only one in four youth having a written contract, employment formality was low and did not increase over the study period.
- Respondents' education level was negatively associated with perceptions of job quality. The more educated a youth, the less satisfied they were with their current job and the less likely they were to

report wanting to keep it over the long term. These findings suggest that respondents were not finding jobs commensurate with the increased expectations of further education investments. This phenomenon could be viewed from two perspectives: either as a positive marker of labor market mobility, or, if there are no better jobs for these youth to move into, a precursor to disengagement or, potentially, emigration.

Employment Sectors

- Male and female respondents had different job preferences. Males were more likely to desire skilled mechanical jobs, which are also more conducive to self-employment, while female youth were more likely to want to work in semi-skilled office jobs. Youth of both sexes were hoping someday to have skilled jobs requiring certificates (technical jobs) or advanced degrees (intellectual occupations).

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

The study adapted the ILO's SWTS survey approach to measure income sources and levels.¹⁷ Enumerators first inquire 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 (USD), converting all currencies to USD for reporting. While the evaluation question specifies participant savings, the evaluation team, in consultation with USAID and the local data collection partner, determined that direct questioning of savings was too sensitive given the context. 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 about and changes in youths' savings habits.

FINDINGS

At the time of writing, the minimum monthly wage in the West Bank and Gaza was 339 USD, and the average monthly wage was 466 USD.¹⁸ The Palestinian Central Bureau of Statistics considered a monthly income of 637 USD for a family of five to be the poverty line.¹⁹

¹⁷ At baseline and midline, the study measured income from all income sources, which could include formal wages as well as informal sources. The endline report more explicitly disentangles earnings from other sources of income.

¹⁸ United States Department of State, "West Bank and Gaza," (May 2015).

¹⁹ United Nations Development Programme, *2014 Palestinian Human Development Report* (2014).

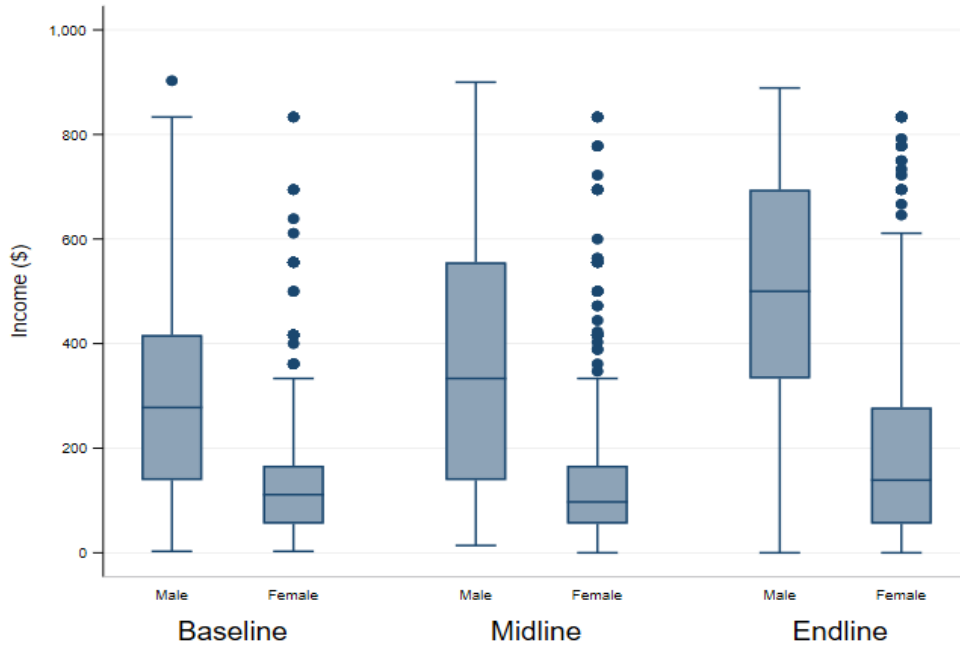


Figure 10: Box plots of income across survey wave

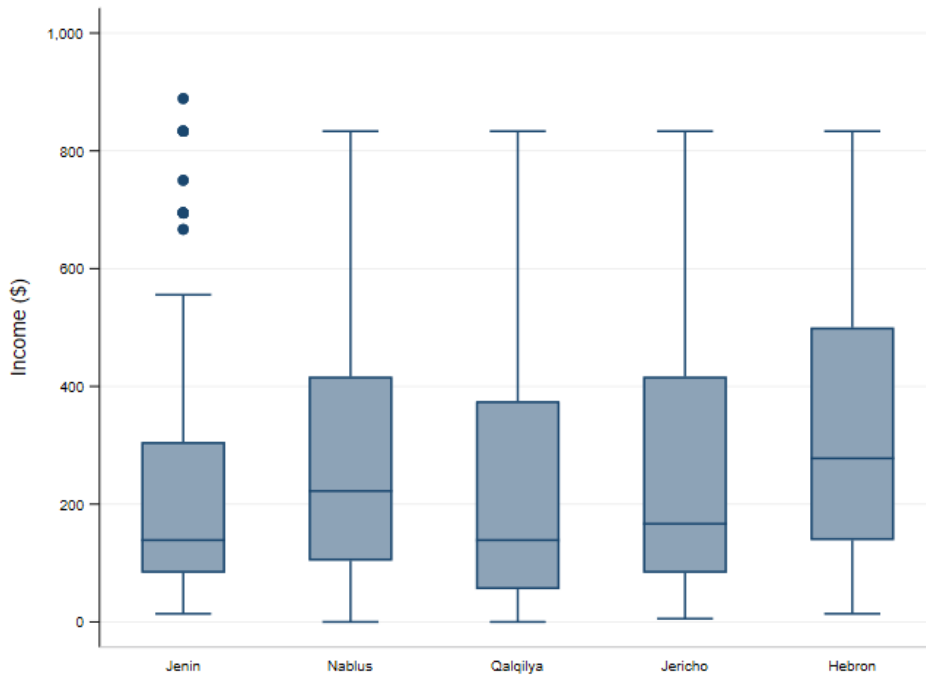


Figure 11: Box plots of income across governorates at endline

At baseline, youth reported an average monthly income of 168 USD (median = 108 USD). As noted above, this indicator was defined broadly to include all sources of income, including: formal jobs, work in the informal economy, unemployment/social security, training allowances/educational grants, and support from family and partners. Youth who reported employment as their main source of income had the highest

self-reported income (average 385 USD, median 405 USD), followed by those with informal work (average 278 USD and median 203 USD).²⁰ Youth who were employed full-time—40 hours or more a week—and report earning most of their income from employment make an average of 420 USD (median = 405 USD) per month, putting them slightly below the average local wage. An allowance from family was the most common source of money.

At endline, the average monthly income increased to 250 USD (median = 162 USD). Youth deriving most of their income from employment had an average of 428 US (median = 405), while youth working full-time had an average income of 462 USD (median 429). The table below demonstrates average wages for all youth, working youth, and youth working full-time jobs at baseline and endline. Changes in income are reported for raw scores, plus the results of a multivariate regression model, including statistical significance.

TABLE 9. AVERAGE INCOME					
	BASELINE	ENDLINE	CHANGE (RAW)	CHANGE (REGRESSION)	SIGNIFICANCE
All youth	168.1 USD	250.1 USD	+82.0 USD	+78.9 USD	P=0.00
Working youth	351.2 USD	428.2 USD	+77.0 USD	+76.2 USD	P=0.00
Youth working full-time	420.7 USD	462.3 USD	+41.60 USD	+75.2 USD	P=0.01

On average, youth increased their reported monthly earnings by 66 USD over the study period (p=0.00). This rate of change was very comparable for employed respondents, as well as respondents that were

²⁰ 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

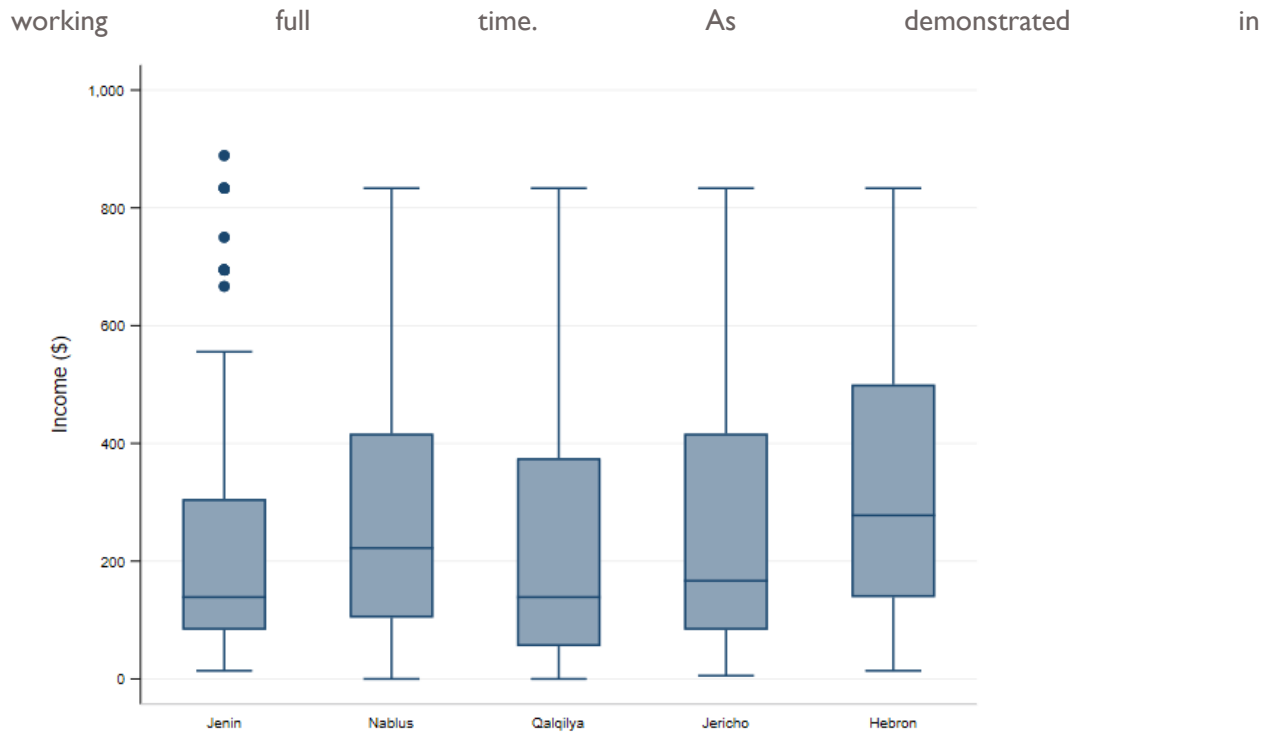


Figure 11, respondents in Qalqilya had the lowest reported income, while youth from Hebron had the highest. Males made, on average, 135 USD more than females ($p=0.00$). Other factors correlated with reported income include age, urbanity, household wealth, and marital status. Each additional year was associated with an increase of 15 USD ($p=0.00$). Respondents from urban areas made 73 USD less ($p=0.00$). Divorcees tended to make less than respondents who were married, single, or engaged. Compared to married respondents, divorcees had an average income of 99 USD less per month ($p=0.04$). Findings from a similar analysis conducted only on respondents that listed employment as the primary source of income reveal many of the same patterns. The biggest difference was that, while males still reported higher monthly income than females, the difference was only 123 USD (or 65% of the gross difference).

The prevalence of savings increased among the cohort, from 34 percent at baseline to 43 percent at endline. Youth were 35 percent more likely to report having some savings as compared to the baseline ($p=0.01$). Surprisingly, older youth were 10 percent less likely to report having savings ($p=0.00$), and males were 23 percent less likely to have savings as compared to females ($p=0.09$). Youth in Jericho were more likely to save than in some other governorates at endline, increasing by 24.5 percentage points from baseline. Though youth savings from other governorates have increased over time, youth saving has decreased in Jenin by 7.3 percentage points from baseline to endline. Factors positively correlated with savings were household wealth ($p=0.00$) and income ($p=0.02$). Education was uncorrelated with savings rate. While household respondents' perceptions of whether youth saved increased from 21 to 31 percent over the study period, they were significantly lower than youth responses at each round.

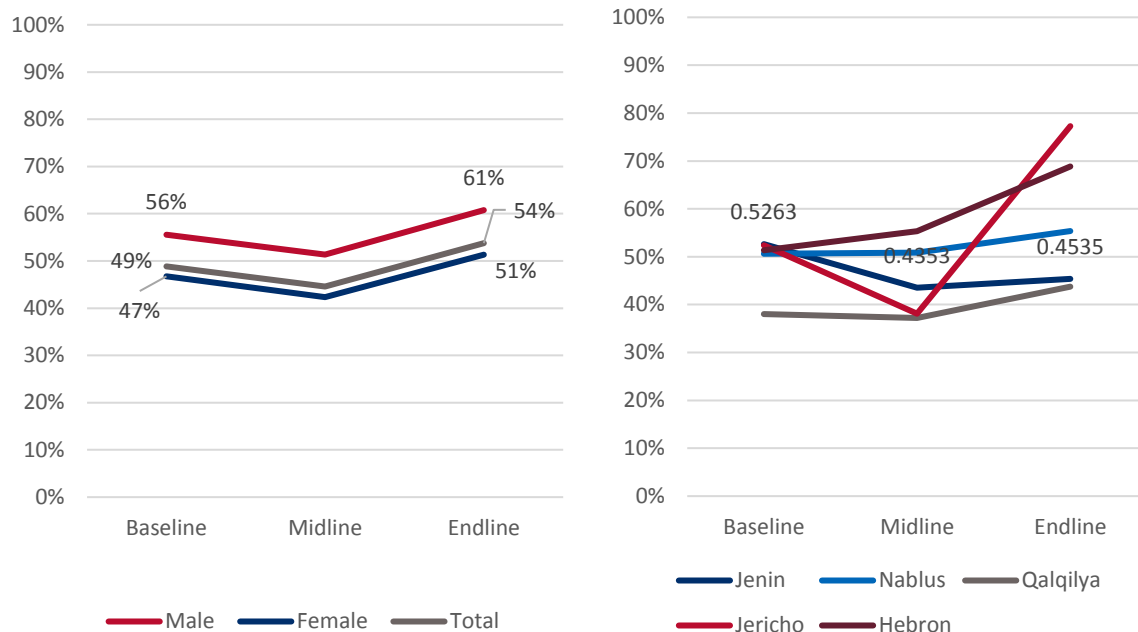


Figure 12: Increase in savings by sex (left) and by governorate(right)

While more youth were likely to report having some savings by endline, there was no increase in the quantity of savings. The only factor correlated with the self-reported increase was employment status. Youth who were employed at the time of the survey were three times more likely to report a growing savings than youth without a job. Most youth saved intermittently, and the frequency of savings was unchanged over the study period. Higher levels of education were correlated with more frequent savings ($p=0.02$), while residence in a refugee camp was associated with less frequent savings ($p=0.02$).

CONCLUSIONS

Income

- The average monthly income from all sources at endline was 250 USD, an increase of 66 USD over baseline. Working youth reported almost twice as much income, with respondents employed in full time jobs citing an average of 477 USD at endline. This level of income is just above the average monthly wage in West Bank and Gaza (466 USD). It is, however, not generally considered enough to support a family.
- Males made, on average, 135 USD more than females. Respondents in Qalqilya had the lowest reported income, while youth from Hebron had the highest.

Savings

- With 43 percent of youth reporting some savings at endline, the prevalence of savings increased over the study period by 35 percent. Males were 23 percent less likely to have savings, and, surprisingly, age was negatively correlated with savings. Youth in Jericho were less likely to save than in some other governorates.

- While more youth were likely to report having savings by endline, there was no increase in the quantity or frequency of savings. Employed youth were three times more likely to report growth in their savings, while more education was associated with more frequent saving. Residence in refugee camps was associated with less frequent savings.

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 indicators of their 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 work-readiness qualities (interest in learning, carrying out their duties, and punctuality, the latter two being proxies for responsibility) that the literature suggests are soft skills particularly important to succeeding in the workplace.²¹ 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, rather, how youth defined and obtained these skills through the qualitative interviews.

With 80 percent of respondents being either 'positive' or 'very positive' about their career future, youth were generally optimistic about employment. However, youth became progressively less optimistic over the study period ($p=0.00$). Factors negatively associated with perceptions of future employment included age ($p=0.04$) and being male ($p=0.00$). Enrollment at the time of survey was positively and strongly correlated with increased perceptions of future employment ($p=0.00$) and income ($p=0.00$). Household respondents were consistently more optimistic about youths' future employment opportunities, as 92 percent of household respondents reported being either 'positive' or 'very positive.'

²¹ M. Abdullah-Al-Mamun, "The Soft Skills Education for the Vocational Graduate: Value as Work Readiness Skills," *British Journal of Education, Society and Behavioural Science* (2012).

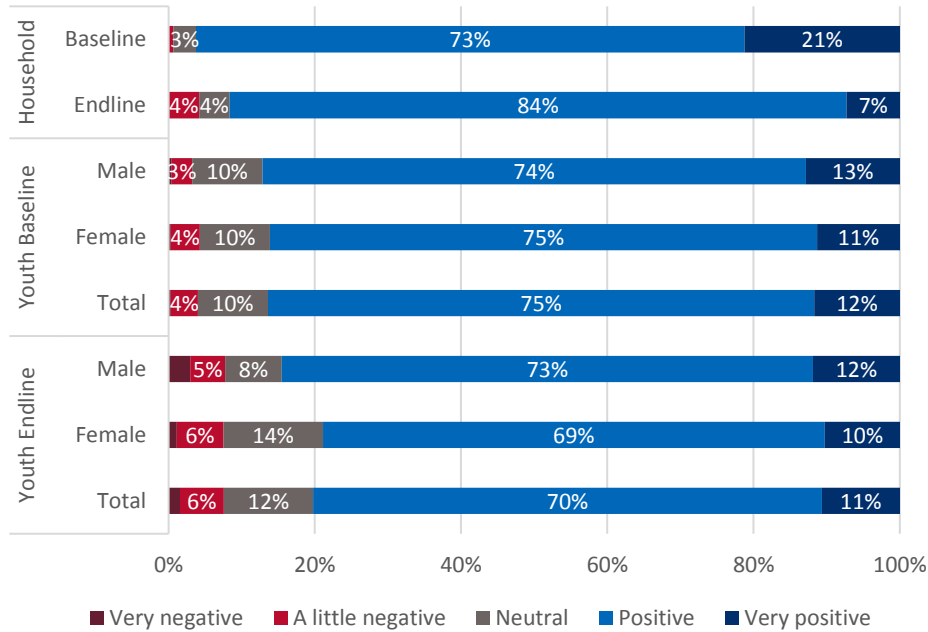


Figure 13. Self and household ratings of youths' attitudes toward career futures, by sex and in total

Youth generally rated themselves as very prepared for finding employment (Figure 13). This indicator did not vary significantly across the study period. From the common set of control variables, higher education was associated with increased perceptions of preparedness ($p=0.00$), while enrollment in school was associated with lower perceptions ($p=0.00$). When common job seeking behaviors were added to the set of control variables, two stood out as strong predictors. Respondents who thought they had suitable work experiences for preferred careers were much more optimistic ($p=0.00$), and the more interviews respondents attended, the higher their confidence.

Unsurprisingly, education level was a strong predictor for whether youth thought that they had the right education for the job they wanted ($p=0.00$) (Figure 14). Enrollment in school was negatively associated with this belief ($p=0.04$).

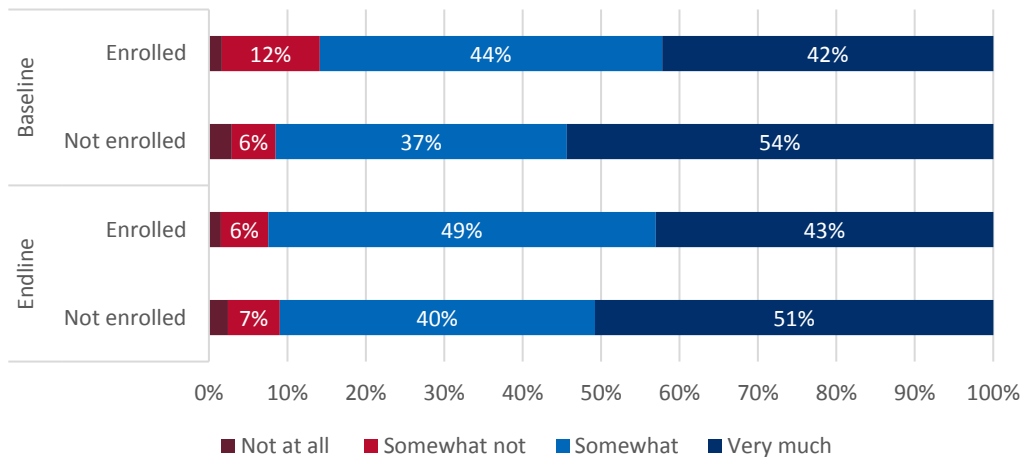


Figure 14. Self-assessment of education appropriateness for job youth wants, by enrollment status

In interviews, youth who reported less likelihood of a change in their employment status over the next 9 months implicated their status as students, their lack of qualifications, and a poor labor market as the top three reasons. One in five female respondents attributed their perception of unlikely change to their employment status to social norms, domestic obligations, and favoritism. Among those who expressed the likelihood that their employment status will change over the next 9 months, a third of respondents attributed that perception to actively searching for a job. Other common reasons for optimism included qualifications based on skill training and recently obtained or impending academic credentials.

The skills respondents perceived as most useful at endline include having an advanced degree (41% of respondents), arts and multimedia (44% of respondents), and other professional skills (47% of respondents). Soft skills, management and leadership experience, and language were cited by one third of youth. The professional skills youth wanted to develop further to feel prepared to improve their employment status included obtaining an advanced degree or training certificate, foreign language, and work experience. Among youth who reported feeling more prepared to secure new or better employment, the most commonly credited reasons were having an advanced degree, work experience, and being motivated and goal oriented.

By far, the most commonly cited reasons among youth who reported feeling less prepared for employment was status as a student. Other commonly cited reasons include lack of work experience and necessary skills. New work experience and new training were reported most frequently among those who reported increased preparedness for employment. Among those reporting feeling more positive about their career future, they attributed that feeling most frequently to education and training, followed by being motivated and goal oriented, and next by work experience. Labor market conditions and personality also featured relatively highly. While respondents reporting feeling more positive included almost equal percentages of men and women, respondents reporting feeling less positive were entirely female. Almost all respondents in this category attributed feeling less prepared to labor market conditions, lack of necessary skills, lack of training equipment, and lack of motivation.

The most common soft skill respondents cited was confidence, followed by leadership, communication, and then social skills and general job search skills. Respondents also cited entrepreneurship, teaching/coaching, and creative skills. Among respondents reporting acquisition and strengthening of hard skills, photography and media was the most commonly cited skill, followed by practical work experience. Accounting, arts, and debate were the least commonly cited hard skills.

This same demand was reflected in the quantitative data. Many youths 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 (Figure 15). Household members continued to perceive youths as having strong soft skills important to work readiness, rating them as highly responsible, punctual, and having strong communication skills. However, the share of household members stating that youth need to improve their technical skills increased from 49 percent to 68 percent over the study period. One in five youths had already received some kind of employment service, a statistic that did not change over the study period. With fewer than 8 percent of respondents reporting having received employment support, youths from Jenin and Qalqilya were significantly less likely to have received this service than those from the other three governorates ($p=0.00$). This is because providing employment services was not a primary focus of the YDRCs. At endline, the most popular services were placement in education/training programs (35 percent), guidance on education/training opportunities (32 percent), advice on job search (29 percent),

and information on job vacancies (21 percent). (Figure 16) In the qualitative interviews, youth cited job-seeking and advanced computer skills as professional skills they wanted to work on further. A youth from Qalqilya told an interviewer, “I want to go into computer science, but I need advanced courses like coding and computer languages.”

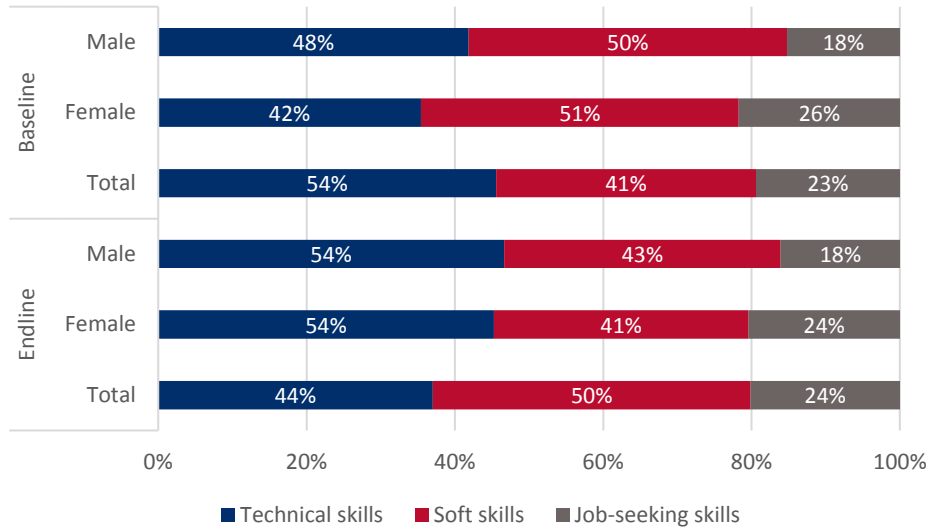


Figure 15. Youth assessment of what skills they need to develop for job preparedness, by sex

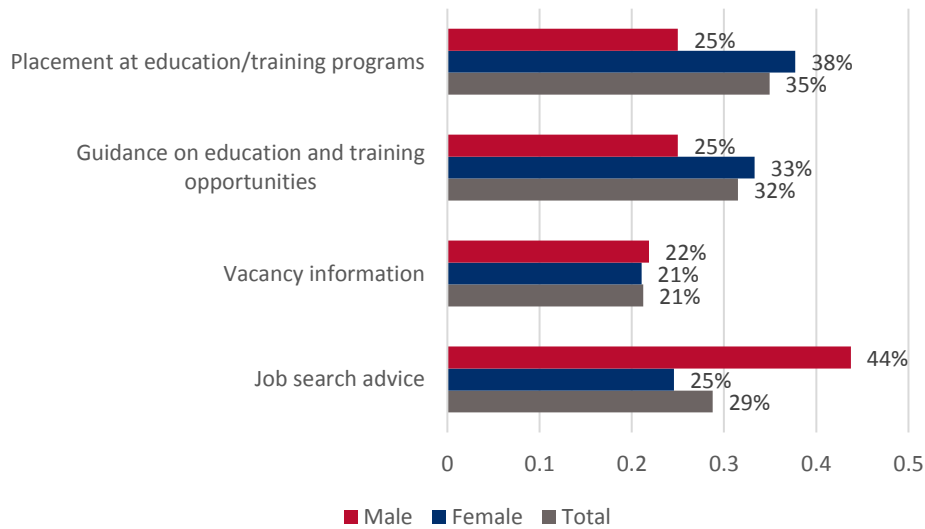


Figure 16. Employment services youth received at endline by sex

CONCLUSIONS

- With 80 percent of respondents being either ‘positive’ or ‘very positive’ about their career future, youth were generally optimistic about employment. However, youth became progressively less optimistic over the study period.

- Their status as students, lack of qualifications, and a poor labor market are top reasons why youth have skepticism about their future career prospects.
- Youth generally saw 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. This measure did not, however, change over time.
- 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.
- Youth reported that having an advanced degree, multimedia skills, and industry-specific technical skills were those that were most important for successfully obtaining employment. The professional skills youth wanted to develop further to feel prepared to improve their employment status included soft skills, management and leadership experience, an advanced degree or training certificate, foreign language, and work experience.

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

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 designed in partnership with YDRC staff and youth. The study's investigation into youths' attitudes about violence and conflict resolution addresses four "pressure points."

These include (1) *Attitudes toward Violence*, where enumerators ask youth participants questions about their experience of "everyday" conflict such as interpersonal conflict, crime, vandalism, gender-based violence, or discrimination against ethnic or religious groups (this approach avoids asking youth directly about political violence to avoid trust problems; however, investigating the other three pressure points below allows participants multiple openings to bring up this subject on their own); (2) *Safe Spaces*, which is drawn from the positive youth development literature and advocates for the creation of safe spaces that are tailored to the needs of youth, including physical infrastructure as well as emotional safety²²; (3) *Employment*, using existing questions about employment status and perceived employment prospects in an analysis of attitudes toward violence at midline and endline (studies demonstrate a correlation between growth in numbers of unemployed, underemployed, or disaffected youth and an increased risk of political violence²³); and (4) *Education and Expectations*, including questions about participant expectations for the future and what outcomes participants expect as a result of participating in YDRC activities (recent research on education and violence in Somalia shows that education alone does not reduce youth susceptibility to engaging in violence and in fact can in some cases increase it²⁴).

²² L Hinson, C Kapungu, C Jessee, M Skinner, M Bardini, and T Evans-Whipp, *Measuring Positive Youth Development Toolkit: A Guide for Implementers of Youth Programs* (Washington, DC: YouthPower Learning/Making Cents International, 2016).

²³ R Caruso and G Evelina, "Youth Unemployment, Terrorism and Political Violence, Evidence from the Israeli/Palestinian Conflict," *Peace Economics, Peace Science and Public Policy* 18, n. 2 (2012), available at http://works.bepress.com/raul_caruso/51/.

²⁴ B. Tesfaye, "Critical Choices: Assessing the Effects of Education and Civic Engagement on Somali Youths' Propensity Towards Violence" (Mercy Corps, November 2016).

FINDINGS

The survey included five statements related to conflict resolution. Youth were asked to rate their agreement with the prompt using a four-point Likert scale: strongly agree, agree somewhat, disagree somewhat, or strongly disagree. At baseline, youth primarily selected options showing socially desirable attitudes toward conflict resolution. Most youth scored very high on these items, expressing nonviolent attitudes in response to all five questions (Figure 17). For example, 78 percent of youth either disagreed or strongly disagreed with the statement, “Sometimes a person doesn’t have any choice but to fight,” while 98 percent either agreed or strongly agreed with the statement, “There are always better ways to solve problems than fighting/violence.” Combining the five statements into one index,²⁵ there was no change over the study period. Across the five prompts, the only one that exhibited a significant change was a reduction in youth agreement with the statement, “When my friends fight, I try to get them to stop” ($p=0.00$).

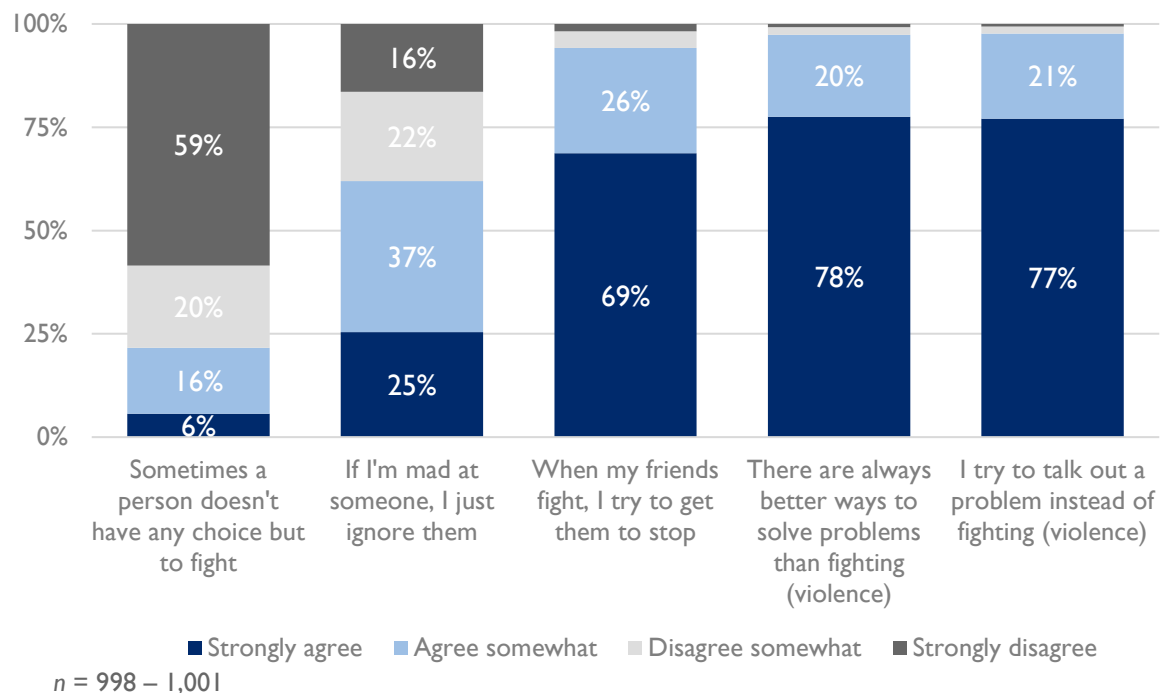


Figure 17. Youth self-assessment of attitude toward conflict scale response items at baseline

Males were more likely to express agreement with statements about the necessity of conflict in mediating disputes. This association held in the overall asset index ($p=0.00$) and three of the five prompts: “sometimes a person doesn’t have any choice but to fight” ($p=0.00$), “there are always better ways to solve problems than fighting” (reverse-coded, $p=0.03$), and “I try to talk out a problem instead of fighting” ($p=0.05$). Respondents with higher levels of household wealth were slightly more likely to express acceptance of conflict ($p=0.00$).

²⁵ Using principal components analysis to construct the index.

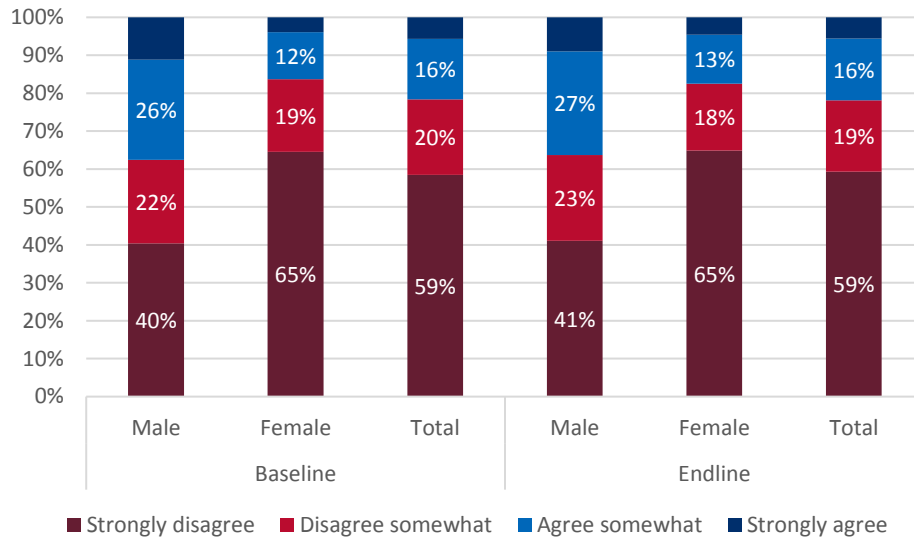


Figure 18. Youth self-assessment of attitude toward conflict prompt “sometimes a person doesn’t have any choice but to fight,” by sex

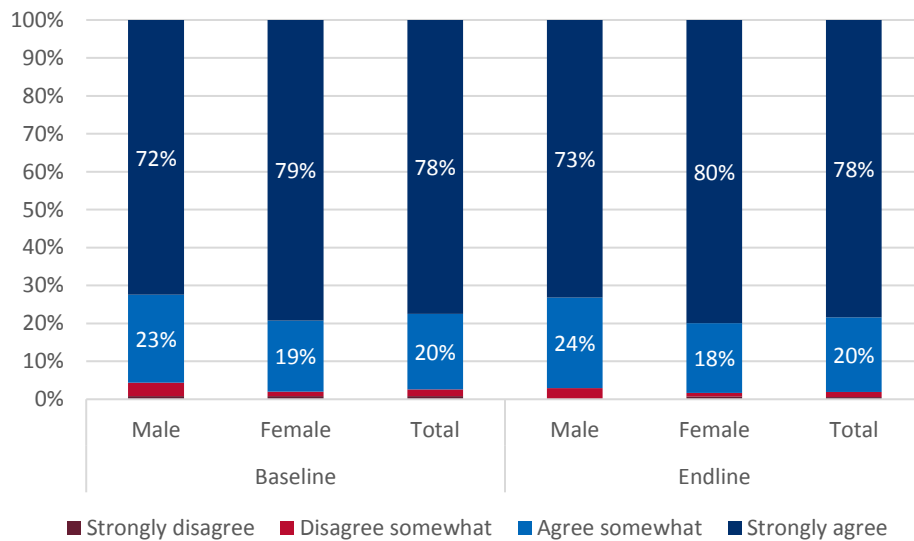


Figure 19. Youth self-assessment of attitude toward conflict prompt, “there are always better ways to solve problems,” by sex

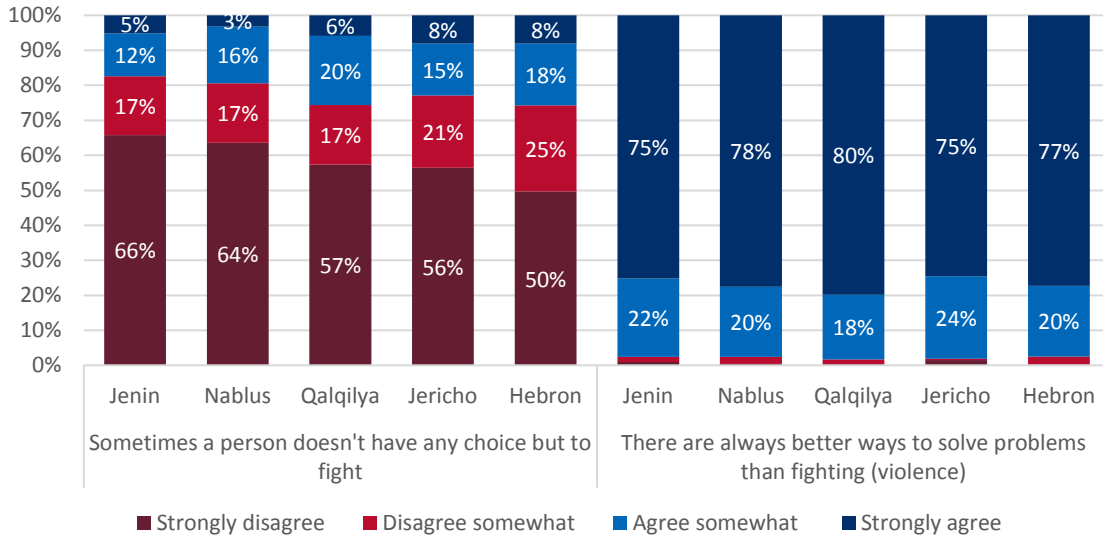


Figure 20. Youth self-assessment of attitude toward conflict, by governorate

When asked directly about their ability to peacefully resolve conflict, youth rated themselves with either a high or medium ability to do so (Figure 21). Household respondents consistently rated youth more highly on this question.

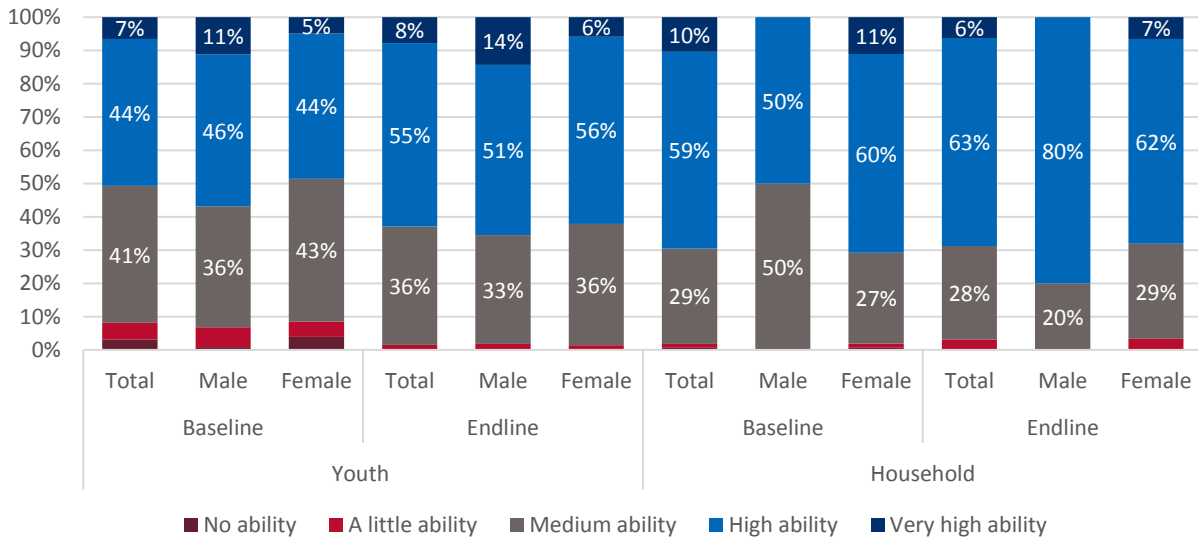


Figure 21. Assessment of youth ability to resolve conflict peacefully, by respondent

In interviews, among respondents reporting a higher ability to resolve conflicts, the most common reason was good communication skills, followed by personality/ability to stay calm, and then ability to listen to all sides. Respondents also cited giving good advice, academic experience, and an ability to stay away from bad influences. When asked to provide examples of their ability to peacefully resolve conflicts, youth cited their experience resolving family conflicts, followed by experience resolving conflicts with friends. A few cited work conflicts. Those reporting an improvement in their ability to resolve conflicts most commonly cited increased experience in dealing with conflicts and maturation/personal development.

When youth were asked where in the community youth get into trouble, nearly nine in ten cited cafés. Cafés are perceived as anti-traditional, where genders mix, bad habits like smoking are acquired, and there is fighting over sports teams. Public places, schools and colleges, and social media/the internet were also commonly cited as places where youth get in trouble. Refugee camps, Israeli settlements, military checkpoints, and markets were also cited, but among very few youth or household members. The most common characterization of places where respondents can get into trouble included the presence of peers, accessibility of drugs and alcohol, and lack of supervision.

When asked to describe why youth get involved in unproductive or violent behavior, respondents most commonly cited lack of employment, peer pressure, lack of supervision, and lack of awareness. Non-religious behavior, military occupation, and exposure to violence were also cited. When asked how to reduce the possibility that youth get involved in unsafe spaces, respondents most commonly reported education and awareness training, followed by parental/general supervision, and then employment. Recreational activities, law enforcement, and skills training also featured commonly among respondents. 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, and colleges and universities (which, interestingly, were also commonly cited simultaneously as places where youth acquire bad habits). Household members also cited the home, mosques, and recreation centers, while youth more often cited universities, the YDRCs, and cultural centers as places that reduced the acquisition of bad habits by youth.

When describing an ideal safe place for youth development, respondents most commonly cited the following services that would be offered: education/training, skills development, and awareness raising. Rehabilitation, multimedia, and information about sexual harassment were also cited. Most youth characterized safe spaces as those that include supervision, freedom of expression, peace/freedom from violence, positive role models, and emotional support. When asked whether there were places in the community that fit these descriptions, respondents most commonly cited colleges/vocational schools, YDRCs, and community centers. Respondents reporting a lack of safe places most commonly stated that home is the only safe place because of the general conditions in the West Bank, military occupation, and lack of trust. Among those who cited the YDRC as a safe place, respondents most commonly reported supervision, location/accessibility, and staff characteristics as the most common reasons. Some respondents reported that the YDRC is not a safe space, due to untrustworthy YDRC staff, location/accessibility, and gender mixing. When asked whether they consider the YDRC as a place to find young people similar to themselves, respondents most commonly reported positively that young people at YDRCs have similar professional goals, similar ages, and similar personal interests. The presence of social media, sports, community organizing, and other group activities were also cited reasons.

Both youth and their household counterparts overwhelmingly expressed confidence in the youth cohort's ability to resolve conflicts peacefully, and this has remained constant since baseline. More than three in five cited good problem-solving skills and abilities to stay calm, communicate, listen to all sides of an argument, and foster dialogue. In addition, these youths' persuasive personalities continue to be cited as sources of this confidence. A young woman from Jenin told us, "I am generally an easy person to get along with, and I have a natural ability to be calm," in response to a question about why she believes she has good conflict resolution skills. 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. "He's older now and taking more responsibility," the mother of a youth from Hebron said. "He has a child and can't get involved in those things."

Roughly 10 percent 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 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 necessarily fully objective measures.

Youth cited 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.

Youth overwhelmingly cited 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, diverse political views, and free speech.

Colleges and universities were frequently characterized by youth 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—and 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 respondents 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 research²⁶ 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, but will be at an increased risk of negative changes to their attitudes toward violence if their education and training do not lead to improved employment and employability; others may as a result be more resilient to disappointment.

²⁶ Caruso et. al., 2012. Tesfaye, 2016.

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 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

Whereas two in three respondents reported volunteering at endline, fewer than one in six participated in community organizations or Facebook groups. There was a 33 percent increase in the likelihood that youth were volunteering and a 46 percent decline in membership in Facebook groups ($p=0.03$ and $p=0.00$, respectively). Older youth were more likely to engage in all three activities ($p=0.00-0.01$), and males were much more likely to engage in volunteering and Facebook groups than females ($p=0.03$ and $p=0.07$, respectively). Beyond these, participation in community groups was positively associated with education level, school enrollment, urbanity, household wealth, and being employed at the time of the study. Volunteering was positively associated with education level, school enrollment, and household wealth. Facebook groups were associated with school enrollment, household wealth, and employment. The changes and associated significance levels are presented in Table 10 below.

TABLE 10. CHANGES IN LIKELIHOOD OF PARTICIPATING IN VARIOUS SOCIAL TYPES OF COMMUNITY ENGAGEMENT BETWEEN BASELINE AND ENDLINE

	COMMUNITY GROUP	VOLUNTEERING	FACEBOOK GROUP
Endline		+ 33 percent**	- 46 percent***
Age	+ 18 percent***	+ 15 percent***	+ 12 percent***
Male		+ 38 percent**	+ 37 percent*
Education Level	+ 25 percent**	+ 16 percent**	
Enrolled in School	+ 79 percent***	+ 80 percent***	+ 76 percent***
Urban	+ 42 percent**		
Household Wealth	15 percent**	9 percent**	20 percent***
Employed	56 percent***		44 percent**

Although volunteering was by far the most common way youth engaged with their community, the frequency of volunteering was low and decreased over the study period. Of the youth that reported having

volunteered, more than half had not done so within the last half year, and only one in six had volunteered within a month of the survey. Furthermore, there was a 33 percent reduction in the likelihood of having volunteered within the last month or the last three months ($p=0.00$).

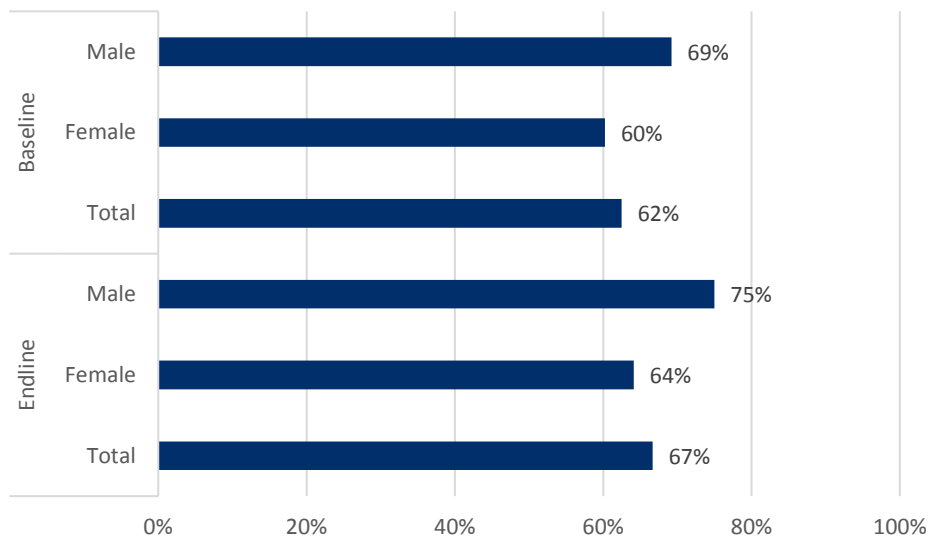


Figure 22. Youth volunteer participation

Most respondents felt like they belonged in their communities, though there was a statistically significant reduction in the sentiment over the study period ($p=0.00$). For example, youth were 35 percent less likely to report agreeing or strongly agreeing with the statement “I feel like I belong in my community.” Respondents from urban areas were 26 percent less likely to feel a sense of community belonging ($p=0.09$), though by far the strongest predictor of this sentiment was the respondent’s marital status. Divorcees were 72 percent less likely to report a sense of belonging ($p=0.07$). The sense of community belonging was the highest in Jenin and Nablus. The sentiment was lowest in Hebron. Most people were somewhat or very involved in their communities and felt respected by other members of their community.

In interviews, among those reporting higher community involvement, involvement with friends and family was most commonly cited, followed by participation in community events, charity work, involvement at community centers such as the YDRC, and school activities. Sports and social media activism were also cited. The most common reasons among interviewed youth for being more involved in the community were enjoyment of meeting others and meeting new people. Having more time because of graduation from university was also cited. Youth who reported less involvement in their communities most frequently cited a lack of time and a lack of interest.

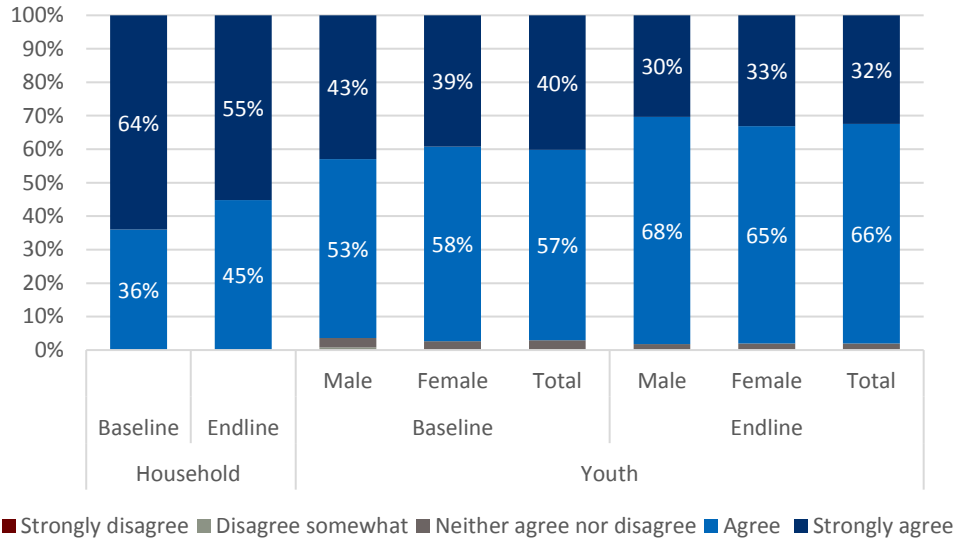


Figure 23. Perception of community's respect of respondent

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. Like at baseline, one in five youth cited the time they spend on school and homework as barriers to participation.

Just over half of youth and household members interviewed claimed 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 half cited school and lack of time as reasons for stagnant or decreased community involvement.

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

FAMILY

A clear majority of youth perceived themselves as being very involved with their family. The trend was more pronounced among women than men ($p=0.04$). School enrollment was associated with less family engagement, but educational level was associated with a greater degree of family involvement ($p=0.03$ and $p=0.01$, respectively). (Figure 24).

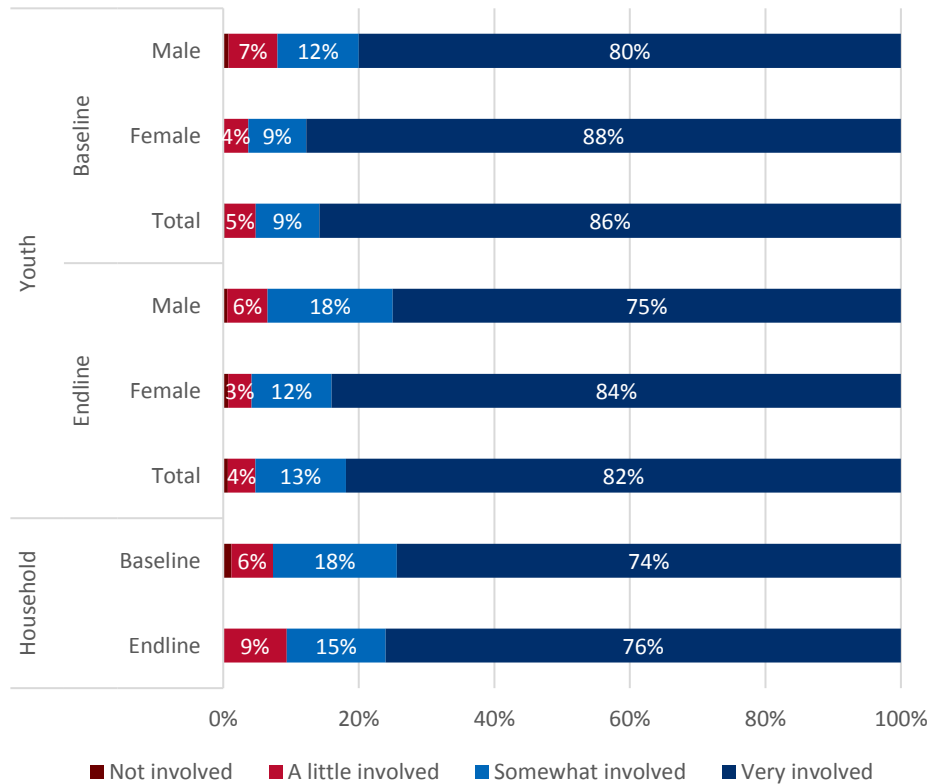


Figure 24. Involvement in family, by sex and respondent type

In interviews, about two thirds 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, like at baseline, many of these youths 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 Nablus said, “She’s not around as much as she used to because she’s in university and spending time with her friends.”

Assisting with family decisionmaking and helping with siblings and housework continued to be 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. Feelings of increasing responsibility for their families was also cited, particularly among males. “I have a baby now,” a young man from Jenin said, “so I spend a lot more time helping at home.”

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)?

Self-efficacy refers to an individual's belief in his/her ability to accomplish goals or perform under different situations.²⁷ This study measured youths' self-efficacy in the study's key areas of interest through commonly used scales for generalized, academic, and employment self-efficacy.²⁸

FINDINGS

As demonstrated in Figure 25 below, youth were confident in their ability to reach longer-term goals and scored themselves highly in all self-efficacy categories. Males tended to rank themselves in the highest self-efficacy categories more often than did females.

²⁷ S Tsang, K Eadoin, P. Hui, and B Law, "Self-Efficacy as a Positive Youth Development Construct: A Conceptual Review," *Scientific World Journal* 2012 (2012).

²⁸ G. Chen, G. Stan, and D. Eden. "Validation of a New General Self-Efficacy Scale," *Organizational Research Methods* (2001).

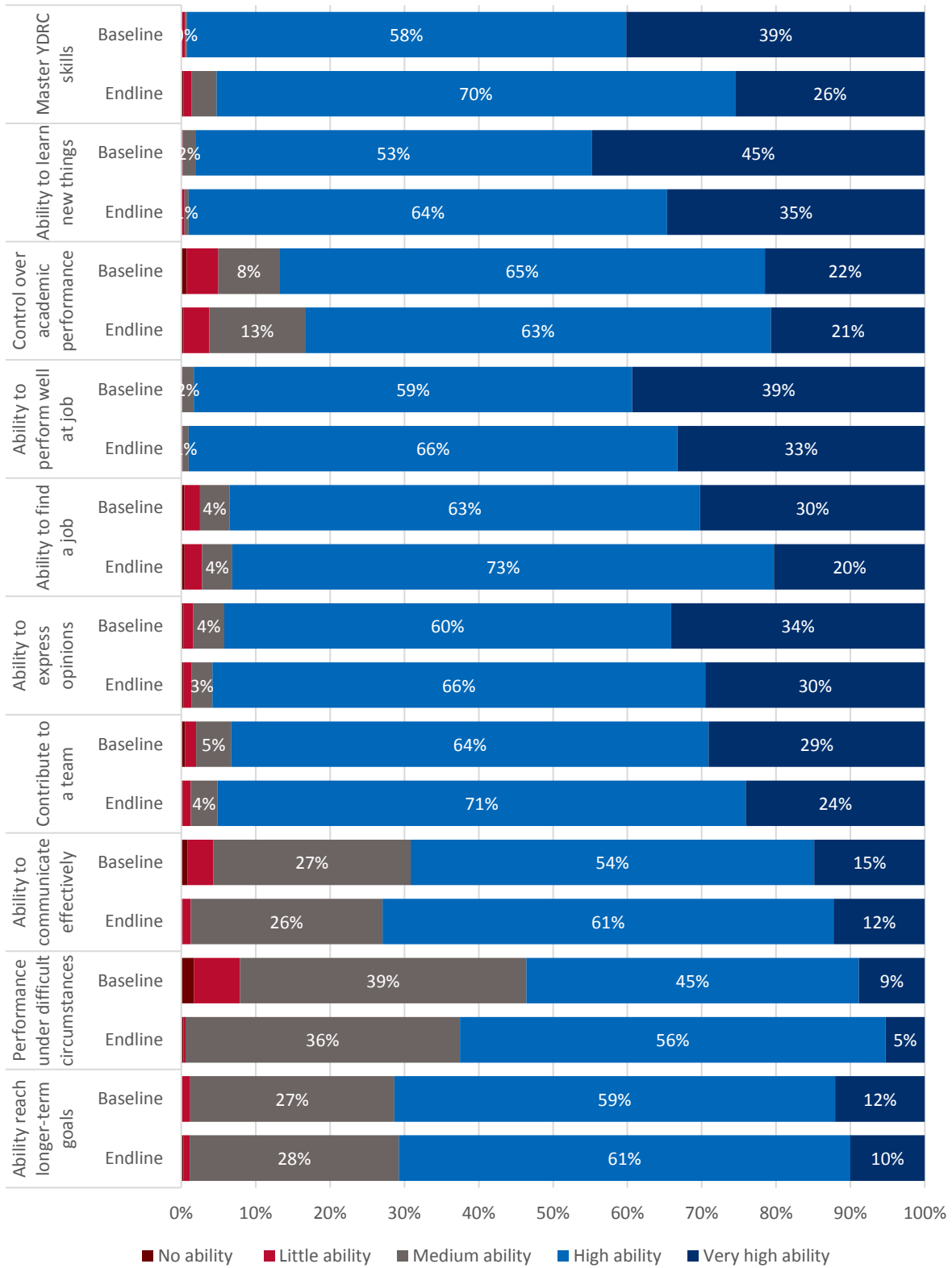


Figure 25. Self-assessment of self-efficacy skills

When the ten survey items were combined into an index, there was a small but statistically significant reduction in perceptions of self-efficacy ($p=0.03$). Factors positively associated with the index included age, education level, and school enrollment (all $p=0.00$). Looking at the individual items, there was a statistically significant increase in perceptions of performance under difficult circumstances ($p=0.05$). However, four of the ten items had a statistically significant reduction: these included abilities to find a job ($p=0.00$), perform well at a job ($p=0.01$), learn new things ($p=0.00$), and master YDRC skills ($p=0.00$). In general, age, educational level, and school enrollment were positively correlated. Males had higher perceptions of their ability to communicate effectively ($p=0.08$) and contribute to a team ($p=0.08$).

In interviews, two thirds of youth reported that their ability to reach their longer term personal and professional goals had gone up in the last 9 months. Among respondents reporting an increase in their ability, the acquisition of experience, credentials, and skills were most commonly cited. Personal growth and development was also cited frequently.

When asked about their ability to communicate effectively and express themselves to others, the majority of respondents reported an increased ability, with few reporting a lower ability. Among those reporting an increase in their ability, the most commonly cited reasons included not being afraid to express opinions, social personality, and high self-confidence, as well as persuasion skills, gained skills through employment, and gained skills through training. Exposure to experiences, meeting new people, and personal development/maturity were also cited sources for this increase.

When asked about whether their decisionmaking skills had improved as a result of participation in the YDRC, most respondents (87%) reported that the YDRC did help. When asked about whether they thought their leadership skills had improved as a result of their participation in the YDRCs, most respondents (79%) affirmed that the YDRC had helped. Among those reporting that their participation in the YDRC did help improve their leadership skills, the most frequently cited skills they acquired included teamwork/collaboration, applied leadership, and general personal growth. Meeting new people, confidence, and general communication were also among the more frequently cited responses.

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 confident in their self-assessment.

Although much of the confidence that the youth expressed in their own self-efficacy likely stems from their comparatively advanced education, 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

To measure youth demand and perception of the YDRCs, the study asked youth about their continued participation in YDRCs, overall perception of YDRCs, their main reason for interest in the YDRC and expected usefulness of the trainings, and challenges attending. Questions on perceptions 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.

FINDINGS

More than 80 percent of youth and household members expressed positive views of the YDRC in both the quantitative and qualitative data. Despite youth expressing the least need for job search resources, the courses and training improvement in job prospects 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 percent 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. 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.

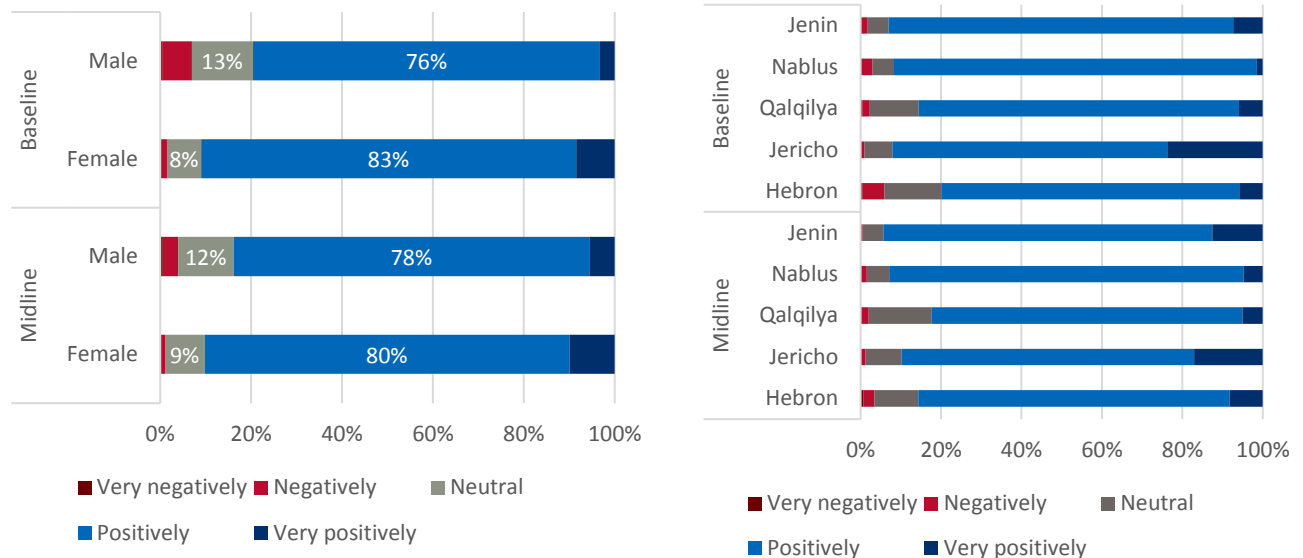


Figure 26. Youth views of YDRCs at baseline and midline, by sex and governorate

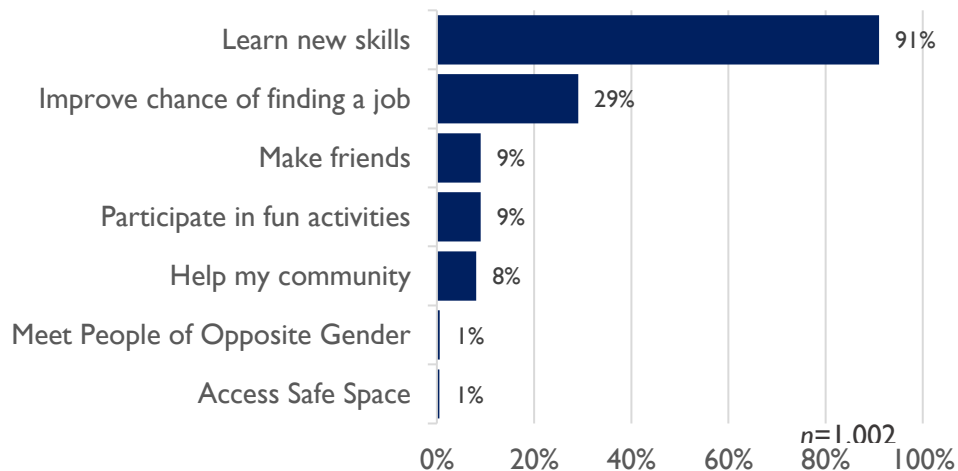


Figure 27. Youth reasons for YDRC participation at baseline

TABLE 11. YOUTH REASONS FOR YDRC PARTICIPATION, BY SEX IN PERCENTAGE

	TO IMPROVE CHANCE OF FINDING A JOB	TO PARTICIPATE IN FUN ACTIVITIES	TO MAKE FRIENDS	TO LEARN NEW SKILLS	TO HELP MY COMMUNITY	TO ACCESS A SAFE SPACE OUTSIDE MY HOME	TO MEET PEOPLE OF THE OPPOSITE GENDER
Female	29.12	9.04	8.51	92.15	7.58	0.53	0.66
Male	29.20	8.80	10.40	87.60	9.60	0.40	0.40

TABLE 12. YOUTH REASONS FOR YDRC PARTICIPATION BY GOVERNORATE IN PERCENTAGE

	TO IMPROVE CHANCE OF FINDING A JOB	TO PARTICIPATE IN FUN ACTIVITIES	TO MAKE FRIENDS	TO LEARN NEW SKILLS	TO HELP MY COMMUNITY	TO ACCESS A SAFE SPACE OUTSIDE MY HOME	TO MEET PEOPLE OF THE OPPOSITE GENDER
Jenin	21.86	12.15	4.86	93.52	6.48	0	1.21
Nablus	39.02	2.93	17.56	88.29	12.20	1.46	0
Qalqilya	28.33	8.75	5.83	87.92	4.17	0	0.42
Jericho	9.52	0.95	0.95	90.48	0.95	0	0
Hebron	39.02	15.61	13.17	94.63	14.15	0.98	0.98

Thirty-three percent of youth reported attending at least a second training at the YDRC, and 24 percent reported coming back to the YDRC for other reasons. These were most commonly informally (35%), for cultural events (28%), or to participate in a community initiative (23%). In total, 45 percent of the cohort

had attended the YDRC for either training or non-training reasons since baseline. Among the youth who had not gone to the YDRC since baseline, a little more than half cited lack of time, by far the most common reason.

While still high, interest in participating in further YDRC activities has declined somewhat from baseline, from 98 to 88 percent of unemployed youth (Table 16 in Annex 8). This did not correlate with the number of YDRC activities in which youth had participated. Compared to employed youth, unemployed youth were more interested at midline in participating in further activities: interest among unemployed youth dropped from 98 to 91 percent, while interest among employed youth dropped from 97 to 78 percent.

In qualitative interviews, when asked about whether respondents had participated in training since the last time they were interviewed and whether that training was worthwhile and why, the majority of respondents reported that they had not participated in a new training. Among those who had, the majority expressed that it was worthwhile. The most commonly reported reasons for why the training was worthwhile included new skill acquisition, increased employability/job-finding, and personal development. Among those who attended additional training and stated that it was not worthwhile, the most commonly cited responses included that it was a waste of time, did not result in new employment, and that there was no new information. Among the majority of respondents who reported that they had not participated in new training, the most commonly cited reasons for not participating included not knowing about new training, too busy with school, too busy with work, and no advanced courses.

When asked about whether they have been to a YDRC for a purpose other than training since the last time they were interviewed, nine of ten youth reported that they had not. Among those reporting that they had been to a YDRC, most had been only one or two times. Those reporting that they did not go to a YDRC, most commonly cited that they did not have a reason to attend, were too busy with school, or were too busy with work. When asked to describe how most youth in the community view the YDRC, most youth and household members reported that they view the YDRC very positively. The most common reasons for the positive view given by youth and household members include the provision of trainings, opportunities for personal development, job search resources, and that services are free. Other commonly cited responses included meeting new people and community involvement. Among those reporting that youth and community members possess a more negative view of YDRC, the most commonly cited reasons included gender mixing, waste of time, and not leading to any employment.

Youth reported that some young people view the YDRC differently than most and attribute that perception most commonly to gender mixing/cultural conservatism, lack of awareness about services and courses, and lack of awareness of the benefits. When asked to describe how most parents of youth in the community view the YDRC and its programs, the majority of respondents reported that they view it more positively, with the most commonly cited responses including seeing the benefits for youth, skills development, helping youth develop, and improving the chances of employment. Youth who reported that parents of youth view the YDRCs more negatively most commonly cited gender mixing and waste of time.

When asked about the most useful aspects of the YDRC, youth most commonly reported the provision of courses, that courses are free, new skills acquisition, and personal development. Meeting new people and helping to find employment were also among the more frequently cited responses. The least useful aspects of the YDRCs cited by youth include needing more advanced courses, the perception that participation does not lead to employment, and needing better trained staff. Some report logistical challenges included that the course schedule was not accommodating and a lack of equipment/resources

for courses. Youths' suggestions to improve YDRC programming and services included adding more courses, adding more language courses, and making courses more available to a wider audience. Other recommendations included doing more follow-up after training, offering a wider variety of talent development, better advertising, and further developing the practical application of courses. 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 percent—said that they were interested in participating in the YDRC further, beyond the activity that they have already enrolled in. Here, the most common activity they were interested in participating in 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 respondents also requested more diversity in the subject matter of courses and training, adding more language courses, and 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 because they had just recently started participating at the YDRC, they did not yet have any opinion about its value.

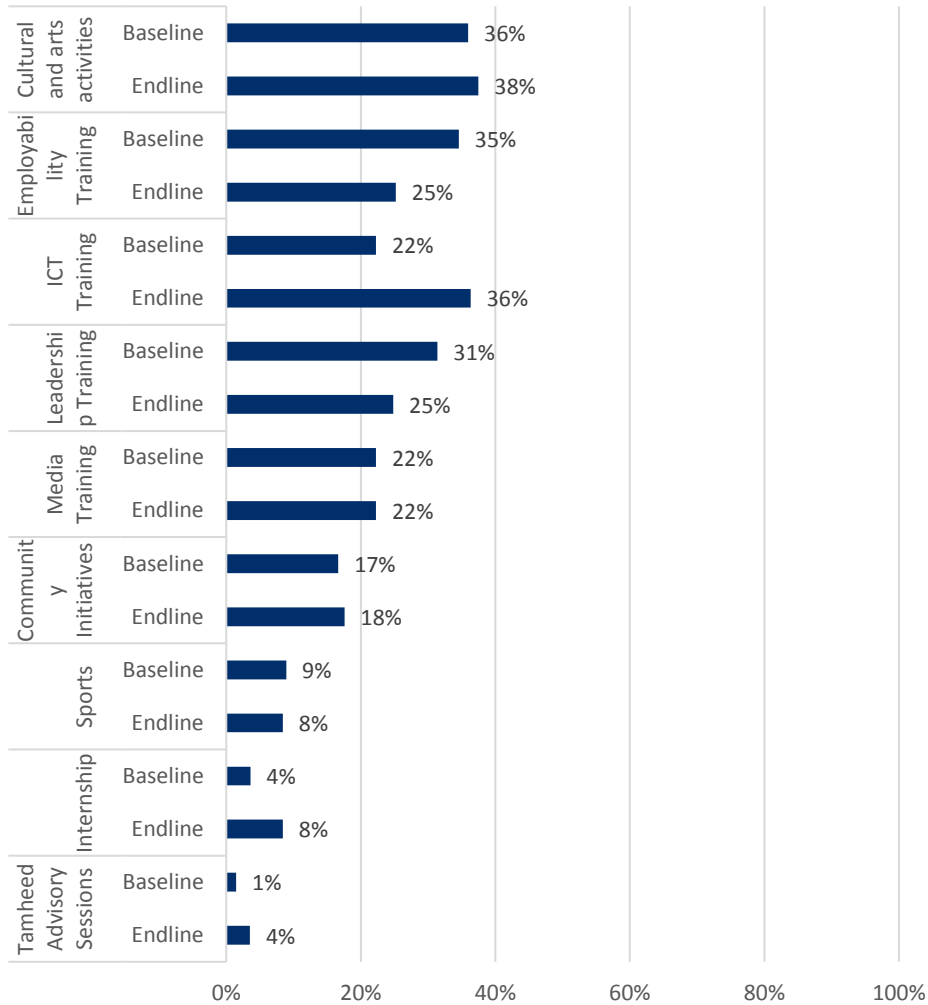


Figure 28. Youth interest in future activities

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).

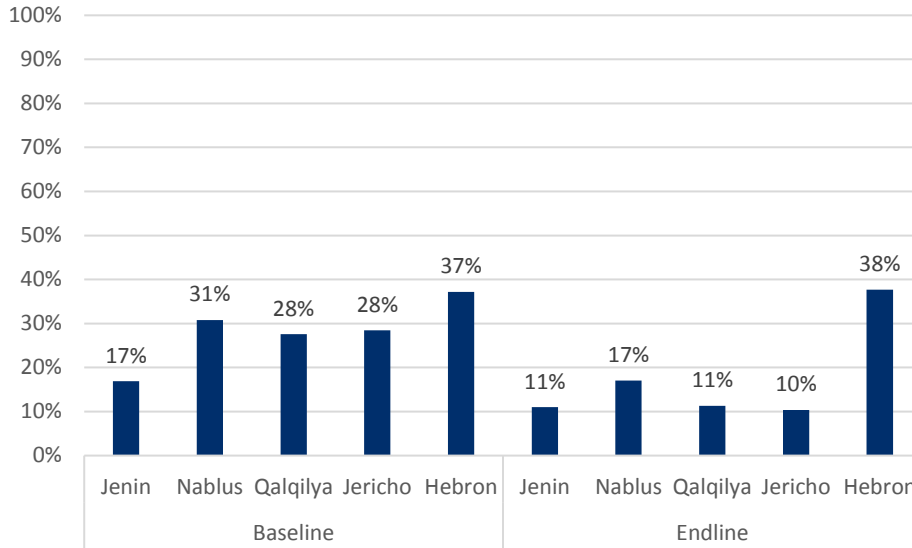


Figure 29. Anticipation of challenges, by YDRC

By far the most common concerns with attending the YDRC were transportation and inconvenient times (Figure 30). Living in a rural area increased the likelihood that youth would cite transportation as a possible obstacle. 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 most 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.

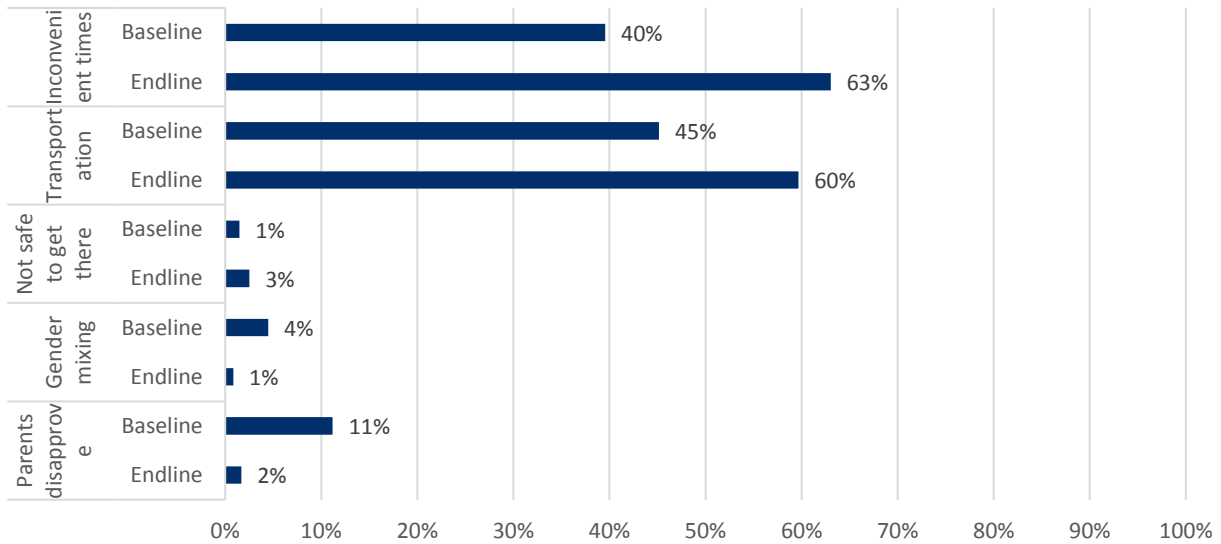


Figure 30. Obstacles to participation in YDRC

Household members generally listed the same challenges as youth, though they were more likely to list gender-mixing as an obstacle; 11 percent said this was a problem, while no youth in the qualitative subsample and 5 percent 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. Many also expressed 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 can 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 toward 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 AND QUALITY SERVICES TO YOUTH?

A: RELEVANCE OF SERVICES

FINDINGS

- The endline report confirmed that YDRCs' social and developmental programs are consistent with YDRCs' vision and mission as stated by 32/32(100%) interviewees from the five YDRCs (Nablus, Jenin, Qalqilya, Hebron, and Jericho). Furthermore, the YDRCs' programs funded by USAID were relevant to and supportive of the centers' needs, vision, and mission in terms of planning, designing, delivering, and monitoring and evaluation (M&E).
- 32/32 (100%) interviewees said that YDRCs take youth needs into consideration when formulating and implementing programs, but informally. This means that they had no systematic way of collecting data on youth needs but rather collected them through informal interaction during their participation in YDRC activities. Moreover, the centers' training programs attempted to ensure diversity by targeting youth from both sexes, different social classes, and different academic levels.
- 30/32 (93.75%) of interviewees said that YDRCs have strategic plans that include developmental and sports activities, while the rest of the interviewees did not know about those plans.
- 28/32 (87.5%) confirmed that YDRCs have annual plans but that they are not documented, while the rest (Jenin board members and youth volunteers from Qalqilya) did not know about those plans.
- 28/32 (87.5%) interviewees said that YDRCs' programs are consistent with donors' interests. The centers usually take donors' interests into consideration in designing training programs to secure the funds needed for the training programs.

INTERVIEW CONCLUSIONS

- **Overall Relevance:** YDRC developmental programs supported by USAID are fully relevant to their vision and mission. The baseline, midline, and endline showed the same results related to this element.
- **Youth Diversity Relevance:** *The change between midline to endline was +22.2% and between baseline to endline was +51.7%* concerning YDRC programs' relevance to youth diversity and their needs. This is related to the level of respondents' awareness toward youth involvement in promoting the training programs to other peers and recruiting new trainees to participate in the training days or events.
- **Donor Relevance:** *The change between baseline to endline was +35.8% and between midline to endline was +26.4%* concerning YDRC programs' relevance to donors' interests. This percentage reflects the improvement in YDRCs' board and staff understanding of donors' support to ensure sustainability of their programs, after they became involved in discussions and training on fundraising with IREX trainers.

- **Strategic Plan Alignment: The change between baseline to endline was +49% and between midline to endline was +18.75%** concerning YDRCs’ strategic plans. This reflects an improved management approach used by the directors and the board that involves staff, interns, and youth in the process of reviewing the centers’ strategic plans.
- **Annual Plan Relevance: The change between baseline to endline was +19.8% and between midline to endline was -3.4%** concerning centers having annual plans. This indicates the increased awareness of the staff about their roles in the centers as they have become involved in developing the annual plans, after the YDRCs’ managers gave them the opportunity to enhance their planning skills and participate in developing their weekly and monthly plans based on YDRCs annual plans. The only concerns raised at endline were that the annual plans were not as well documented as the strategic plan.

OCA COMPARATIVE ANALYSIS

Table 13 below outlines OCA Programming and Youth Diversity results. Concerning programming and youth diversity, the study team found that:

- At the endline assessment, the OCA score assessing the development, implementation, and evaluation of YDRC programs in Hebron and Nablus had declined owing to funding delays and cuts at the end of the program cycle. Other YDRCs improved their programs, however, by opening new lines of training for students and charging a small fee to cover part of the YDRCs’ running costs.
- The five YDRCs agreed with the OCA that the programs are relevant to youth needs and interest.
- The comparison between the OCA endline and midline shows a decline in Nablus, Hebron, Qalqilya, and Jenin in terms of youth numbers, diversity, and involvement, mainly after the USAID project was closed, and there was less support for training activities. Positive progress was made at the Jericho YDRC after they contracted a new manager who worked actively to involve youth more meaningfully.
- Interviews revealed that awareness of initiatives and activities at YDRCs with regard to youth diversity and involvement were found to have increased over the course of eighteen months.

TABLE 13. THE PROGRAMING CATEGORY

CATEGORY-PROGRAMING	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	3.00	3.00	2.52	-0.48	-0.48
Nablus	3.17	3.42	3.25	-0.17	0.08
Qalqilya	2.67	3.08	3.46	0.37	0.79
Jericho	2.00	2.58	2.92	0.33	0.92
Jenin	2.33	3.00	3.46	0.46	1.13
Overall average	2.634	3.016	3.122	0.102(2.55%)	0.488(12.2%)

TABLE 14. YOUTH DIVERSITY

SUB CATEGORY- YOUTH DIVERSITY	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	2.75	3.5	3.33	-0.17	0.58
Nablus	3.00	3.50	3.19	-0.31	0.19
Qalqilya	3.00	3.00	2.50	-0.5	-0.5
Jericho	2.25	2.50	2.77	0.27	0.52
Jenin	2.50	3.50	3.31	-0.19	0.81
Overall average	2.7	3.2	3.02	-0.18(4.5%)	0.32(8%)

B: QUALITY OF TRAINING SERVICES PROVIDED TO YOUTH

FINDINGS

- The Training of Trainers (TOT) programs designed and delivered by IREX’s professional team to YDRC interns who subsequently taught the training courses were relevant to youth needs and were carried out in good quality in terms of content, trainers’ skills, and logistics, as reported by 32/32 interviewees.
- The five YDRCs offered four developmental training programs relevant to youth needs funded by USAID and implemented by IREX: media, ICT, employability, and leadership skills and implementing youth initiatives according to 30/32 (93.75%) interviewees. In addition, the centers in Jenin, Qalqilya, and Jericho provided sports activities funded by board members and local stakeholders. 29/32 stated that in the previous 9 months, YDRC expanded employability programs in agreement with IREX.
- 25/32 (78.1%) of the participants reported that training delivered by interns to trainees have less quality than the training offered by professional trainers.
- The interviewees considered these courses as basic and not advanced in terms of content and time, as reported by 30/32 (93.75%).
- 31/32 (97%) interviewees confirmed that YDRCs have good relations with stakeholders like schools, universities, NGOs, and government entities, and these relations contributed to youth recruitment and outreach activities. Some YDRCs signed Memoranda of Understanding with these stakeholders. All YDRCs conducted different training courses and youth initiatives in cooperation with stakeholders and offered services free of charge to stakeholders, such as using YDRCs’ training halls and sports equipment. In addition, all interviewees said that YDRC relations with parents were improved in comparison with the midline. For example, the mothers came regularly to the YDRCs in Nablus, Qalqilya, and Jericho to follow up on their sons and daughters who attended extracurricular and after-school activities.

INTERVIEW CONCLUSIONS

- **Training of Trainers: At the endline, TOT training delivered to interns by IREX over the last 9 months increased +3.5% compared to baseline, versus -2.1% between midline and baseline. Between endline and midline, it increased +5.6%.**

- **Training Capacity:** Interns' capacity for delivering training courses offered through USAID funding, decreased *18.1% between the midline and baseline and increased 3.1% between midline and endline. Between baseline and endline, interviews show this capacity decreased by about 15%.*
- **Stakeholder Relations:** In terms of stakeholders' involvement and relations with YDRCs, *a decrease of 3.5% interviewees between baseline and midline felt that these relations were productive, and an increase of 3.4% between midline and endline, for a total of 0.4%, or little change, between the baseline and endline.* The percentages from endline to baseline show very limited indication that YDRCs expanded their relations with different stakeholders.
- At baseline and midline, the YDRCs' relations with students' parents were weak and required improvements, but at endline, the relations with parents were improved, and it appears that YDRC directors and staff put more effort to improve these relations.

Note: The OCA tool did not assess the training quality delivered by IREX or the YDRCs.

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

A: GOVERNANCE (VISION/MISSION; ORGANIZATIONAL STRUCTURE, STRATEGY; RISK MANAGEMENT)

INTERVIEW FINDINGS

- All interviewees confirmed YDRCs' vision and mission focus on promoting youth needs and building their social, economic, and cultural capacity to enroll actively in the Palestinian society.
- As for the organizational structure, YDRCs are overseen by a Board of Trustees who are elected every two years by the General Assembly, as confirmed by board members in the five YDRCs. The board members are responsible for overall leadership and high-level supervision while the staff is responsible for executive work as confirmed by **28/32 (87.5%)**.
- There are no risk management plans at any of the five YDRCs, as reported by **32/32 (100%)**. This means that there is no process of identifying, assessing, and controlling threats facing the centers' resources and earnings. These threats or risks could stem from financial uncertainty, legal liabilities, strategic management errors, conflict, accidents, or natural disasters. Most board members and directors confirmed that it was a good idea to have risk management plans, despite the fact that none had one.
- Strategically, YDRCs have two programs as reported by **11 board members and directors**. The first is the sports activities, which have more opportunity to continue and sustain compared to the second developmental program, primarily supported by USAID until August. The sports program is owned and supported by local resources, while the developmental program is dependent on donor funding.

INTERVIEW CONCLUSIONS

- **Organizational Structure:** *The change between baseline and midline was +7.9%* in terms of YDRCs’ organizational structure existence and clarity of roles and responsibilities of the General Assembly, board members, directors, staff, interns, and volunteers. **However, it declined -9.7% between midline and endline, for a total baseline to endline decline of -2.1%.**
- **Risk Management:** *The change between baseline and midline was +8.3%* in terms of unavailability of risk management plans in place in all five YDRCs. **It increased 41.7% between midline and endline, for a total baseline to endline increase of 50%.**

COMPARATIVE OCA ANALYSIS

TABLE 15. GOVERNANCE					
SUB CATEGORY- GOVERNANCE	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	3.00	3.00	2.83	-0.17	-0.17
Nablus	2.50	2.50	2.32	-0.18	-0.18
Qalqilya	3.00	3.50	1.33	-2.17	-1.67
Jericho	1.00	1.00	1.83	0.83	0.83
Jenin	1.50	2.50	3.50	1	2
Overall average	2.2	2.5	2.362	-0.138	0.162

CONCLUSIONS

- The comparison between endline, midline, and baseline OCA tool results showed a decrease in the percentages of the scores on governance in Hebron, Nablus, and Qalqilya, and an increase in Jericho and Jenin.
- The comparison between OCA tool assessment results and interview qualitative results are very similar in terms of finding a decrease in YDRC capacity in governance and organizational structure.

B: HUMAN AND FINANCIAL RESOURCES MANAGEMENT

INTERVIEW FINDINGS

- There is no updated human resources system available in the five YDRCs, as stated by 21/32 (65.6%) respondents. The remaining 34.4% (specifically youth and new staff) did not know. The lack of human resources systems affects the sustainability of operations, service delivery, and relations with youth and stakeholders.
- 14/32 (43.75%) of interviewees stated that YDRCs do not have the financial capacity to abide by the labor law. Other respondents did not know.
- Board members are responsible for overall supervision, while the staff is responsible for executive work, as reported by 28/32 (87.5%) interviewees.

- YDRCs have job descriptions for staff and interns developed with support from IREX, and the board and directors have clear responsibilities, as mentioned in the YDRCs' bylaws, as reported by 25/32 (78.1%). Others did not know.
- 25/32 (78.1%) of interviewees said that budgeting is the responsibility of the board, with support from the YDRC manager. Staff is involved in budgeting administrative tasks under the supervision of the managers, while the external auditors prepare the financial audit report. Other respondents (mainly youth and new staff) did not have information about this point.
- 21/32 (65.6%) interviewees stated that there is a manual on financial management used by the treasurer with support from the administrative staff specifically in Jericho, Jenin, and Qalqilya. 18/32 (56.25%) stated that the YDRCs have financial software that meet national standards, specifically in Hebron and Nablus. Other interviewees did not have information about the financial system.
- 32/32 (100%) interviewees stated that board members and directors are responsible for identifying the gaps in budgeting, planning, and other financial issues, while the staff performs the administrative aspect of the work.
- 21/32 (65.6%) reported that YDRCs do not have the financial capacity to respond to staff needs and keep them in their positions. Other interviewees did not have information about financial capacity.
- 17/32 (53.1%) said that YDRCs can afford to maintain the managers and one key administrative staff for a few months. Others have no information about this point.

CONCLUSIONS

- Financial System Standards: This category increased 34.8% between midline and baseline and 10.1% between midline and endline, for a total of 44.9% between the baseline and endline. This involved the use of a financial system consistent with national and international standards; this was mainly achieved in Jericho, Jenin, and Qalqilya. These three YDRCs participated in financial training to improve their financial technical capacity and set up a financial system aligned with national and international standards.
- Financial Systems Knowledge: This category decreased by 1.9% between midline and baseline in terms of interviewees' knowledge about the finance system and software in Nablus and Hebron. It increased by 34% between midline and endline, for a total of 32% increase between the baseline and endline.
- HR System: This category increased by 22.1% baseline and midline and decreased by 6.6% between midline and endline, for a total decrease of 27.9% between the baseline and endline, in terms of the availability of a human resources system.
- Roles and Bylaws: This category increased 11.7 between midline and baseline and decreased by 16.3% between midline and endline, for a total decrease of 4.6% between the baseline and endline, in terms of the clarity of responsibilities between board, staff, and interns and consistency with job descriptions and internal bylaws. In the last 9 months, staff and interns got coaching and mentoring from YDRCs managers in this area.

- Labor Laws: This category decreased by 50% between midline and baseline and decreased by 20% between midline and endline, for a total decrease of 30% between the baseline and endline in terms of YDRCs’ human resources systems abiding by the labor law. Theoretically, the YDRCs respect the labor law but in practice they did not have the financial capacity to pay salaries and allowance according to the labor law. In the baseline period, they covered salaries through IREX.

OCA Comparative Analysis

TABLE 16. HUMAN AND FINANCIAL RESOURCES

HUMAN AND FINANCIAL RESOURCES	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	2.80	3.00	2.98	-0.02	0.18
Nablus	2.92	3.25	1.54	-1.71	-1.38
Qalqilya	2.90	3.30	2.07	-1.23	-0.83
Jericho	1.20	2.30	2.58	0.28	1.38
Jenin	2.00	2.70	3.11	0.41	1.11
Overall average	2.364	2.91	2.456	-0.454	0.092

CONCLUSIONS

- The comparison between the baseline and midline results of the OCA tool showed a decreased capacity in Nablus, Hebron, Qalqilya in terms of availability of financial and human systems, owing to a lack of funding resources. The Jericho and Jenin sites faced financial obstacles, but they have recently put in place financial and human resource systems. Most YDRCs started connecting some local donors to cover part of their activity costs. The YDRCs are also organizing together to increase their ability to raise local and international donor support.
- Lack of funding limited the presence and use of computerized human resource systems at the YDRCs..

C: ACCESSIBILITY AND WORK ENVIRONMENT

INTERVIEW FINDINGS

At endline, 24/32 (75%) of interviewees reported that the YDRCs’ infrastructure in Nablus, Jenin, and Qalqilya are not adequate for persons with disabilities. While interviewees from Hebron and Jericho confirmed that the premises are adequate in terms of accessibility and availability of basic facilities such as sanitary units and wheelchair ramps, 29/32 (90.6%) of all interviewees confirmed that staff and interns have no experience in teaching and training persons with disabilities.

INTERVIEW CONCLUSIONS

- Facilities Accessibility: This category increased 8.6% between midline and baseline, 11.2% between midline and endline, and 19.8% between baseline and endline. The Nablus, Qalqilya, and Jenin sites were found to not have access for persons with disabilities.

- **Disabilities Experience:** This category increased 21.3% between midline and baseline, 7.3% between endline and midline, and 28.6% between the endline and baseline, in terms of staff having no experience in teaching and training persons with disabilities.

OCA COMPARATIVE ANALYSIS

TABLE 17. ACCESSIBILITY					
ACCESSIBILITY	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	2,25	3,00	3,10	0,10	0,85
Nablus	2,00	2,00	3,42	1,42	1,42
Qalqilya	1,75	2,00	2,00	0,00	0,25
Jericho	1,50	4,00	3,61	2,11	-0,39
Jenin	2,50	3,50	3,53	0,03	1,03
Overall average	2,06	2,90	3,13	0,23	1,13

CONCLUSIONS

- According to the OCA results, the scores in Nablus and Jenin are not fully accurate, since their premises are not appropriate for the disabled. The reason for the high scores is that the two locations are close to the city center with access to public transportation available during the day.
- In Hebron and Jericho, the buildings are appropriate for the disabled, but there is no public transportation available to the centers.
- The results between that OCA tool and the qualitative tool regarding accessibility are consistent.

D: MONITORING AND EVALUATION (M&E)

INTERVIEW FINDINGS

- In the endline interviews, 26/32 (81.25%) confirmed that YDRCs' M&E plans have been finalized with support from IREX.
- 32/32 (100%) interviewees said the YDRCs have a basic M&E system that consists of forms to assess trainees' satisfaction and pre- and post- exams to measure knowledge improvement. YDRCs analyze those evaluation forms to improve trainers' performance. Moreover, the centers use an Excel simplified tracking sheet of trainees/beneficiaries' name, age, geographical location, gender, etc. YDRCs use the database figures in preparing bi-monthly and monthly reports and success stories.
- 23/23(100%) confirmed that YDRCs, with support from IREX, appointed an M&E intern in each center trained to use the database and the monitoring tools, mainly focused on the trainee's satisfaction and pre-post exams. The evaluation forms are analyzed by the M&E intern to improve trainers' performance and to discuss the results with interns to improve their performance and draft success stories. Once the USAID project ended in August, the M&E interns were no longer working at the YDRCs.

- YDRCs still do not have a tracking/follow-up system to track whether trainees find jobs or not after the training. However, YDRCs have some success stories and documented information that they received from youth through Facebook and other sources.

INTERVIEW CONCLUSIONS

- M&E Plan: This category increased 28.3% between midline and baseline, decreased by 15.95% between midline and endline, and increased 12.35% between baseline and endline, in terms of YDRCs having monitoring and evaluation plans developed in cooperation with IREX.
- M&E Use: This category increased 83.4% between midline and baseline and 2.8% between midline and endline, for a 86.2% increase between baseline and endline, in terms of YDRC’s use of M&E systems to measure trainees’ satisfaction and level of knowledge gained from the training.
- M&E Interns: This category increased 94.4% between midline and baseline, 5.6% between midline and endline, and 100% between the baseline and endline, as relating to M&E interns appointed and trained to carry out the M&E tasks regularly. However, after the end of the USAID funding in August, the interns left their positions.

OCA COMPARATIVE ANALYSIS

TABLE 18. M&E SYSTEM					
SUB-CATEGORY M&E SYSTEM	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	2.00	2.75	2.21	-0.54	0.21
Nablus	2.00	2.75	1.74	-1.01	-0.26
Qalqilya	2.00	2.25	1.17	-1.08	-0.83
Jericho	1.75	2.00	2.42	0.42	0.67
Jenin	2.00	2.25	3.03	0.78	1.03
Overall average	1.95	2.4	2.114	-0.286	0.164

CONCLUSIONS

The capacity development interviews gave higher scores than the OCA results in terms of the M&E component within YDRC, since the OCA tool focused on the interns’ role, which was affected by the closeout of USAID project.

E: REPORTING

INTERVIEW FINDINGS

29/32 (90.6%) of interviewees and small focus groups reported that weekly plans and reports are submitted by interns and staff to YDRCs’ managers, and monthly reports are submitted by YDRC managers to IREX. In addition, the directors and board members prepare annual administrative and financial reports and present them at the General Assembly’s annual meetings.

INTERVIEW CONCLUSIONS

Reporting: This category increased by 16.2% between midline and baseline, decreased by 1.1% between midline and endline, and increased by 15.1% between the baseline and endline, in terms of YDRCs using the reporting system with support from IREX. Again, this was part of the capacity development plan developed by PWY based on the OCA baseline results.

F: FUNDRAISING

INTERVIEW FINDINGS

- 28/32 interviewees (87.5%) said that YDRCs took donors' interests into consideration when designing and implementing youth activities and programs. The executive directors from the five YDRCs stress highly that donors' interests are important, since the centers depend mainly on donors' funding.
- 29/32 (90.6%) interviewees confirmed that YDRCs, with support from IREX, appointed one fundraising officer in each center. The interviewees recommend hiring long-term donor relations officers to help the centers get additional funds to implement programs and ensure the sustainability of operations. YDRC directors reported, however, that the appointed fundraising interns did not have enough technical support and did not establish successful relations with donors.
- 28/32 (87.5%) stated that there are no current potential donors besides IREX; the exception was mainly among staff in Hebron. Most reported that developmental programs will not sustain unless YDRCs get sufficient funds. Sports activities and outputs continue to be delivered on time and in coherence with national soccer games schedule, with funds acquired from local resources, as confirmed by board members and directors.
- As reported by directors and board members, there is management segregation between sports activities and the developmental programs funded by USAID. The evaluation expert perceives this as an institutional weakness, which indicates disconnection between the two programs. It also indicates that the developmental programs are not a priority according to the board members, as most of them are more interested in sustaining the sports activities, according to interviews.

INTERVIEW CONCLUSIONS

- **Donor Alignment:** YDRCs' programs are consistent with donors' interests, which are taken into consideration when designing training programs in the hopes of getting funding to support program implementation. However, the five YDRCs did not have a fundraising strategy.
- **Non-USAID Donor Involvement:** The center in Hebron is the only one which has succeeded in obtaining funding from other donors, while the center in Jenin has managed to get funds from local sources to cover sports activities.
- **Fundraising Support:** This category decreased by 81.3% between midline and baseline and increased by 10.35% between midline and endline, for a 70.95% decrease between baseline and endline. The reason behind the decreased percentage referred to the low capacity of the fundraising officers hired by IREX for few months who did not succeed in raising funds, according to interviews; the YDRCs lack the financial capacity for contracting professional fundraising officers.

OCA COMPARATIVE ANALYSIS

TABLE 19. FUNDRAISING

FUNDRAISING	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	2.00	2.50	2.71	0.71	0.71
Nablus	1.00	1.00	0.94	-0.06	-0.06
Qalqilya	1.50	2.75	2.08	0.58	0.58
Jericho	0.50	1.00	2.17	1.67	1.67
Jenin	1.00	1.75	2.72	1.72	1.72
Overall average	1.2	1.8	2.124	0.924	0.924

CONCLUSIONS

In terms of fundraising, the Capacity Development qualitative tool and OCA tool showed similar results in terms of the limited capacity of the YDRC for obtaining new funds. The training and fundraising officers hired by IREX were not effective for improving financial capacity of the YDRCs and getting donations from other sources than USAID.

In comparing the OCA endline and baseline, the team also noticed that Jenin got the higher score related to its capacity in fundraising. However, this score is not realistic, since they are suffering from a lack of funding and currently do not have any fundraising support.

G: SERVICE DELIVERY (TRAINERS, CURRICULUM, AND TRAINING EQUIPMENT)

INTERVIEW FINDINGS

- In terms of services, YDRCs provided employability, media, ICT, and leadership training programs and community initiatives. The training objectives aimed at building youth capacity in photography, social media, leadership, presentation and communication skills, information technology, and creating and managing small businesses.
- 25/32 (78%) interviewees reported that the objectives of the training offered by IREX were achieved and that youth initiatives were designed and delivered based on youth ideas.
- 30/32 (93.75%) interviewees and small groups reported that employability, media, ICT, and leadership outputs were delivered effectively and on time. Other items mentioned in the agreements were not effectively achieved such as hiring fundraising and mobilization officers.
- 25/32 (78.1%) interviewees and small groups confirmed that interns are qualified to deliver basic training courses in employability, media, ICT, and leadership.
- 34/36 (94.4%) complained that YDRCs offer only basic and not advanced courses.
- 29/32 (90.6%) interviewees and small groups said that training halls and logistics support are adequate. The training costs were reasonable and aligned with market costs. IREX covered the cost of trainers (interns), stationery, and refreshments, while YDRCs offer training halls, administration, and follow-up throughout the implementation process.

- 7/32 (21%) respondents, primarily in Hebron and Jericho, said that media and ICT equipment is sufficient, while 25/32 (78,1%), mainly in Jenin, Qalqilya, and Nablus, said that the media equipment is not sufficient.
- 22/32 (68.75%) interviewees reported that the training courses had good impact in building the capacity of youth and boosted their self-confidence and capacities in media, ICT, leadership, and employability. However, 26/32 (81.25%) interviewees believe that training alone will not help youth to find jobs or reduce unemployment rates in the West Bank. They requested that training programs should be followed with coaching, internships, and other work experience opportunities in order to achieve these impacts.
- 32/32 (100%) interviewees felt that the knowledge and skills youth acquired will be applied and sustained after the end of the training.
- 30/32 (93.75%) interviewees said that developmental programs may no longer be implemented after this year until the centers get enough funds.

INTERVIEW CONCLUSIONS

- **Training Objectives:** *This category decreased by 2.1% between midline and baseline, by 16.4% between midline and endline, and by 17.5% between baseline and endline, in terms of achieving training objectives. The reason behind the decrease in the percentages reflects the youth complaints about the limited variety and levels of training courses offered by IREX.*
- **Training Outputs:** *This category decreased by 25% between midline and baseline, by 1.5% between midline and endline, and by 26.25% between baseline and endline, in terms of training outputs achieved. This is due to the delay in completing some outputs mentioned in the agreements between IREX and YDRCs such as: hiring fundraising officers (in the five YDRCs) and implementing youth initiatives in Jenin.*
- **Intern Training Capacity:** *This category decreased by 18.1% between midline and baseline and increased by 3.1% between midline and endline, for a 15% decrease between baseline and endline, in terms of the capacity of interns to deliver training. While the intern rating has generally been good, the decrease may be because the hired interns were less skilled than the professional trainers.*
- **Training Equipment:** *This category increased by 27.3% in Jericho & Hebron between the baseline and endline, in terms of sufficiency of the training equipment. In Jenin, Qalqilya, and Nablus, this category decreased by 26.4% between baseline and endline, where interviewees from Jenin, Qalqilya and Nablus reported that their equipment was not sufficient.*
- **Youth Skills Improvement:** *This category increased by 2% between midline and baseline but then decreased by 22.85 between midline and endline and 20.85% between baseline and endline, in terms of youth skills improved after completing training programs funded by USAID.*
- **Sustainability:** *This category decreased by 7.1% between midline and baseline, 21.5% between midline and endline, and 14.45% between baseline and endline, in terms of the*

sustainability of training programs after the completion of PWY project. Most respondents were not optimistic that training would continue after this year.

OCA COMPARATIVE ANALYSIS

TABLE 20. TRAINING MATERIALS

TRAINING MATERIALS	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	3.33	3.50	3.42	-0.08	0.09
Nablus	2.33	2.84	1.57	-1.27	-0.76
Qalqilya	2.33	2.50	2.36	-0.14	0.03
Jericho	1.83	3.00	2.94	-0.06	1.11
Jenin	1.67	2.50	3.38	0.88	1.71
Overall average	2.30	2.87	2.73	-0.14	0.43

CONCLUSIONS

- YDRCs are likely to suspend youth development courses without further support for interns and other trainers and equipment upgrades.
- YDRCs lack proper training equipment and expertise for courses much beyond the very basic levels, although IREX provided all the YDRCs with equipment and furniture at the end of the project. The centers are still in need of additional training equipment mainly to conduct advanced media training.

H: PARTICIPATION, COMMUNICATION, NETWORKING, AND ADVOCACY

INTERVIEW FINDINGS

- YDRCs engage in regular communication, networking, and coordination with different stakeholders, primarily performed by the directors and staff. 22/32 (68.75%) interviewees reported that YDRCs have communication plans prepared as part of their strategies. Qalqilya did not have a communication plan.
- 31/32 (96.87%) interviewees said that communication and information sharing with community and other stakeholders was conducted through Facebook. YDRCs use Facebook to recruit trainees and follow up with youth after the completion of trainings to provide them with coaching when needed. In addition, YDRCs collect some success stories via Facebook.
- 32/32 (100%) interviewees reported that there is no communication and information sharing through the website.
- 22/32 (68.75%) interviewees said that YDRCs' advocacy and networking are functioning to a limited extent, due to the lack of experience in this field. However, the YDRCs report making great efforts in coordinating and networking with each other, forming a network in an attempt to secure further funding to sustain youth development efforts.

INTERVIEW CONCLUSIONS

- **Communication Plans:** This category decreased by 21% between midline and baseline and increased by 27.15% between midline and endline, with ultimately little change between the baseline and endline, in terms of YDRCs having communication plans for the centers. Respondents said that while the YDRCs had communication plans, they had not been implemented.
- **Information Sharing:** This category increased by 11.7% between midline and baseline, 5.6% between midline and endline, and 17.3% between baseline and endline in terms of communication and information sharing with other YDRCs and youth initiatives, especially through websites. YDRCs expected to work with IREX on improving the website, but this was never implemented, according to interviews.
- **Networking and Advocacy:** This category increased by 21.8% between midline and baseline, by 2% between midline and endline, and by 23.95% between endline and baseline in terms of YDRCs' efforts in advocacy and networking at the local level contributing to implementing new youth events and programs such as legal awareness on young women's rights.

OCA COMPARATIVE ANALYSIS

TABLE 21. RESULTS OF OCA TOOL: COMMUNICATION AND VISIBILITY

COMMUNICATION AND VISIBILITY	AVERAGE SCORE /YDRC BASELINE	AVERAGE SCORE FOR /YDRC MIDLINE	AVERAGE SCORE/YDRC ENDLINE	CHANGE BETWEEN ENDLINE AND MIDLINE	CHANGE BETWEEN ENDLINE AND BASELINE
Hebron YDRC	2.67	2.83	3.1	0.27	0.43
Nablus	2.83	3.50	3.23	-0.27	0.40
Qalqilya	3.17	3.33	2.58	-0.75	-0.59
Jericho	1.33	2.00	2.73	0.73	1.40
Jenin	2.00	2.83	3.31	0.48	1.31
Overall average	2.40	2.90	2.99	0.09	0.59

CONCLUSIONS

- The communication and visibility scores in the OCA endline are higher in Jenin, Nablus, and Hebron than in Jericho and Qalqilya.
- The qualitative tool showed that all YDRCs have communication plans in one form or another, but these are still not implemented effectively. YDRCs primarily used Facebook rather than any other websites for communication and knowledge sharing.

I: GENDER

The number of females involved at the YDRCs among this age group (18–25) is considerably larger than males, at roughly 70 percent of participants. Further research is needed to understand why this was the case. The centers, meanwhile, have good reputations among their communities, as reported by 29/32

(90.6%) respondents. Among the few who had negative perceptions, most said that gender mixing at the centers was one of the primary reasons why some choose not to participate.

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.²⁹

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 31 illustrates how this compares for the five YDRCs of interest over the period of November 2014 to September 2016. Nablus and Hebron YDRCs had grants from PWY starting in January 2014, but training numbers from Fiscal Year 14 were especially low because of startup and funding issues, so a calculation for that period is not representative. The current YDRC grants began in October and November 2016; because the activities associated with these sub-grants were still underway, there was not yet final data on the number of participants trained under these sub-grants, and therefore the cost 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.

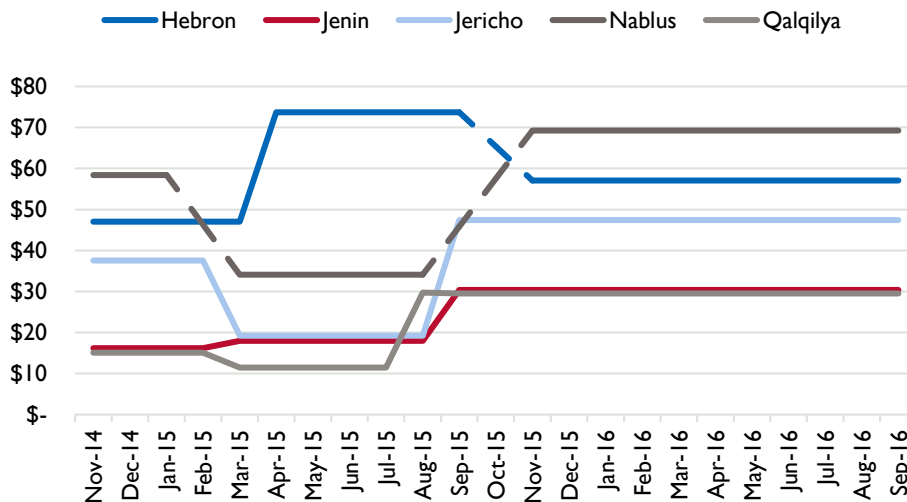


Figure 31. Cost per participant, by governorate

²⁹ 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.

The overall cost per participant for all five YDRCs over this period was 34 USD at midline. At midline, 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, one third more than most of the other YDRCs and nearly three times as many as Hebron.

At endline, the overall cost per participant was 64 USD, nearly double the overall cost per participant of 34 USD at midline. This varied based on organizational capacity, which raised cost per participant, and with number of people trained, which lowered cost per participant. The average attendance across five YDRCs was 1,270 in FY17. In FY18, according to the financial data provided, only Hebron and Jenin were provided funding for one program each. The largest increase in cost per participant was seen in Qalqilya, from 23 USD at midline to 76 USD at endline. Though there has been an increase in cost per participant in most regions, cost per participant in Hebron has stayed the same from midline. Looking at FY17 and FY18 alone, cost per participant was the highest in Nablus, at 172 USD, as seen in the table below.

TABLE 22. COST PER PARTICIPANT BY FISCAL YEAR		
	FY 14- FY 16	FY 17 – FY 18
Hebron	59	59
Nablus	56	172
Qalqilya	23	76
Jenin	25	34
Jericho	39	82

CONCLUSIONS

The overall cost per participant has increased over time, most likely due to decreased attendance. There were variations by fiscal year, with no funding provided in FY18 for some regions. Overall, the cost per participant varied based on organizational capacity and number of people trained.

SUMMARY CONCLUSIONS

Q1: EMPLOYMENT

Employment Rates

- Youth employment increased substantially over the course of the 18-month study. With an endline employment rate of 42 percent, youth were four times more likely to be employed at the conclusion of the study as compared to the beginning. Much of this increase seems to have been driven by youth moving out of educational settings and into the workforce.
- While employment rates increased substantially for both sexes, large baseline differences became exacerbated over the 18-month study period. Males were 6.6 times more likely to be employed than females at baseline. By endline, the difference grew to 7.3 times. This pattern was at least partially explained by the ten-fold increase in female respondents who cited personal family reasons for unemployment. In addition to being more likely to have employment, employed males worked an average of 10.5 hours more a week and were three times more likely to have a second job. Self-employment displayed a different trend. Whereas rates increased for both sexes, female entrepreneurship expanded at a faster pace. Males started the study 5.5 times more likely to engage in entrepreneurial activities. By endline, the advantage declined to 3.3 times.
- Whereas youth cited lack of available jobs and insufficient work experience as the primary employment barriers at baseline, the reasons shifted to perceptions of low wages, poor working conditions, or the lack of personal/family connections. This could signify an improved understanding of the labor market and the realization that general employment conditions are not in keeping with expectations.
- From analysis of all employment outcomes, several factors displayed consistently positive associations: chief among these were age, household wealth, and being single. This latter outcome reflects the very large proportion of females in our sample.

Employment Quality

- Respondents were largely satisfied with their jobs, an indicator that did not change over the study period. With only one in four youth having a written contract, employment formality was low and did not increase over the study period.
- Respondents' education level was negatively associated with perceptions of job quality. The more educated the youth, the less satisfied with their current job and the less likely to report wanting to keep it over the long term. These findings suggest that respondents were not finding jobs commensurate with the increased expectations of further education investments.

Employment Sectors

- Male and female respondents had different job preferences. Males were more likely to desire skilled mechanical jobs, which are also more conducive to self-employment, while female youth were more

likely to want to work in semi-skilled office jobs. Youth of both sexes were hoping someday to have skilled jobs requiring certificates (technical jobs) or advanced degrees (intellectual occupations).

Q2: EARNINGS AND SAVINGS

Income

- The average monthly income from all sources at endline was 250 USD, an increase of 66 USD over baseline. Working youth reported almost twice as much income, with respondents with full time jobs reporting an average of 477 USD at endline. This level of income is just above the average monthly wage in West Bank and Gaza (466 USD). It is, however, not generally considered enough to support a family. Males made, on average, 135 USD more than females. Respondents in Qalqilya had the lowest reported income, while youth from Hebron had the highest.

Savings

- The prevalence of savings increased among the cohort, from 34 percent at baseline to 43 percent at endline, resulting in a 35 percent increase in likelihood. Males were 23 percent less likely to have savings and, surprisingly, age was negatively correlated with savings. Youth in Jericho were less likely to save than in some other governorates.
- While more youth were likely to report having some savings by endline, there was no increase in the quantity or frequency of savings. Employed youth were three times more likely to report growth in their savings, while more education was associated with more frequent saving. In contrast, residence in a refugee camp was associated with less frequent savings.

Q3: EMPLOYABILITY

- With 80 percent of respondents being either 'positive' or 'very positive' about their career future, youth were generally optimistic about employment. However, youth became progressively less optimistic over the study period.
- Youth generally saw 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. This measure did not, however, change over time.

Q4: ATTITUDES TOWARD VIOLENCE

- The youth in this cohort 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 necessarily fully objective measures.
- Youth cited 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.

Q5: COMMUNITY ENGAGEMENT

Community

- 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.

Family

- 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 most of the youth in this cohort are in school, a lack of time available due to homework and school obligations was a common reason for being less involved in family obligations.

Q6: SELF-EFFICACY

- 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 confident 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

- Both youth and household members have very positive reviews of the YDRCs thus far. However, few can 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.
- Both youth and household members consistently cited transportation assistance, location, and course schedules as areas in need of improvement for the YDRCs.

FINDINGS AND CONCLUSIONS: CAPACITY STUDY

Q1: 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. Decreases in services and participation were found at endline, however, due to funding delays, according to YDRC and PWY staff.

Q2: INSTITUTIONAL CAPACITY

According to the majority of respondents, staff and youth were involved in implementing the annual, strategic, and communication plans, though none appear used or disseminated. There are no human resource systems in place. Interviewees stated that current financial resources are not sufficient to continue most youth development activities begun under USAID support. YDRC fundraising processes and 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: COST PER PARTICIPANT

Cost per participant has increased over the years as number of attendees dwindled. Not all regions had received funding in FY18. Nablus had the highest cost per participant, while Qalqilya saw the largest increase in cost per participant from years prior.

RECOMMENDATIONS

The following recommendations apply primarily to serving a sub-segment of the PWY Project participants (namely the 18- to 25-year-old segment of a 14- to 29-year-old population). This segment was chosen as a focus of study because participants in this age group are the most likely to experience employment-related outcomes within the 18-month timeframe of the study.

YOUTH COHORT STUDY

EMPLOYMENT & INCOME

The YDRC beneficiaries within the 18- to 25-year-old age range of the study were overwhelmingly female, and at the beginning of this study were enrolled in university. The positive outcomes regarding employment and income gains among the cohort were to be expected even without the YDRC support because of this demographic. Furthermore, the very small participation rates of the cohort in YDRC activities make it even more unreasonable to expect a detectable effect on employment and income without the presence of a counterfactual. In fact, increased employment and income was not a central objective of the PWY activity.

In future youth development efforts of this type and with a cohort of such characteristics, the conclusions of this study suggest that efforts to increase employment, employment quality, and income and savings would be best influenced by:

- Support targeted at helping participants be successful university students such as through tutoring and homework help, paper writing, research assistance and resources (such as internet and search tools), and school-to-career guidance.
- Coordinating and facilitating job-site tours, job shadowing, internships, and other work experience.
- Coordinating a job board for part- and full-time work.
- Providing courses on money management, investment, and business finance.

EMPLOYABILITY & SELF-EFFICACY

Most participants began with very high opinions about their employability, primarily by nature of their university education, and self-efficacy, which the cohort attributed primarily to intrinsic personality traits and maturity. Once again, the very low participation rates made it unlikely that cohort members would attribute much of these personal characteristics to YDRC activities. However, those who took advantage of training and resources on “soft skills,” especially communication and leadership, were very positive about their effects. In fact, one of the more common quotes among interviewees were from females who were described as being very shy at first but that the YDRC helped them be better communicators and leaders, particularly with larger and mixed-gender groups.

It should be noted that whereas youth cited lack of available jobs and insufficient work experience as the primary employment barriers at baseline, the reasons shifted to perceptions of low wages, poor working conditions, and lack of personal/family connections. This could signify an improved understanding of the labor market and the realization that general employment conditions are not in keeping with expectations.

Projects serving youth in this age group and demographic should be prepared to support youth struggling to enter the job market, as well as with the disillusionment that may confront them. This disillusionment, studies are beginning to show, can put youth who have invested time and resources in education and training at risk for crime, violence, and extremism.

In future youth development efforts of this type and with a cohort of these characteristics, the conclusions of this study suggest that efforts to increase employability and self-efficacy would be best influenced by providing training and resources for finding and applying for jobs as well as higher education and training in addition to tools (such as apps and software) and training on time management, communication, leadership, networking, and organization. Support groups and professional interest groups may also provide some resources for those struggling in a tough job market.

VIOLENCE & SAFE SPACES

Violence and safety are very tricky subjects in the West Bank, and the researchers took the advice of the many youth and YDRC staff to steer clear of direct inquiries about political violence. The subject was brought up by participants more often with each wave of data collection as they grew more comfortable with the enumerators and the research. Still, because the cohort already had a very high opinion of themselves in terms of their ability to resolve conflicts and consistently attributed any improvements in these abilities to personal growth and maturity, SI was unable to learn very much about whether and how the YDRCs had any influence on this category.

Taken together, the data suggest that respondents 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 research³⁰ 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, but can potentially be at an increased risk of negative changes to their attitudes toward violence if their education and training do not lead to improved employment and employability; others may as a result be more resilient to disappointment.

In future youth development efforts of this type and with a cohort of these characteristics, the conclusions of this study suggest that efforts to address violence and safe spaces should be addressed by youth-led initiatives, especially those targeted at distinctive local challenges. Providing resources such as school-to-career counseling, internships, and work experience—activities that increase the likelihood that youth will find high quality employment—may assist youth in finding or creating positive personal and professional environments.

³⁰ Caruso et. al., 2012. Tesfaye, 2016.

SERVICE DELIVERY

The particular demographic of the YDRC users in this age group and in this context begs some minor adjustments to the service delivery strategy of the YDRCs to maximize positive outcomes. These adjustments include how the services at the YDRCs could be better tailored to:

- mostly **female** users—for example, by arranging for child care, courses, and training based on the career preferences of young women;
- **better educated** users—for example, by providing more advanced versions of current training and more internship and work experience opportunities in the private sector; and
- 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.

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.

YDRC CAPACITY

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. The following recommendations are made in the hopes that they will enable the YDRCs to continue to offer youth development services.

In the short term:

- YDRCs should court another major donor to continue supporting the services provided by YDRCs to youth and build on the centers' current institutional capacities.
- YDRCs should reach out to employers and technical colleges for financial and technical support to provide hard and soft skills building for their current and new employees.
- Support YDRCs in hiring professional fundraising and donor relations staff to increase funding opportunities and support to youth development initiatives.
- Conduct tracer studies to understand the longer-term influence of YDRC interventions on participants to use in fundraising and development.
- Review and expand the communications and human resource systems to provide the basic policies and principles for staff recruitment, job descriptions, training, staff evaluation and performance, salary scale, benefits, and incentives.

In the longer term

- To serve this particular age group in the West Bank, YDRC services should include different types and levels of courses, internship and work experience opportunities, self-employment initiatives, or/and individual or collective business initiatives. Through its upcoming projects, it is recommended that USAID and other donors expand the training technical themes to include

economic empowerment, employment, and small business initiatives, and improve the YDRCs' physical infrastructure, supplies, and equipment to offer more training themes.

ANNEX I: 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
B21	How many household members are employed? (PPI) (including the youth)	_____	_____
			people NR=98

Education		
C01	Are you currently enrolled in school/university?	Yes 1
		No 2 →C04
		No Response 98
C02	Are you currently attending school? (Deleted from the arabic version)	Yes 1 →C04
		No 2
		No Response 98
C03	What is the highest level of education you have completed?	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?	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 are you currently studying?	Primary 1
		Secondary 2
		University 3
		Post-graduate 4
		Diploma 5
		No Response 98
C06		Look for a job 1

	What do you plan to do after completing your current education/training program?	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_1	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 quality of your 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 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 trying to establish your own business?	Yes	1	→E03
		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
		No 2 →E05
		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

		<p>Checking at worksites, farms, factory gates, markets or other assembly places 6 →E07</p> <p>Placing newspaper advertisements 7 →E07</p> <p>Answering advertisements (newspaper, internet, etc.) 8 →E07</p> <p>Seeking assistance of friends, relatives, colleagues, 9 →E07</p> <p>Looking for land, building, machinery, equipment to establish own enterprise 10 →E07</p> <p>Arranging for financial resources 11 →E07</p> <p>Applying for permits, licences 12 →E07</p> <p>Nothing 13 →E05</p> <p>No response 98</p> <p>Other 99 →E07</p> <p>Specify: _____</p>
E05	Did you want to work during the past week?	<p>Yes 1</p> <p>No 2 →F01</p> <p>No response 98</p>
E06	What is the main reason you did not seek work during the last week?	<p>Already found work to start later 1</p> <p>Already made arrangements for self-employment to start later 2</p> <p>Awaiting recall to former job (without formal job attachment) 3</p> <p>Own illness, injury, pregnancy 4</p>

		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		Not likely 1

	On the scale below, rate how likely it is that your current employment situation will change in the next 9 months:	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?	
G03_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?	_____ NA=97 _____ interviews 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		Very negative 1
		A little negative 2

	On the scale below, rate how you currently feel about your employment and career future:	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		Strongly Agree	1

	Members of my community respect me	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		Strongly Agree	1
		Agree	2

	Given the opportunity, I would perform well at the kind of job I'd like to have	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	Skip if C01=1, 2 or 3
		Agree 2	
		Neither Agree nor Disagree 3	
		Disagree 4	
		Strongly Disagree 5	
		No response 98	
L09	I can 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	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
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		Yes 1

	Do you anticipate any challenges in going to the YDRC?	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		Very negatively	1	

	On the scale below, describe how most parents of youth in the community view the YDRC and/or its programs?	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 your area similar to the YDRCs?	Yes	1	
		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	

بالشباب الاستثمار الخاصة	
الجزء الاول: معلومات عامة حول المبحوث	
: A01..... الاسم:	<input type="checkbox"/>
: A02..... رقم الاستثمار (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/...../..... 2017 تاريخ إجراء المقابلة:	<input type="checkbox"/>
: A07..... رقم الهاتف الارضي:	<input type="checkbox"/>
: A07_1..... رقم الموبايل/الخلوي:	<input type="checkbox"/>
: A08 الخليل اريحا والاعوار 8. قلقيلية 5. نابلس 4 المحافظة: 1. جنين	<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..... (علاقة صاحب الهاتف بالمبحوث): رقم هاتف أرضي اخر: رقم موبايل اخر: (علاقة صاحب الموبايل بالمبحوث): بريد الكتروني اخر: (علاقة صاحب البريد الإلكتروني بالمبحوث): حساب تواصل اجتماعي اخر: (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"/>

كم عمرك؟ (18 - 25) 98. لا اجابة B03:	<input type="checkbox"/>
ما جنسك؟ 1. ذكر 2. أنثى 98. لا اجابة B04 :	<input type="checkbox"/>
3. مطلق\مطلقة 4. أرمل\أرملة BI ما هي حالتك الإجتماعية؟ 1. متزوج\ة 2. أعزب\عزباء (انتقل الى B05 : 98. لا اجابة B II () 5.خاطبة\ة (انتقل الى	<input type="checkbox"/>
في أي عمر تزوجت؟ 98. لا اجابة B06 :	<input type="checkbox"/>
98. لا اجابة B10 هل لديك أي أطفال؟ 1. نعم 2. لا (انتقل الى B07 :	<input type="checkbox"/>
في أي سن أنجبت طفلك\طفلتك الأول\الأولى؟ سنين 98. لا اجابة B08 :	<input type="checkbox"/>
كم عدد أطفالك؟ _____ طفل 98. لا اجابة B09 :	<input type="checkbox"/>
من هو الشخص الذي يعتني باطفالك بشكل رئيسي؟ B10 : 1. أنا 2. زوجي/زوجتي/الوالد الآخر 3. أهلي 4. عضو آخر في العائلة 98. لا اجابة	<input type="checkbox"/>
كم شخص يعيش في بيتك (فيما يتضمن نفسك)؟ شخص 98. لا اجابة B11 :	<input type="checkbox"/>
ما هو أعلى مستوى تعليمي أكمله ابوك/والدك بنجاح؟ B12: 6. جامعي 4. تعليم ثانوي 5. دبلوم 3. لم يكمل تعليمه الاساسي 1. غير متعلم 2. تعليم أساسي (1-10) 7. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة	<input type="checkbox"/>
ما هو أعلى مستوى تعليمي أكملته أمك/ والدتك بنجاح؟ B12_1: 6. جامعي 4. تعليم ثانوي 5. دبلوم 3. لم يكمل تعليمه الاساسي 1. غير متعلم 2. تعليم أساسي (1-10) 7. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة	<input type="checkbox"/>
ما هي المادة البنائية الرئيسية للجدران الخارجية لمكان سكنك؟ B13 : 1. حجر نظيف 2. حجر وإسمنت 3. حجر قديم 4. طوب اسمنتي 5. خرسانة (دكة) 6. طين . أخرى: 98. لا اجابة 99	<input type="checkbox"/>
هل يحتوي بيتك على سخان ماء شمسي؟ 1. نعم 2. لا 98. لا اجابة B14 :	<input type="checkbox"/>
هل يحتوي بيتك على مكينة كهربائية؟ 1. نعم 2. لا 98. لا اجابة B15 :	<input type="checkbox"/>

هل يحتوي بيتك على خط اتصالات أرضي و/أو هاتف خلوي (اي شخص في الاسرة)؟ B16 : 1. لا شيء 2. هاتف خلوي 3. خط اتصالات أرضي 4. هاتف ارضي وخلوي 98. لا اجابة	<input type="checkbox"/>
هل يحتوي بيتك على تلفاز و\أو جهاز فيديو و\أو مشغل اسطوانات؟ B17 : 1. لا شيء مما ذكر 2. فقط تلفاز 3. تلفاز،جهاز فيديو او مشغل أسطوانات 98. لا اجابة	<input type="checkbox"/>
هل يحتوي بيتك على سنالايث ؟ 1. نعم 2. لا 98. لا اجابة B18 :	<input type="checkbox"/>
هل يحتوي بيتك على جهاز كمبيوتر/لابتوب (لا يشمل التابلت) ؟ 1. نعم 2. لا 98. لا اجابة B19 :	<input type="checkbox"/>
رفوف كتب ؟ 1. نعم 2. لا 98. لا اجابة/ هل يحتوي بيتك على خزانة B20 :	<input type="checkbox"/>
كم اعداد أفراد الاسرة الذين يعملون (يشمل المبحوث)؟ B21 :.....	<input type="checkbox"/>
تعليم	
98. لا اجابة C05. نعم (انتقل الى : هل أنت\اي مسجل\ة حاليا في مدرسة/جامعة؟ C01 : 2. لا	<input type="checkbox"/>
ما هو أعلى مستوى تعليمي أكملته؟ C03 : 6. جامعي 4. تعليم ثانوي 5. دبلوم 3. لم أكمل تعليمي الاساسي 1. غير متعلم\ة 2. تعليم أساسي (1-10) 7. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة	<input type="checkbox"/>
: ما هو السبب الرئيسي لعدم التحاقك بالتعليم حاليا؟ C04 تستمتع بالدراسة/ 1. انتهاء الفصل أو السنة الدراسي/ة 2. الرسوب في الإمتحانات ((ضعف التحصيل الاكاديمي) 3. لم يستمتع 4. الالتحاق بالعمل 5. الزواج 6. لم يريد الأهل أن أستمر في التعليم 7. لم أستطيع دفع الرسوم والأقساط 98. لا اجابة 99. غير ذلك حددي.....	<input type="checkbox"/>
D01 للباحث: انتقل الى	

: في أي مرحلة من التعليم تدرس/ين حاليا؟ C05 1. تعليم أساسي 2. 3. تعليم ثانوي 4. دبلوم 5. جامعي 6. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة 5	<input type="checkbox"/>
: ماذا تنوي/ن أن تفعل/ي بعد انتهاء تعليمك؟ C06	<input type="checkbox"/>

<p>1. البحث عن عمل 2. البقاء في البيت 3. اكمال التعليم /تدريب عملي</p> <p>96. لا أدري 98. لا اجابة 99. غير ذلك حدداي</p>	
التوظيف	
<p>D00 : ما مدى قدرتك على ايجاد وظيفة أو عملD00</p> <p>1. ليس لدي قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	<input type="checkbox"/>
ملحق	
<p>1. اشرح\ي لماذا قدرتك\ي (اذكر جواب السؤال السابق)؟D00</p> <p>2. هل قدرتك تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟D00</p> <p>3. هل يمكنك ان تشرح لماذا؟D00</p>	
<p>98. لا اجابة E01: هل سبق وان اشتغلت/عملت من قبل؟ 1. نعم 2. لا (انتقل الى D01</p>	<input type="checkbox"/>
<p>98. لا اجابة (E01) هل تعمل حاليا؟ 1. نعم 2. لا (انتقل الى D02</p>	<input type="checkbox"/>
<p>على المقياس أدناه قيم كم تغيرت حالتك العملية/الوظيفية خلال ال9 أشهر السابقة؟: D03</p> <p>1. لم تتغير 2. قليلا 3. بعض الشيء 4. كثيرا 98. لا اجابة</p>	<input type="checkbox"/>
<p>D03: ملحق 1_ D03</p> <p>اشرح\ي كيف و لماذا</p> <p>كيف أثر هذا على دخل أو مدخراتك؟</p>	
<p>D04 : كيف يمكن أن تصف\ي عملك/وظيفتك الحالية؟</p> <p>1. مدراء، أصحاب عمل، رياديين،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\أمانة مكتبة،أمين\ة صندوق 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 مصلحي أفعال،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،والخدمات</p>	<input type="checkbox"/>

<p>10. عمال اليومية/عمال السوق السوداني في الزراعة\زراعة الغابات و صيد الأسماك</p> <p>11. عمال اليومية/عمال السوق السوداني في أعمال غير الزراعية</p> <p>12. ضابط عسكري</p> <p>13. صحافة</p> <p>14. تكنولوجيا الإتصالات و المعلومات</p> <p>98. لا اجابة</p> <p>99. غير ذلك حددي</p>	
<p>98. لا اجابة D09: هل تعملين لحسابك الخاص؟</p> <p>1. نعم (انتقل الى D05)</p> <p>2. لا</p>	<input type="checkbox"/>
<p>D06 : كيف حصلت على عملك/وظيفتك الحالية؟</p> <p>1. عن طريق مركز تعليم/تدريب (اكاديمي او حرفي)</p> <p>2. عن طريق استقطاب مباشر من قبل صاحب العمل</p> <p>3. عن طريق وسيلة توظيف عامة</p> <p>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</p> <p>8. عن طريق وكيل عمل</p> <p>98. لا اجابة</p> <p>99. غير ذلك حددي</p>	<input type="checkbox"/>
<p>D08 : هل يوجد لديك عقد عمل المكتوب؟</p> <p>1. نعم</p> <p>2. لا</p> <p>98. لا اجابة D08</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</p> <p>2. جودة سيئة</p> <p>3. جودة متوسطة</p> <p>4. جودة عالية</p> <p>5. جودة عالية جدا</p> <p>98. لا اجابة</p>	<input type="checkbox"/>
<p>D09: ملحق ا_ D09</p> <p>اشرح\اي لماذا؟</p> <p>هل ارتفعت هذه الجودة أم بقيت نفسها في ال9 أشهر الماضية؟</p> <p>اشرح\اي لماذا؟</p>	<input type="checkbox"/>
<p>D10 : بالاضافة لعملك الرئيسي هل لديك عمل آخر؟</p> <p>1. نعم</p> <p>2. لا</p> <p>98. لا اجابة D10</p>	<input type="checkbox"/>
<p>D11 : عادة، كم ساعة بالأسبوع تعمل/بين في عملك الرئيسي؟</p> <p>..... ساعات</p> <p>98. لا اجابة D11</p>	<input type="checkbox"/>
<p>D12 : كم ساعة اشتغلت فعلا الاسبوع الماضي في عملك الرئيسي (بالاضافة الى استراحة الغذاء، الوقت الاضافي، وقت السفر إلخ..؟)</p> <p>..... ساعات</p> <p>98. لا اجابة</p>	<input type="checkbox"/>
<p>D13 : إذا عرض عليك أن تعمل/تعملين ساعات عمل أكثر، هل ستقبل/ستقبلين؟</p> <p>1. نعم</p> <p>2. لا</p> <p>98. لا اجابة D13</p>	<input type="checkbox"/>

<p>DI4 : 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>DI5 شهر القادمة، كم تعتقد\ين أنه من المحتمل أن تكون\ين قادرة\ي على أن تبقى\ي في عملك الرئيسي إن أردت ذلك؟9: بالتفكير في ال</p> <p>(2. غير مؤكد 3. من غير المحتمل أن أبقى في عملي F01 1. من المحتمل جدا أن أبقى في عملي (انتقل الى</p> <p>6. لا أعرف 98. لا اجابة</p>	<input type="checkbox"/>
<p>DI6 : هل عدم التأكد من الوضع يزعجك؟ 1. نعم 2. لا 98. لا اجابة</p>	<input type="checkbox"/>
<p>F01 للباحث: انتقل الى</p>	
<p>البطالة</p>	
<p>E03 : هل تبحث\ي عن عمل أو تحاول\ي انشاء عمل خاص بك\ي؟ 1. نعم (انتقل الى E01</p> <p>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 عملت ترتيبات للتوظيف الذاتي تبدأ لاحقا</p> <p>6. أنتظر اتصال من عملي السابق (دون ارتباط بعمل رسمي) 7. أنتظر موسم العمل (عملي موسمي)</p> <p>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...)</p> <p>10. لم أستطع/تستطع أن جد عمل مناسب له 11. لا أعلم كيف أو أين يبحث/تبحث عن عمل</p> <p>12. لم أبدأ بالبحث عن عمل بعد 98. لا اجابة 99. غير ذلك حدد\ي</p>	<input type="checkbox"/>
<p>E03 : خلال الأسابيع الاربعة الماضية، هل قمت باتخاذ أي خطوات لتجد عمل أو لإنشاء عمل خاص بك؟</p> <p>(98. لا اجابة E05 1. نعم 2. لا (انتقل الى</p>	<input type="checkbox"/>
<p>E04 : ما هي الخطوات التي اتخذتها خلال الاسابيع الأربعة الماضية لاجاد عمل؟</p> <p>1. عن طريق مؤسسة تعليمية/تدريبية 2. حضور معارض التوظيف 3. التسجيل في مكتب عام للتوظيف</p> <p>4. التسجيل في مكتب خاص للتوظيف 5. طلب توظيف مباشر لصاحب العمل</p>	<input type="checkbox"/>

<p>6. فحص اعلانات وظائف على الانترنت، مزارع، ابواب مصانع، أسواق أو أيا من أماكن التجمع الأخرى</p> <p>7. أن يعلن في الجريدة</p> <p>8. الرد على اعلانات (الجريدة، الانترنت، إلخ...)</p> <p>9. مساعدة الأصدقاء و الأقارب و الزملاء</p> <p>10. البحث عن أراض، عمارة، آلات، و معدات لإنشاء مشروعه/ الخاص</p> <p>11. ترتيب للحصول على الموارد المالية</p> <p>12. التقديم لتصاريح</p> <p>13. لا شيء (انتقل الى</p> <p>98. لا اجابة</p> <p>99. غير ذلك حدد\ي</p>	
<p>E07 للباحث: انتقل الى</p>	
<p>98. لا اجابة F01: هل كانت لديك رغبة في العمل خلال الأسبوع الماضي؟</p> <p>1. نعم</p> <p>2. لا (انتقل الى E05)</p>	<input type="checkbox"/>
<p>ما هو السبب الرئيسي لعدم بحثك عن عمل خلال الأسبوع الماضي؟ E06:</p> <p>1. قد وجدت عمل وسأبدأ به لاحقا</p> <p>2. قد عملت ترتيبات لتوظيف ذاتي يبدأ لاحقا</p> <p>3. أنتظر اتصال من عملي السابق (دون ارتباط عمل رسمي)</p> <p>4. مرض، إصابة، حمل</p> <p>5. مسؤولية عائلية/منزلية</p> <p>6. الدراسة أو التدريب</p> <p>7. أنتظر موسم العمل (موسمي)</p> <p>8. أعتقد أنه لا يوجد عمل مناسب لي (في مجال مهارتي أو قدراتي)</p> <p>9. تنقصني المتطلبات التي يتطلبها المشغلون أو السوق (مؤهلات، تدريب، خبرة، عمر، إلخ...)</p> <p>10. لم أستطع أن أجد/تجد عمل مناسب له</p> <p>11. لا أعلم كيف أو أين أبحث عن عمل</p> <p>12. لم أبدأ بالبحث عن عمل بعد</p> <p>98. لا اجابة</p> <p>99. غير ذلك حدد\ي</p>	<input type="checkbox"/>
<p>منذ متى وأنت متاح/ة للعمل (لديك الوقت للعمل) و تبحث/ين عن عمل بشكل نشط؟ E07</p> <p>1. أقل من الأسبوع الماضي</p> <p>2. 1-4 أسابيع</p> <p>3. 1-2 شهر</p> <p>4. 3-6 أشهر</p> <p>5. سنة- 6 أشهر</p> <p>6. أكثر من سنة</p> <p>98. لا اجابة</p>	<input type="checkbox"/>
<p>ما نوع العمل الذي تبحث/ين عنه (مهنة)؟ E08:</p> <p>1. مدراء، أصحاب عمل، رياديين، 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\أمانة 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>	<input type="checkbox"/>

<p>7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلحي أفعال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغالين</p> <p>9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاجب، عمال النظافة، كناسين، والخدمات</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 12. ضابط عسكري 13. صحافة</p> <p>14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدد/ي</p>	
عقبات التوظيف	
<p>F01 : على المقياس أدناه، ما مدى احتمالية أن تتغير حالتك العملية/الوظيفية خلال ال9 أشهر القادمة؟ F01</p> <p>1. من غير المحتمل 2. من المحتمل قليلا 3. من المحتمل 4. من المحتمل جدا 5. من المؤكد 98. لا اجابة</p>	<input type="checkbox"/>
<p>F01: ملحق سؤال F01_1 : فسر كيف و لماذا</p>	<input type="checkbox"/>
<p>F02 : أي من المهن/الوظائف التالية تفضلها/تفضلينها؟ (يمكن أن تكون مطابقة لعملك الحالي) F02</p> <p>1. مدراء، أصحاب عمل، رياديين، 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\أمانة مكتبة، أمين\ة صندوق 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 مصلحي أفعال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغالين</p> <p>9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاجب، عمال النظافة، كناسين، والخدمات</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 12. ضابط عسكري 13. صحافة</p> <p>14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدد/ي</p>	<input type="checkbox"/>
<p>F03 : لنفترض أنه عرض عليك عمل/وظيفة الان، هل من المرجح أنك:</p> <p>1. ستقبل/ينه أيا كانت الشروط (بغض النظر الشروط)</p> <p>2. ستقبل/ينها شريطة أن يكون مستقر ومستمر</p> <p>3. ستقبل/ينه شريطة أن يكون الراتب يناسب مؤهلاتي ومهاراتي</p> <p>4. ستقبل/ينه فقط إذا كان مستقر ومستمر وراتب جيد، يناسب مؤهلاتي ومهاراتي 98. لا اجابة</p>	<input type="checkbox"/>

<p>F04 : خلال أخر عملية بحث عن عمل قمت بها، ماذا كان المعيق للحصول على عمل؟ (حتى ولو كان يعمل الآن)</p> <p>1. غير متعلمة 2. تعليم اكايمي غير ملائم 3. تعليم مهني غير ملائم 4. عدم وجود فرص تدريب ملائمة</p> <p>5. عدم ملائمة المتطلبات التعليمية مع التي لدي 6. لا يوجد خبرة عملية 7. لا يوجد وظائف كافية و متاحة</p> <p>8. صغر السن 9. لكوني ذكر/أنثى</p> <p>10. تمييز ضدي بحكم مسبق(على سبيل المثال، إعاقة،دين، عرق،مظهر،إلخ) 11. اجور منخفضة في الوظائف المتوفرة</p> <p>12. ظروف العمل سيئة في الوظائف المتوفرة 13. ليس لدي العلاقات الشخصية أو العائلية المناسبة</p> <p>98. لا اجابة 99. غير ذلك حددي</p>	<input type="checkbox"/>
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فرص العمل و جاهزية العمل	
<p>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)؟</p> <p>2. لا 98. لا اجابة G03 انتقل الى (1). نعم</p>	<input type="checkbox"/>
<p>G02 : ما نوع الخدمات التي تلقيتها ؟</p> <p>1. نصيحة على كيفية البحث عن عمل 2. معلومات عن فرص عمل 3. ارشادات للحصول على فرص تعليمية و تدريبية</p> <p>4. الالتحاق في برامج تعليمية/تدريبية 98. لا اجابة 99. غير ذلك حددي</p>	<input type="checkbox"/>
<p>G03 : كيف تقيم/ي استعدادك/جاهزيتك للحصول على عمل جديد أو وظيفة أفضل؟</p> <p>1. غير مستعدة/غير جاهزة 2. مستعدة/جاهزة قليلا 3. متوسط الجاهزية/الاستعدادية</p> <p>4. جاهزة/مستعدة جيدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>G03 ملحق سؤال</p> <p>اشرح\ي لماذا؟:G03_1</p> <p>: هل زاد أم نقص تأهيك أم بقي نفسه خلال ال 9 أشهر الماضية؟:G03_2</p> <p>: اشرح\ي لماذا؟:G03_3</p>	<input type="checkbox"/>
<p>98. لا اجابة (انتقل الى G06: هل لديك سيرة ذاتية في الوقت الحالي؟ 1. نعم 2. لا (انتقل الى G04 G06 (</p>	<input type="checkbox"/>

<p>98. لا اجابة G05 : متى كانت آخر مرة عدلت فيها سيرتك الذاتية؟ شهر سنة</p>	<input type="checkbox"/>
<p>98. لا اجابة G06 : منذ أن بدأت بالبحث عن عمل، كم عدد الوظائف التي تقدمت لها؟ وظيفة/وظائف 97. لا ينطبق</p>	<input type="checkbox"/>
<p>98. لا G07 : منذ أن بدأت بالبحث عن عمل، كم عدد المقابلات التي ذهبت الي عليها؟ مقابلات\مقابلة 97. لا ينطبق اجابة</p>	<input type="checkbox"/>
<p>G08 : حاليا، هل تعتقد أنه لديك التعليم الملائم /الصحيح لنوع الوظيفة التي تريدها/ تريدينها؟ 1. كثيرا 2. الى حد ما 3. قليلا 4. أبدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>G09 : حاليا، هل تعتقد أنه لديك الخبرة العملية الملائمة/ الصحيحة لنوع الوظيفة التي تريدها/تريدينها؟ 1. كثيرا 2. الى حد ما 3. قليلا 4. أبدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>G10 : على المقياس أدناه، كيف تشعر/ين حول مستقبلك المهني و الوظيفي؟ 1. سلبي للغاية 2. سلبي قليلا 3. محايد 4. إيجابي 5. إيجابي جدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>G10 ملحق G10_1 : اشرح اي لماذا؟ G10_2 : هل زاد أم نقص شعورك عن مستقبلك المهني أم بقي نفسه خلال ال9 أشهر الماضية؟ G10_3 : اشرح اي لماذا؟</p>	<input type="checkbox"/>
<p>G11 (يمكن قبول أكثر من اجابة) : ما المهارات الإضافية التي تعتقد أنها ستساعدك لكي تكون/ي مستعدا/ة أكثر للعمل؟ ...الخ) مهارات شخصية (قيادة، تواصل 1. مهارات فنية/تقنية 2. 3. مهارات البحث عن وظيفة (كيفية اجراء مقابلة عمل، كيفية كتابة السيرة الذاتية ...الخ) 98. لا اجابة</p>	<input type="checkbox"/>
<p>الدخل، المندخرات و امكانية الوصول لرأس المال</p>	
<p>H01 : من أين تحصل/ين حاليا 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 (98. لا اجابة 99. غير ذلك حدد اي H03 7. حوالات مالية 8. ليس لدي دخل (انتقل الى</p>	<input type="checkbox"/>
<p>H02 : تقريبا كم بلغ دخلك خلال الشهر الماضي، من جميع المصادر؟</p>	<input type="checkbox"/>

98. لا اجابة	3. دولار	2. دينار	1. شيفل	
H03	2. لا (انتقل الى	98. لا اجابة (انتقل الى J01)	هل يوجد لديك أية مدخرات/توفيرات؟	1. نعم	<input type="checkbox"/>
H04	: كيف تدخر، كل كم من الوقت تقوم بالادخار؟				<input type="checkbox"/>
98. لا اجابة	4. نادرا	3. حسب الوضع والظروف (بالمناسبات)	2. غالبا	1. دائما (في اي وقت حصل فيه على نقود)	
H05	2. لا	98. لا اجابة	: هل حاليا مدخراتك/توفيرات أكثر من قبل 9 شهور؟		<input type="checkbox"/>
H06	: هل قمت بصرف اي من مدخراتك/توفيراتك خلال التسعة شهور الماضية؟				<input type="checkbox"/>
98. لا اجابة	2. لا	1. نعم			
المواقف تجاه حل النزاعات السلمي و الغير سلمي					
الى أي مدى توافق/بين: (للباحث اقرأ الخيارات جيدا)					
J01	: اذا كنت غاضب/ة من شخص ما، فقط أهمله				<input type="checkbox"/>
98. لا اجابة	4. اعارض بشدة	3. اعارض الى حد ما	2. أوافق الى حد ما	1. أوافق بشدة	
J02	: عندما يتشاجر اصدقائي فأنني أحاول أن اوقفهم				<input type="checkbox"/>
98. لا اجابة	4. اعارض بشدة	3. اعارض الى حد ما	2. أوافق الى حد ما	1. أوافق بشدة	
J03	: أحيانا ليس لدى الشخص خيار غير القتال				<input type="checkbox"/>
98. لا اجابة	4. اعارض بشدة	3. اعارض الى حد ما	2. أوافق الى حد ما	1. أوافق بشدة	
J04	: دائما هنالك وسائل أفضل من القتال لحل المشاكل/ العنف				<input type="checkbox"/>
98. لا اجابة	4. اعارض بشدة	3. اعارض الى حد ما	2. أوافق الى حد ما	1. أوافق بشدة	
J05	: أحاول حل المشاكل بالحوار بدلا من القتال/العنف				<input type="checkbox"/>
98. لا اجابة	4. اعارض بشدة	3. اعارض الى حد ما	2. أوافق الى حد ما	1. أوافق بشدة	
الانخراط بالمجتمع					
K01	: أنا عضوة في مؤسسة، جمعية، لجنة، اتحاد، مجموعة دينية أو شبابية (تشمل الاحزاب السياسية)؟				<input type="checkbox"/>
98. لا اجابة K03	1. نعم	2. لا	(انتقل الى K03)		
K02	: لقد شاركت في نشاطات مع تلك المؤسسة/ات خلال:				<input type="checkbox"/>

<p>1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية</p> <p>5. السنة الماضية 6. قبل أكثر من عام 7. لم يسبق لي المشاركة 98. لا اجابة</p>	
<p>:: أشارك/شاركت في نشاطات/اعمال تطوعية او مبادرة تطوعية في المجتمع (لمساعدة مجتمعي)K03</p> <p>(K05)انتقل الى (98. لا اجابةK05 1. نعم 2. لا) (انتقل الى</p>	<input type="checkbox"/>
<p>مبادرة تطوعية خلال:/: لقد شاركت في نشاط تطوعيK04</p> <p>1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية</p> <p>5. السنة الماضية 6. قبل أكثر من عام 98. لا اجابة</p>	<input type="checkbox"/>
<p>: أشارك في مجموعات الكترونية أو عبر الفيسبوك، التي تعمل لقضايا عامة محلية أو وطنية أو عالمية؟K05</p> <p>(K09)انتقل الى (98. لا اجابةK09 1. نعم 2. لا) (انتقل الى</p>	<input type="checkbox"/>
<p>: إذا الجواب نعم، هل هذه المجموعات: 1. محلية 2.على المستوى الوطني 3. على المستوى الدولي 1.K05</p>	<input type="checkbox"/>
<p>: لقد قمت بنشر أو توقيع أو مشاركة أو غير ذلك من النشاطات في واحدة من هذه المجموعات خلال:K06</p> <p>1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية</p> <p>5. السنة الماضية 6. قبل أكثر من عام 98. لا اجابة</p>	<input type="checkbox"/>
<p>: اشعر اني منتمي الى مجتمعيK09</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	<input type="checkbox"/>
<p>: ما مدى انخراطك الحالي في مجتمحك؟K10</p> <p>1. لا يوجد انخراط 2. منخرطة قليلا 3. أحيانا ينخرط 4. منخرط كثيرا 98. لا اجابة</p>	<input type="checkbox"/>
<p>K10ملحق سؤال</p> <p>: اشرح اي كيف و لماذا K10_1</p> <p>: هل زاد انخراطك أم نقص أم بقي على حاله في ال9 أشهر الماضية؟ K10_2</p> <p>: اشرح اي كيف و لماذا K10_3</p>	<input type="checkbox"/>
<p>: يحترمني أفراد المجتمع K11</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	<input type="checkbox"/>

<p>؟ : ما مدى انخراطك الحالي في مساعدة اسرتك K12</p> <p>1. لا يوجد انخراط 2. منخرط قليلا 3. أحيانا ينخرط 4. منخرط كثيرا 98. لا اجابة</p>	<input type="checkbox"/>
<p>K12 ملحق سؤال</p> <p>K12_1..... اشرح\اي كيف و لماذا :</p> <p>K12_2..... هل زاد انخراطه أم نقص أم بقي نفسه في ال9 أشهر الماضية؟ :</p> <p>K12_3..... اشرح\اي كيف و لماذا؟ :</p>	<input type="checkbox"/>
<p>الكفاءة الذاتية</p>	
<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>	<input type="checkbox"/>
<p>L01 ملحق سؤال</p> <p>L01_1..... اشرح\اي لماذا :</p> <p>L01_2..... هل زادت قدرتك أم نقصت أم بقيت كما هي خلال ال9 أشهر الماضية؟ :</p> <p>L01_3..... اشرح\اي 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>	<input type="checkbox"/>
<p>تواصل</p>	
<p>L03 : أستطيع أن أتواصل بفعالية و أن 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>	<input type="checkbox"/>
<p>L03 ملحق سؤال</p> <p>L03_1..... اشرح\اي لماذا ؟ :</p> <p>L03_2..... هل زادت قدرتك أم نقصت أم بقيت كما هي خلال ال9 أشهر الماضية؟ :</p> <p>L03_3..... اشرح\اي لماذا؟ :</p>	<input type="checkbox"/>
<p>L04 : أستطيع أن أساهم بشكل بناء ضمن مجموعة أو فريق؟</p>	<input type="checkbox"/>

1. اوافق بشدة	2. اوافق	3. محايد	4. لا اوافق	5. لا اوافق بشدة	98. لا اجابة
: أستطيع أن أعبر عن رأي ضمن مجموعة أو فريق حتى إذا كان هنالك من يخالفني الرأي؟ L05					
1. اوافق بشدة	2. اوافق	3. محايد	4. لا اوافق	5. لا اوافق بشدة	98. لا اجابة
التوظيف و التعليم					
: أستطيع أن أجد عمل إذا اجتهدت بما فيه الكفاية L06					
1. اوافق بشدة	2. اوافق	3. محايد	4. لا اوافق	5. لا اوافق بشدة	98. لا اجابة
: إذا أعطيت الفرصة، يكون أدائي جيد في نوع العمل الذي أرغب بالحصول عليه L07					
1. اوافق بشدة	2. اوافق	3. محايد	4. لا اوافق	5. لا اوافق بشدة	98. لا اجابة
: لدي قدرة كبيرة من السيطرة على أدائي الأكاديمي L08					
1. اوافق بشدة	2. اوافق	3. محايد	4. لا اوافق	5. لا اوافق بشدة	98. لا اجابة
: يمكنني أن أتعلم أشياء جديدة في اي وظيفة أو مشروع أعمل به؟ L09					
1. اوافق بشدة	2. اوافق	3. محايد	4. لا اوافق	5. لا اوافق بشدة	98. لا اجابة
: أنا متأكد/ة أنني أستطيع أن أتمكن من تطبيق المهارات التي أتعلمتها في التدريبات من مركز المصادر في شكل فعال؟ L10					
1. اوافق بشدة	2. اوافق	3. محايد	4. لا اوافق	5. لا اوافق بشدة	98. لا اجابة
الانطباع عن مركز المصادر لتطوير الشباب					
: كيف سمعت عن مركز المصادر: (لا تقرأ الخيارات) M01					
1. من صديق	2. من فرد من عائلتي	3. من خلال الاعلانات الالكترونية/مواقع التواصل الاجتماعي	4. من المدرسة/الجامعة	5. من شاب/ة	99. غير ذلك حددي
.....					
: لماذا قررت/ي التسجيل في مركز المصادر؟ (لا تذكر الخيارات) (يمكن قبول أكثر من خيار) M02					
1. لزيادة فرص العثور على وظيفة	2. للمشاركة في نشاطات ترفيهية/مسلية	3. لكسب الأصدقاء	4. لتعلم مهارات جديدة	5. لمساعدة المجتمع	6. لكونه مكان آمن خارج البيت
7. للتعرف على اشخاص من الجنس الآخر	98. لا اجابة	99. غير ذلك حددي		
: هل أنت مهتم/ة في المشاركة في أي نشاطات أخرى تنفذ من قبل مركز المصادر غير تلك التي سجلت لها؟ M03					

<p>98. لا اجابة (انتقل الى M05) (انتقل الى) 96. لا أعلم M05 2. لا (انتقل الى 1. نعم M05</p>	
<p>M04 : ما هي هذه النشاطات؟ (لا تذكر الخيارات) (يمكن قبول أكثر من خيار)</p> <p>1. تدريب اعلامي 2. تدريب تكنولوجيا المعلومات و الاتصالات 3. تدريب قيادة</p> <p>4. جلسات استشارية(تمهيد) 5. تدريب توظيف 6. مبادرة مجتمعية 7.</p> <p>نشاطات رياضية 8. برنامج تدريب داخلي 9. نشاطات ثقافية و فنية</p> <p>96. لا أعلم 98. لا اجابة 99. غير ذلك حددي</p> <p>.....</p>	<input type="checkbox"/>
<p>M05 : هل تتوقع/بين ان تواجه/ي أي تحديات او صعوبات لذهابك إلى مركز المصادر والمشاركة بالنشاطات؟</p> <p>(M07) 98. لا اجابة (انتقل ل M07) (انتقل ل) 96. لا أعلم M07 (انتقل ل 1. نعم 2. لا</p>	<input type="checkbox"/>
<p>M06 : ما هي التحديات التي تتوقعها/تتوقعها؟</p> <p>1. عدم موافقة الأهل 2. صعوبة الوصول هناك بسبب المسافة،توفر المواصلات،أو الطرق 3. ليس من الأمن الوصول هناك</p> <p>4. اختلاط الجنسين 5. أوقات غير مناسبة 96. لا أعلم 98. لا اجابة 99. غير ذلك حددي.....</p>	<input type="checkbox"/>
<p>M07 : ما مدى فائدة التدريب التي تتوقعها في مركز المصادر لكي تساعدك في إيجاد عمل في يوم من الأيام؟</p> <p>1. مفيد جدا 2. مفيد نوعا ما 3. ليس مفيد ولا غير مفيد 4. ليس مفيد 5. ليس مفيد أبدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>M08 : على المقياس أدناه صف/ي لي كيف ينظر معظم الشباب في المجتمع الى مركز المصادر وبرامجه؟</p> <p>1. نظرة سلبية جدا 2. نظرة سلبية 3. بشكل محايد 4. نظرة إيجابية 5. نظرة إيجابية جدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>M08 ملحق سؤال</p> <p>M08_1 : اشرح اي لماذا ؟</p> <p>M08_2 : هل تغيرت هذه النظرة خلال ال9 أشهر الماضية؟</p> <p>M08_3 : اذا نعم، صف كيف</p> <p>M08_4 : هل يوجد البعض الذين يرونها بشكل غير عن المعظم؟</p> <p>اشرح اي كيف؟ و لماذا</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>M09 : على المقياس أدناه صف/ي لي كيف ينظر معظم أهالي الشباب في المجتمع الى مركز المصادر وبرامجه؟</p> <p>1. نظرة سلبية جدا 2. نظرة سلبية 3. بشكل محايد 4. نظرة إيجابية 5. نظرة إيجابية جدا 98. لا اجابة</p>	<input type="checkbox"/>

<p>M09ملحق سؤال</p> <p>M09_1..... : اشرح اي لماذا ؟</p> <p>M09_2 : هل تغيرت هذه النظرة خلال ال9 أشهر الماضية؟</p> <p>M09_3..... : اذا نعم، صف كيف</p> <p>M09_4 : هل يوجد البعض الذين يرونها بشكل غير عن المعظم؟</p> <p>..... اشرح اي كيف؟ و لماذا</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>M10 : هل هناك مراكز في منطقتك شبيهة بمركز المصادر؟</p> <p>(M12) 98. لا اجابة (انتقل الى M12) 96. لا أدري (انتقل الى M12). نعم 2. لا (انتقل الى</p>	<input type="checkbox"/>
<p>M11 : هل شاركت في أي نشاطات في هذه المراكز؟ 1. نعم 2. لا 98. لا اجابة</p>	<input type="checkbox"/>
<p>M12 : هل حصلت على تدريب مهني أو، قيادة أو توظيف في أي مكان غير مركز المصادر (تشمل التدريب المدفوع عى حسابك)؟</p> <p>(يمكن قبول أكثر من خيار)</p> <p>(M14 انتقل الى (1. تدريب مهني 2. تدريب على مهارات توظيف 3. تدريب على مهارات قيادة 4. لا، ليس أي من هذه (M14 انتقل الى (98. لا اجابة</p>	<input type="checkbox"/>
<p>M13 : كم في رأيك كان التدريب مفيدا للحصول على وظيفة؟</p> <p>1. مفيدا جدا 2. مفيد نوعا ما 3. ليس مفيد ولا غير مفيد 4. ليس مفيد 5. ليس مفيد أبدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>M14 : كيف يمكنك ان تصف لي مدى قدرتك على حل المشاكل والخلافات التي تواجهك في المجتمع بشكل سلمي بدون استخدام العنف؟</p> <p>(ليس فقط اذا كان الخلاف معك، من الممكن ان يكون الخلاف بين شخص يعينك وشخص اخر)</p> <p>1. ليس لدي قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>ملحق</p>	
<p>M14_1..... : اشرح اي لماذا ؟</p> <p>M14_2 : اعط أمثلة</p> <p>M14_3 : هل تغيرت هذه النظرة خلال ال9 أشهر الماضية؟</p> <p>M14_4..... : اذا نعم، صف كيف</p>	

<p>M15 : هل يوجد أماكن في مجتمعك، حيث يمكن للشباب/الشابات أن يقعوا في مشاكل (تسبب لهم مشاكل) أو/و يكتسبوا عادات M15 سيئة منها؟</p> <p>1. نعم 2. لا 98. لا اجابة</p>	<input type="checkbox"/>
<p>ملحق</p>	
<p>M15_1 : صف\ي لي هذه الأماكن و سبب انخراط الشباب فيها؟</p>	
<p>M15_2 : هل هناك شيء يمكن عمله للتقليل من إحصائية وقوع الشباب في مشاكل أو اكتسابهم عادات سيئة؟</p>	
<p>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؟</p>	
<p>M16 : لو كنت ستصف كيف تبدو "المساحة الآمنة" للشباب ، كيف ستصفها؟ و ماذا يكون "المساحة الآمنة" للشباب؟</p>	
<p>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 أماكن كذلك التي وصفتها؟</p>	
<p>M17 : ما هي أكثر الجوانب افادة في مركز المصادر؟ لماذا؟</p>	
<p>M18 : ما هي أقل الجوانب افادة في مركز المصادر؟ لماذا؟</p>	
<p>M19 : ما الاقتراحات التي لديك لتحسين البرامج و الخدمات في مركز المصادر؟</p>	
<p>M20 : هل هناك شيء آخر يجب علينا معرفته عن مركز المصادر أو مشاركتك في نشاطاته؟</p>	

ANNEX 2: HOUSEHOLD QUANTITATIVE QUESTIONNAIRE

Data Information	Collection	
A01	Name	
A02	Youth ID Number	autogenerated
A021	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_1	Mobile #	
A08	Governorate	Jenin 1
		Nablus 4
		Qalqilia 5
		Jericho 8
		Hebron 11
A09	Locality	
A09_1	Address within locality	
A10	Email	
A11	Facebook account ID	
A12	Another telephone	
A12A	The owner of another telephone	
A12_1	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	1
		My spouse/the other parent	2

		[Youth]	3
		Another family member	4
		No Response	98
		Other	99
		Specify:	
B I I	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	
		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_I	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 hours?	Yes	1	
		No	2	
		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, continious, 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?	_____	NA=97 NR=98
G07	Since you started looking for work, how many interviews has [youth] been to?	_____	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 job	1
		Unemployment or social security benefits	2
		Training allowance or educational grant	3
		Parents and/or family	4
		Partner	5
		Work in the informal ("black") economy	6
		Remittances	7
		No Income	8 → J01
		No response	98
		Other	99
		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?	Yes	1
		No	2

		No response	98
H04	How frequently does youth save?	Always (every time I receive money or am paid)	1
		Often	2
		Occasionally	3
		Rarely	4
		No response	98
H05	Are youth's current savings higher than they were 9 months ago?	Yes	1
		No	2
		No response	98
H06	Have theyouth 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 [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	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3

	solve problems than fighting (violence)	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 that [youth] participated in an activity in that/those organization(s)?	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
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 ar 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 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 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 [youth] believe that when things are tough, s/he 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	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		Strongly Agree 1
		Agree 2

	To what extent can [youth] contribute constructively to a group or team	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 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		Yes	1	

	Do you anticipate any challenges in [youth] going to the YDRC?	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 impact you believe the YDRC will have on your youth's/other and your family?	Very negatively	1	
		Negatively	2	
		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		Vocational	1	

	Has [youth] had vocational, leadership or employability training anywhere besides the YDRC? MA	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	

باسر الشباب الاستثمار الخاصة	
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 الاستثمار (رقم تسلسلي لكل مركز مصادر):	<input type="checkbox"/>
: A03..... اسم الباحث:	<input type="checkbox"/>
: A04..... وقت البدء:	<input type="checkbox"/>
: A06/...../..... 2017 تاريخ إجراء المقابلة:	<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 والاعوار 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..... (علاقة صاحب الهاتف بالمبحوث): رقم موبايل اخر: (علاقة صاحب الموبايل بالمبحوث): بريد الكتروني اخر: (علاقة صاحب البريد الالكتروني بالمبحوث): حساب تواصل اجتماعي اخر: (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"/>

هل أنت لاجئ؟ 1. نعم 2. لا 98. لا اجابة B02:	<input type="checkbox"/>
كم عمرك؟ 98. لا اجابة B03:	<input type="checkbox"/>
ما جنسك؟ 1. ذكر 2. أنثى 98. لا اجابة B04:	<input type="checkbox"/>
ما هي حالتك الإجتماعية؟ B05: 2. أعزب/عزباء 3. مطلق/مطلقة 4. أرمل/أرملة 5. خاطب/ة 98. لا اجابة 1. متزوج/ة	<input type="checkbox"/>
ما هي علاقتك بالشباب؟ B06: 1. والدا\والدة 2. زوج\زوجة 3. أخ\أخت 4. جد\جدة 5. عم\عمة\خال\خالدة 98. لا اجابة 1 99. غير ذلك حددي	<input type="checkbox"/>
98. لا اجابة B10 هل تعمل حالياً؟ 1. نعم 2. لا (انتقل الى B07):	<input type="checkbox"/>
98. لا اجابة B10 هل تعمل لحسابك الخاص؟ 1. نعم 2. لا (انتقل الى B08):	<input type="checkbox"/>
ما هو عملك/مهنتك الحالي؟ B09: 1. مدراء، أصحاب عمل، رياديين، رئيس بلدية 2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ 3. الفنيين أو الملاحظين: ممرضين/مرضات، 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 أفقال، 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، والخدمات 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 حددي	<input type="checkbox"/>
من هو صاحب الدخل الرئيسي في البيت؟ B10: 1. أنا 2. زوجي/زوجتي 3. (الشاب، الشابة) 4. عضو آخر في العائلة 98. لا اجابة 99. غير ذلك حددي	<input type="checkbox"/>

<p>ما هو عمله/وظيفته الحالي؟/BI1:</p> <p>1. مدراء، أصحاب عمل، رياديين، رئيس بلدية</p> <p>2. المهن الفكرية: معلم/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\أمانة 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 مصلحي أفعال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ...</p> <p>8. العمال المهرة و الشغاليين</p> <p>9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاجب، عمال النظافة، كناسين، والخدمات</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. تكنولوجيا الإتصالات و المعلومات</p> <p>98. لا اجابة</p> <p>99. غير ذلك حداثي</p>	<input type="checkbox"/>
<p>ما هو أعلى مستوى تعليمي أكملته أنت بنجاح؟/BI2:</p> <p>1. تعليم أساسي</p> <p>2. تعليم ثانوي</p> <p>3. دبلوم</p> <p>4. جامعي</p> <p>5. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة)</p> <p>96. لا أعرف</p> <p>98. لا اجابة</p> <p>99. لا اجابة</p>	<input type="checkbox"/>
<p>تعليم</p>	
<p>C01: هل الشاب/ة مسجل/ة حالياً في مدرسة أو جامعة أو معهد أو تدريب مهني؟</p> <p>1. نعم (انتقل الى</p> <p>2. لا</p> <p>98. لا اجابة C05</p>	<input type="checkbox"/>
<p>C03: ما هو أعلى مستوى تعليمي أكمله/ته الشاب/ة بنجاح؟</p> <p>1. غير متعلم/ة</p> <p>2. تعليم أساسي (1-10)</p> <p>3. لم يكمل/تكمّل تعليمه/ا الاساسي</p> <p>4. تعليم ثانوي</p> <p>5. دبلوم</p> <p>6. جامعي</p> <p>7. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة)</p> <p>96. لا أعرف</p> <p>98. لا اجابة</p>	<input type="checkbox"/>
<p>C04: ما هو السبب الرئيسي لعدم التحاق/ذهاب الشاب/ة بالمدرسة أو الجامعة؟</p> <p>1. انتهاء الفصل أو السنة الدراسي/ة</p> <p>2. الرسوب في الإمتحانات (ضعف التحصيل الاكاديمي)</p> <p>3. لم يستمتع/تستمتع بالدراسة</p> <p>4. الالتحاق بالعمل</p> <p>5. الزواج</p> <p>6. معارضة الأهل أن يستمر/اي في التعليم</p> <p>7. عدم القدرة على دفع الأقساط</p> <p>98. لا اجابة</p> <p>99. غير ذلك حداثي</p>	<input type="checkbox"/>

D01 للباحث: انتقل الى	
C05 : في أي مرحلة من التعليم حاليا يدرس/تدرس الشاب/ة؟ 1. تعليم أساسي 2. تعليم ثانوي 3. دبلوم 4. جامعي 5. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة	<input type="checkbox"/>
C06 : ماذا ينوي/تنوي الشاب/ة أن يفعل/تفعل بعد انتهاء تعليمه/ا الحالي؟ 1. البحث عن عمل 2. البقاء في البيت 3. اكمال التعليم/تدريب عملي 96. لا أدري 98. لا اجابة 99. غير ذلك حدداي	<input type="checkbox"/>
التوظيف	
D00 : ما 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	<input type="checkbox"/>
ملحق	
D00.1 : هل يمكنك ان تشرح لماذا قدرة (الشاب\ة) (اذكر جواب السؤال السابق). هل قدرته/ا تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟ 2D00. هل يمكنك ان تشرح لماذا؟ 3D00.	
D01 : هل سبق وأن عمل/اشتغل الشاب/ة من قبل؟ 1. نعم 2. لا (انتقل الى D01)	<input type="checkbox"/>
D02 : هل الشاب/ة يعمل حاليا؟ 1. نعم 2. لا (انتقل الى D02)	<input type="checkbox"/>
D03 : على المقياس أدناه قيم كم تغيرت الحالة العملية/الوظيفية عند [الشاب\ة] خلال الـ 9 أشهر السابقة؟ 1. لم تتغير 2. قليلا 3. بعض 4. كثيرا 5. لا يبحث عن عمل 98. لا اجابة	<input type="checkbox"/>
D03 : ملحق 1 اشرح اي كيف و لماذا كيف أثر هذا على دخل أو مدخرات الشاب\ة؟	
D04 : ما هيو عمله/ا مهنته/ه 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	<input type="checkbox"/>

<p>4. موظفوا المكاتب: سكرتير، أمين\أمينة 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</p> <p>7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلحي أفعال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغاليين</p> <p>9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاجب، عمال النظافة، كناسين، والخدمات</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 12. ضابط عسكري 13. صحافة 14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدد اي</p>	
<p>D05 : هل الشاب/ة يعمل/تعمل لحسابه/الخاص؟ 1. نعم 2. لا 98. لا اجابة</p>	<input type="checkbox"/>
<p>D06 : كيف حصل/ت الشاب/ة على عمله/وظيفته/ال الحالية؟</p> <p>1. عن طريق مركز تعليم\تدريب 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، موقع تعمل أو ما شابه</p> <p>7. عن طريق أصدقاء أو أقارب 8. عن طريق مقاول عمل 98. لا اجابة 99. غير ذلك حدد اي</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، 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>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: ملحق 1_ D09</p> <p>اشرح/ي لماذا؟</p> <p>هل ارتفعت هذه الجودة أم بقيت نفسها في ال9 أشهر الماضية؟</p> <p>اشرح/ي لماذا؟</p>	<input type="checkbox"/>
<p>D11 : كم ساعة في الأسبوع يعمل/تعمل الشاب/ة في عمله/ال 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؟</p> <p>اجابة</p> <p>1. نعم 2. لا 98. لا</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 ال12 شهر القادمة، كم تعتقد/ي أنه من المحتمل أن يكون/تكون الشاب/ة قادرة/ة على أن يبقى/تبقى في عمله/ا الرئيسي؟ إن أراد/ت ذلك؟</p> <p>(2. محتمل، لكن غير مؤكد 3. من غير المحتمل أن يبقى في عمله/ا F01 1. من المحتمل جدا أن يبقى في عمله/ا)</p> <p>96. لا أعرف 98. لا اجابة</p>	<input type="checkbox"/>
<p>D16 : هل عدم تأكده/ا من وضعه/ه في العمل يزعجه ؟</p> <p>98. لا اجابة 1. نعم 2. لا</p>	<input type="checkbox"/>
<p>F01 للباحث: انتقل الى</p>	
<p>البطالة</p>	
<p>E01 : هل يبحث/تبحث الشاب/ة عن عمل أو يحاول/تحاول انشاء عمل خاص به؟</p> <p>(2. لا 98. لا اجابة E03 1. نعم) انتقل الى</p>	<input type="checkbox"/>
<p>E02 : ما هو سبب عدم عمل الشاب/ة أو بحثه/اعن عمل؟</p> <p>1. مرض،إصابة،حمل 2. مسؤولية عائلية/منزلية 3. الخروج للدراسة أو التدريب</p> <p>4. قد وجد/ت عمل لتبدأ به لاحقا 5. قد عمل/ت ترتيبات للتوظيف الذاتي تبدأ لاحقا</p> <p>6. ينتظر/تنتظر اتصال من عمله/ا السابق (دون ارتباط بعمل رسمي) 7. أنتظر موسم العمل (موسمي)</p> <p>8. يعتقد/تعتقد أنه لا يوجد عمل مناسب له/ا(في مجال مهارته/ا أو قدراته/ا)</p> <p>9. تنقصه/ا المتطلبات التي يطلبها المشغلون أو السوق (مؤهلات،تدريب،خبرة،عمر،إلخ...)</p> <p>10. لم يستطع/تستطع أن يجد/تجد عمل مناسب له 11. لا يعلم/تعلم كيف أو أين يبحث/تبحث عن عمل</p> <p>12. لم يبدأ/تبدأ بالبحث عن عمل بعد 98. لا اجابة 99. غير ذلك حدد/ي</p>	<input type="checkbox"/>

<p>E03 : خلال الأسابيع الأربعة الماضية، هل قام/ت الشاب/ة باتخاذ أي خطوات ليحصل/تحصل على عمل أو إنشاء عمل خاص به؟/E03</p> <p>() 98. لا اجابة E05 1. نعم 2. لا (انتقل ل</p>	<input type="checkbox"/>
<p>E04 : ما هي الخطوات التي اتخذها/تها الشاب/ة خلال الاسابيع الأربعة الماضية لاجاد عمل؟ E04</p> <p>1. عن طريق مؤسسة تعليمية/تدريبية 2. حضور معارض التوظيف 3. التسجيل في مكتب عام للتوظيف</p> <p>4. التسجيل في مكتب خاص للتوظيف 5. طلب توظيف مباشر لصاحب العمل</p> <p>6. فحص اعلانات وظائف على الانترنت، مزارع، ابواب مصانع،أسواق أو أيا من أماكن التجمع الأخرى</p> <p>7. أن يعلن في الجريدة 8. الرد على اعلانات (الجريدة،الانترنت،إلخ...)</p> <p>9. مساعدة الأصدقاء و الأقارب و الزملاء</p> <p>10. البحث عن اراض،عمارة،ألات،و معدات لانشاء مشروعه/الخاص</p> <p>11. ترتيب للحصول على الموارد المالية</p> <p>(E05) 12. التقديم لتصاريح 13. لا شيء (انتقل الى</p> <p>98. لا اجابة 99. غير ذلك حدد/ي</p>	<input type="checkbox"/>
<p>F01 للباحث: انتقل الى</p>	
<p>() 98. لا اجابة F01 1. نعم 2. لا (انتقل ل : هل كان/ت لديه/ رغبة في العمل خلال الأسبوع الماضي؟E05</p>	<input type="checkbox"/>
<p>E06 : ما هو السبب الرئيسي لعدم بحثه/ه عن عمل خلال الأسبوع الماضي؟ E06</p> <p>1. قد وجد/ت عمل وسيبدأ به لاحقا</p> <p>2. قد عمل/ت ترتيبات لتوظيف ذاتي يبدأ لاحقا</p> <p>3. ينتظر/تنتظر اتصال من عمله/السابق (دون ارتباط عمل رسمي)</p> <p>4. مرض،إصابة،حمل</p> <p>5. مسؤولية عائلية/منزلية</p> <p>6. الدراسة أو التدريب</p> <p>7. تنتظر/ين موسم العمل (موسمي)</p> <p>8. يعتقد/تعتقد أنه لا يوجد عمل مناسب له/(في مجال مهارته/أ قدراته/أ)</p> <p>9. تنقصه/المتطلبات التي يتطلبها المشغلون أو السوق (مؤهلات،تدريب،خبرة،عمر،إلخ...)</p> <p>10. لم يستطع/تستطع أن يجد/تجد عمل مناسب له 11. لا يعلم/تعلم كيف أو أين يبحث/تبحث عن عمل</p> <p>12. لم تبدأ/ي بالبحث عن عمل بعد 98. لا اجابة 99. غير ذلك حدد/ي</p>	<input type="checkbox"/>
<p>E07 : منذ متى و الشاب/ة متاح/ة للعمل (لديه/الوقت للعمل) و يبحث/تبحث عن عمل بشكل نشطE07</p> <p>1. أقل من الأسبوع الماضي 2. 1-4 أسابيع 3. 1-2 شهر 4. 3-6 أشهر 5. سنة- 6 أشهر</p> <p>6. أكثر من سنة 98. لا اجابة</p>	<input type="checkbox"/>

<p>E08 : ما طبيعة العمل/المهنة الذي يبحث/تبحث عنه الشاب/ة:</p> <p>1. مدراء، أصحاب عمل، ريادةيين، 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 مصلحي أفعال، 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، والخدمات</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. تكنولوجيا الإتصالات و المعلومات</p> <p>98. لا اجابة 99. غير ذلك حدد/ي</p>	<input type="checkbox"/>
<p>عقبات التوظيف</p>	
<p>F01 : على المقياس أدناه، ما مدى احتمالية أن تتغير الحالة الوظيفية للشباب/ة خلال ال9 أشهر القادمة؟</p> <p>1. من الغير المحتمل 2. محتمل قليلا 3. محتمل 4. من المحتمل جدا 5. من المؤكد 98. لا اجابة</p>	<input type="checkbox"/>
<p>F01 : فسر كيف و لماذا؟F01: ملحق سؤال F01_I</p>	<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، ريادةيين، 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 مصلحي أفعال، 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، والخدمات</p> <p>10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك</p>	<input type="checkbox"/>

<p>11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية 12. ضابط عسكري 13. صحافة 14. تكنولوجيا الاتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدد\ي</p>	
<p>F03 : لنفترض أنه عرض على الشاب/ة عمل/وظيفة الان، هل من المرجح أن الشاب/ة: 1. سيقبله/ستقبله، أيا كانت الشروط (بغض النظر الشروط) 2. سيقبله/ستقبله شريطة أن يكون مستقر ومستمر 3. سيقبله/ستقبله شريطة أن يكون الراتب يناسب مؤهلاته ومهاراته 4. سيقبله/ستقبله فقط إذا كان مستقر ومستمر وراتب جيد، يناسب مؤهلاتي 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؟ 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 لديه/ا 6. لا يوجد خبرة عملية 7. لا يوجد وظائف كافية و متاحة 8. صغيرة جدا 9. لكونه/ا ذكر/أنثى 10. تمييز ضده/ا 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 لديه/ا العلاقات الشخصية أو العائلية المناسبة 98. لا اجابة 99. غير ذلك حدد\ي</p>	<input type="checkbox"/>
<p>فرص العمل و جاهزية العمل</p>	
<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)؟ 98. لا اجابة G03 انتقل الى () 1. نعم 2. لا</p>	<input type="checkbox"/>
<p>G02 : ما نوع الخدمات التي تلقاها/تلقتهها الشاب/ة؟ 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 حدد\ي</p>	<input type="checkbox"/>
<p>G03 : ما مدى استعداد/جاهزية الشاب/ة للحصول على عمل جديد أو وظيفة أفضل؟ 1. غير مستعدة/ غير جاهزة 2. مستعدة/ جاهزة قليلا 3. متوسط الجاهزية/الاستعدادية 4. جاهز/مستعد جيدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>G03 ملحق سؤال اشرح\ي لماذا؟ G03_1</p>	<input type="checkbox"/>

G03_2..... : هل زاد أم نقص تأهب [الشباب] أم بقي نفسه خلال الـ 9 أشهر الماضية؟	<input type="checkbox"/>
G04_3..... : اشرح اي لماذا؟	<input type="checkbox"/>
G06..... : منذ أن بدأت الشباب/ة بالبحث عن عمل، كم عدد الوظائف التي تقدمت لها الشباب/ة؟ وظيفة\وظائف 97. لا ينطبق 98. لا اجابة	<input type="checkbox"/>
G07..... : منذ أن بدأت الشباب/ة بالبحث عن عمل، كم عدد المقابلات التي ذهب/ت اليها الشباب/ة؟ وظيفة\وظائف 97. لا ينطبق 98. لا اجابة	<input type="checkbox"/>
G08..... : الان، هل تعتقد/ين أن الشباب/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 الشباب/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 الشباب\ة المهني و الوظيفي؟ 1. سلبي للغاية 2. سلبي قليلا 3. محايد 4. إيجابي 5. إيجابي جدا 98. لا اجابة	<input type="checkbox"/>
G10ملحق G10_1..... : اشرح اي لماذا؟ G10_2..... : هل زاد أم نقص شعورك عن مستقبل [الشباب] المهني أم بقي نفسه خلال الـ 9 أشهر الماضية؟ G10_3..... : اشرح اي لماذا؟	<input type="checkbox"/>
G11..... : ما المهارات الإضافية التي تعتقد أنها ستساعد الشباب/ة لكي يكون مستعدا اكثر للعمل؟ ...الخ) مهارات شخصية (قيادة، تواصل 1. مهارات فنية/تقنية 2. 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 الشباب/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 الشباب/ة في واجباته/ها؟ 1. دائما 2. في كثير من الأحيان 3. نادرا 4. أبدا 98. لا اجابة	<input type="checkbox"/>

<p>G14 : الى أي مدى يكون/تكون الشاب/ة مهتم/ة في تعلم أشياء جديدة؟</p> <p>1. مهتم جدا 2. مهتم نوعا ما 3. متوسط 4. غير مهتم 98. لا اجابة</p>	<input type="checkbox"/>
<p>الدخل، المدخرات و امكانية الوصول لرأس المال</p>	
<p>H01 تحصل الشاب/ة حاليا على معظم ماله\؟: من أين يحصل</p> <p>1. وظيفته/ال الحالية 2. مساعدات بطالة أو شؤون اجتماعية 3. مصروف تدريب/منحة تعليمية</p> <p>4. الأهل أو العائلة 5. زوجته/زوجها 6. العمل في السوق غير المنظم</p> <p>7. حوالات مالية 8. لا يحصل على دخل 98. لا اجابة 99. غير ذلك حددي</p> <p>.....</p>	<input type="checkbox"/>
<p>H02 : تقريبا كم بلغ دخل الشاب/ة خلال الشهر الماضي، من جميع المصادر؟</p> <p>1. شيقل 2. دينار 3. دولار 98. لا اجابة</p>	<input type="checkbox"/>
<p>H03 (98. لا اجابة J01: هل يوجد لدى الشاب/ة أية مدخرات/توفيرات؟ 1. نعم 2. لا) انتقل الى</p>	<input type="checkbox"/>
<p>H04 : كيف يدخر الشاب/ة، كل كم من الوقت يقوم/تقوم الشاب/ة بالادخار؟</p> <p>1. دائما (في اي وقت يحصل فيه على نقود) 2. غالبا 3. حسب الوضع والظروف 4. نادرا 98. لا اجابة</p>	<input type="checkbox"/>
<p>H05 : هل حاليا مدخرات/توفيرات الشاب/ة أكثر من قبل 9 شهور؟ 1. نعم 2. لا 98. لا اجابة</p>	<input type="checkbox"/>
<p>H06 : هل قام/ت الشاب/ة بصرف اي من مدخراته/ا توفيراته/ا خلال التسعة شهور الماضية؟</p> <p>1. نعم 2. لا 98. لا اجابة</p>	<input type="checkbox"/>
<p>المواقف تجاه حل النزاعات السلمي و الغير سلمي</p>	
<p>الى أي مدى توافق\ين: (للباحث اقرأ الخيارات جيدا)</p>	
<p>J01 : اذا الشاب/ة غاضب/ة من شخص ما، فقط يهمله</p> <p>1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة</p>	<input type="checkbox"/>
<p>J02 : عندما يتشاجر اصدقاء الشاب/ة فانه/ا يحاول/تحاول أن يوقفهم/توقفهم</p> <p>1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة</p>	<input type="checkbox"/>
<p>J03 : الى أي مدى سيوافق/ستوافق الشاب/ة على هذه العبارة: "أحيانا ليس لدى الشخص خيار غير القتال"</p> <p>1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة</p>	<input type="checkbox"/>

<p>الانخراط بالمجتمع</p> <p>J04 : الى أي مدى سيوافق/ستوافق الشاب/ة على هذه العبارة: " دائما هنالك وسائل أفضل من القتال/العنف لحل المشاكل"</p> <p>1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة</p>	<input type="checkbox"/>
<p>J05 : الشاب/ة يحاول/تحاول حل المشاكل من خلال الحديث والحوار بدلا من القتال/العنف</p> <p>1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة</p>	<input type="checkbox"/>
<p>الانخراط بالمجتمع</p>	
<p>K01 : هل الشاب/ة عضو/ة في مؤسسة، جمعية، لجنة، اتحاد، مجموعة دينية أو شبابية (تشمل الاحزاب السياسية)؟</p> <p>K03(انتقل الى) 98. لا اجابة K03) 96. لا أعرف (انتقل الى K03) 1. نعم 2. لا (انتقل الى</p>	<input type="checkbox"/>
<p>K02 : متى كانت آخر مرة شارك/ت فيها الشاب/ة في نشاط مع تلك المؤسسة/ات؟</p> <p>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</p>	<input type="checkbox"/>
<p>K03 : هل يشارك/تشارك الشاب/ة في أعمال تطوعية في المجتمع؟</p> <p>K05(انتقل الى) 98. لا اجابة K05) 96. لا أعرف (انتقل الى K05) 1. نعم 2. لا (انتقل الى</p>	<input type="checkbox"/>
<p>K04 : متى كانت آخر مرة شارك/ت فيها الشاب/ة في نشاط تطوعي او مبادرة تطوعية في المجتمع (لمساعدة المجتمع)؟</p> <p>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</p>	<input type="checkbox"/>
<p>K05 : هل يشارك/تشارك الشاب/ة في مجموعات الكترونية أو عبر الفيسبوك، التي تعمل لقضايا عامة؟</p> <p>K10(انتقل الى) 98. لا اجابة K10) 96. لا أعرف (انتقل الى K10) 1. نعم 2. لا (انتقل الى</p>	<input type="checkbox"/>
<p>K05.1 : إذا الجواب نعم، هل هذه المجموعات: 1. محلية 2. على المستوى الوطني 3. على المستوى الدولي</p>	<input type="checkbox"/>
<p>K06 : متى كانت آخر مرة قام/ت الشاب/ة بنشر أو مشاركة أو تسجيل أو غير ذلك من النشاطات في واحدة من هذه المجموعات؟</p> <p>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</p>	<input type="checkbox"/>
<p>K10 : ما مدى انخراط الشاب/ة حاليا في مجتمعكم؟</p> <p>1. لا يوجد انخراط 2. منخرطة قليلا 3. أحيانا ينخرط 4. منخرط كثيرا 98. لا اجابة</p>	<input type="checkbox"/>

K10 ملحق سؤال	
K10_1..... : اشرح\اي كيف و لماذا	<input type="checkbox"/>
K10_2..... : هل زاد انخراطه أم نقص في ال9 أشهر الماضية؟	<input type="checkbox"/>
K10_3..... : اشرح\اي كيف و لماذا	<input type="checkbox"/>
K11 : الى أي مدى يحترم أفراد المجتمع الشاب/ة؟	<input type="checkbox"/>
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 اسرته)؟	<input type="checkbox"/>
1. لا يوجد انخراط 2. منخرطة قليلا 3. أحيانا ينخرط 4. منخرط كثيرا 98. لا اجابة	<input type="checkbox"/>
K12 ملحق سؤال	
K12_1..... : اشرح\اي كيف و لماذا	<input type="checkbox"/>
K12_2..... : هل زاد انخراطه أم نقص أم بقي نفسه في ال9 أشهر الماضية؟	<input type="checkbox"/>
K12_3..... : اشرح\اي كيف و لماذا؟	<input type="checkbox"/>

الكفاءة الذاتية العامة	
L01 : برأيك, الى أي مدى يعتقد/تعتقد الشاب/ة انه/ا قادرة/ة أن يصل/تصل لأهدافه/ا الشخصية و العملية/الوظيفية بعيدة الأمد؟	<input type="checkbox"/>
1. لا يوجد قدرة 2. يوجد قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة	<input type="checkbox"/>
L01 ملحق سؤال	
L01_1..... : اشرح\اي لماذا	<input type="checkbox"/>
L01_2..... : هل زادت قدرة [الشاب\ة] أم نقصت أم بقيت كما هي خلال ال9 أشهر الماضية؟	<input type="checkbox"/>
L01_3..... : اشرح\اي لماذا؟	<input type="checkbox"/>
L02 : الى أي مدى يعتقد/تعتقد الشاب/ة انه/ا قادرة/ة أن يؤدي/تؤدي بشكل جيد جدا في الظروف الصعبة؟	<input type="checkbox"/>
1. لا يوجد قدرة 2. يوجد قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة	<input type="checkbox"/>
تواصل	

<p>1 أن يتواصل/تواصل بفعالية و أن يعبر/تعبر عن نفسه/للآخرين؟/: برأيك, ما مدى قدرة الشباب/انه L03</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>L03ملحق سؤال</p> <p>L03_1..... : اشرح\ي لماذا ؟</p> <p>L03_2..... : هل زادت قدرة [الشاب\ة] أم نقصت أم بقيت كما هي خلال ال9 أشهر الماضية؟</p> <p>L03_3..... : اشرح\ي لماذا؟</p>	<input type="checkbox"/>
<p>L04 : الى أي مدى توافق على أن الشباب/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 حتى لو كان هنالك احد ما يختلف : الى أي مدى توافق على أن الشباب/ة يستطيع/تستطيع أن يعبر/تعبر عن رأيه/ا في مجموعة أو فريق 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"/>
<p>التوظيف و التعليم</p>	
<p>L09 : الى أي مدى توافق على أن الشباب/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 الشباب/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"/>
<p>الانطباع عن مركز المصادر لتطوير الشباب</p>	
<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 حد\ي</p> <p>.....</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</p>	<input type="checkbox"/>

.7	6. لكونه مكان أمن خارج البيت 99. غير ذلك حددي	5. لمساعدة المجتمع 98. لا اجابة	4. لتعلم مهارات جديدة للتعارف على اشخاص من الجنس الآخر	<input type="checkbox"/>
: هل الشاب/ة مهتم/ة في المشاركة في النشاطات الاخرى لمركز المصادر غير تلك التي سجلت لها؟M03 (98. لا اجابة (انتقل الى M05) 96. لا أعلم (انتقل الى M05) 2. لا (انتقل الى 1. نعم M05				
M04	: ما هي هذه النشاطات الاخرى؟ 3. تدريب قيادة 6. مبادرة مجتمعية 9. نشاطات ثقافية و فنية 99. غير ذلك حددي	2. تدريب تكنولوجيا المعلومات و الاتصالات 8. برنامج تدريب داخلي 98. لا اجابة	1. تدريب اعلامي 4. جلسات استشارية(تمهيد) 5. تدريب توظيف 8. نشاطات رياضية 96. لا أعلم	<input type="checkbox"/>
: هل تتوقع/ين أي تحديات/صعوبات ستواجه الشاب/ة عند الذهاب إلى مركز المصادر؟M05 (98. لا اجابة (انتقل الى M07 انتقل الى 1. نعم 2. لا				
M06	: ما هي تلك التحديات/الصعوبات التي تتوقعها/تتوقعها؟ 3. ليس من الأمن الوصول هناك 99. غير ذلك حددي	2. صعوبة الوصول هناك بسبب المسافة،توفر المواصلات،أو الطرق 96. لا أعلم 98. لا اجابة	1. عدم موافقة الأهل 4. اختلاط الجنسين 5. أوقات غير مناسبة	<input type="checkbox"/>
: ما مدى فادة تدريب مركز المصادر التي تتوقعها/تتوقعينها لكي تساعد الشاب/ة في إيجاد عمل في يوم من الأيام؟M07 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			<input type="checkbox"/> <input type="checkbox"/>
M08 ملحق سؤال				
M08_1	: اشرح/ي لماذا ؟			
M08_2	: هل تغيرت هذه النظرة خلال ال9 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			

<p>اشرح\اي كيف؟ و لماذاM08_5:</p>	
<p>على المقياس أدناه صف/ي لي كيف ينظر معظم أهالي الشباب في المجتمع الى مركز المصادر وبرامجه؟M09</p> <p>1. نظرة سلبية جدا 2. نظرة سلبية 3. بشكل محايد 4. نظرة إيجابية 5. نظرة إيجابية جدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>M09ملحق سؤال</p> <p>M09_1 : اشرح\اي لماذا ؟</p> <p>M09_2 : هل تغيرت هذه النظرة خلال ال9 أشهر الماضية؟ 1. نعم 2. لا 98. لا اجابة</p> <p>M09_3 : اذا نعم، صف كيف</p> <p>M09_4 : هل يوجد البعض الذين يرونها بشكل غير عن المعظم؟ 1. نعم 2. لا 98. لا اجابة</p> <p>M09_5 : اشرح\اي كيف؟ و لماذا</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>على المقياس أدناه، صف/ي لي ما نوع الأثر الذي تعتقد أن مركز المصادر سيتركه على الشاب/ة أو على الأسرة أو على اي احد M09.1 اخر؟</p> <p>1. سلبي جدا 2. سلبي قليلا 3. لا سلبي ولا ايجابي 4. ايجابي 5. ايجابي جدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>M09.1ملحق سؤال</p> <p>M09.1_1 . هل يمكنك ان تشرح كيف و لماذا ؟</p> <p>M09.1_2 . هل هذه النظرة تغيرت خلال 9 أشهر الماضية؟</p> <p>M09.1_3 . هل يمكنك ان تشرح كيف (كيف كانت وكيف اصبحت)؟</p>	
<p>M10 : هل هناك مراكز في منطقتك شبيهة بمركز المصادر؟</p> <p>M12انتقل الى () 98. لا اجابة M12انتقل الى () 96. لا أدري M12انتقل الى () 1. نعم 2. لا</p>	<input type="checkbox"/>
<p>M11 : هل تلقى/ت الشاب/ة أي نشاطات من هذه المراكز؟</p> <p>1. نعم 2. لا 98. لا اجابة</p>	<input type="checkbox"/>
<p>M12 : هل حصل الشاب/ة على تدريب مهني،قيادة أو توظيف في أي مكان غير مركز المصادر؟ (يمكن قبول أكثر من خيار)</p> <p>انتقل الى () 98. لا اجابة M14انتقل الى (1. مهني 2. تدريب توظيف 3. تدريب قيادة 4. لا، ليس أيا من هذا</p> <p>M14 (</p>	<input type="checkbox"/>
<p>M13 هذا التدريب مفيدا للمساعدة في الحصول على وظيفة؟ : كم في رأيك كان</p> <p>1. مفيدا جدا 2. مفيد نوعا ما 3. ليس مفيد ولا غير مفيد 4. ليس مفيد 5. ليس مفيد أبدا 98. لا اجابة</p>	<input type="checkbox"/>

<p>M14 : كيف تقييم اي قدرة الشاب\ة على حل النزاعات والخلافات بشكل سلمي غير عنيف؟</p> <p>(ليس فقط اذا كان الخلاف معه/ا، من الممكن ان يكون الخلاف بين شخص يعنيه/ا وشخص اخر)</p> <p>1. ليس لدي قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>ملحق</p>	
<p>14.1. اشرح/ي لي لماذا وصفت قدرة الشاب ب (اذكر جواب السؤال السابق)</p> <p>14.2. هل يمكنك ذكر أمثلة على تلك القدرة؟ أو ذكر امثلة على عدم القدرة؟</p> <p>14.3. هل هذه القدرة على حل الخلافات بشكل سلمي تحسنت، بقيت كما هي أم ساءت خلال ال 9 شهور الماضية؟</p> <p>14.4. اذا تغيرت (تحسنت أو ساءت) كيف (اشرح كيف كانت وكيف اصبحت)؟</p>	
<p>M15 : هل يوجد أماكن في مجتمعك، حيث يمكن للشباب/الشابات أن يقفوا في مشاكل (تسبب لهم مشاكل) أو/و يكتسبوا عادات سيئة منها؟</p> <p>اذا نعم، صف لي هذه الاماكن ولماذا ينخرط الشباب بهذه الاشياء؟</p> <p>1. نعم 2. لا 98. لا اجابة</p>	
<p>ملحق</p>	
<p>M15_1 : صف\ي لي هذه الأماكن و سبب انخراط الشباب فيها؟</p>	
<p>M15_2 : هل هناك شيء يمكن عمله للتقليل من احتمالية وقوع الشباب في مشاكل أو اكتسابهم عادات سيئة؟</p>	
<p>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؟</p>	
<p>M16 : لو كنت ستصف كيف تبدو "المساحة الآمنة" للشباب ، كيف ستصفها؟ و ماذا يكون في "المساحة الآمنة للشباب"؟</p>	
<p>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 ماماكن كذلك التي وصفتها؟</p>	
<p>M17 : ما هي الجوانب الأكثر فائدة في مركز المصادر؟ لماذا؟</p>	
<p>M18 : ما هي الجوانب الأقل فائدة في مركز المصادر؟ لماذا؟</p>	
<p>M19 : ما الاقتراحات التي لديك لتحسين البرامج و الخدمات في مركز المصادر؟</p>	
<p>M20 : هل هناك شيء آخر يجب علينا معرفته عن مركز المصادر أو مشاركة الشاب/ة في نشاطاته؟</p>	

ANNEX 3: 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. هل يمكنك أن تصف لي كيف تغير وضعك الوظيفي / العمل خلال 9 الماضية؟ D03)

(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

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

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

(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

إشرح\ي كيف ان عملك الحالي هو (اذكر جواب السؤال السابق) 2.1

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

2.3 . وضح لماذا؟

القادمة بالنسبة للوضع الحالي لعملك، هل من المحتمل ان يتغير خلال 9 اشهر: (F01) 3.

(يسال 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 تحسن وظيفتك الحالية)؟

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

4. هل يوجد أماكن في مجتمعك، حيث يمكن للشباب/الشابات أن يقفوا في مشاكل (تسبب لهم مشاكل) أو/و يكتسبوا عادات M15) .
سنة 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 يفقدوهم للإنخراط بأعمال غير آمنة؟

هل هناك أماكن يتواجد فيها أشخاص لا يفهمون الشباب؟

هل هناك أماكن يتواجد فيها قناعات سلبية للشباب؟

هل هناك أماكن يشعر فيها الشباب أنهم لا يستطيعون أن يتصرفوا على سجيبتهم، 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 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 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 الاخرين؟

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

هل يوجد أماكن غير منزلك\بيتك تنطبق عليه أي من المواصفات السابقة؟ إذا نعم حدثني عن هذه الأماكن، اذا لان لماذا لا يوجد . 1.7
اماكن كذلك التي وصفتها؟

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

(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 اي 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)؟

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

1. لست منخرط/مشارك 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. كيف يمكنك ان تصف لي مدى انخراطك/مشاركتك بمجتمعك حاليا:(K10)

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 بخيراتك؟ إذا نعم، أخبرني ماذا تفعل؟

هل أنت مشارك بأي نشاطات لتحسين الأوضاع في حَيْك\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 بمحافظةك أو على المستوى الوطن؟

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

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؟

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

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 اصبحت)؟

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

صف لي كيف ينظر معظم اباء وامهات الشباب الى مركز المصادر وبرامجه: M09) 15.

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 اباء 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: 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 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؟

(اذا كان لا يعلم كثيرا عن مركز المصادر: نساله: 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؟

18. ما هي اقتراحاتك لتحسين برامج وخدمات مركز المصادر؟

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

اذا 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 4: 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

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 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

I4.1 Explain how and why:

I4.2 Has this view changed over the last 9 months?

I4.3 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:

(: على المقياس أدناه، على المقياس أدناه قيم كم تغيرت الحالة الوظيفية عند الشاب\ة خلال الـ 9 أشهر السابقة؟D03 1..)

(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 ابحت عن عمل

اشرح\ي كيف تغيرت حالة (الشاب\ة) الوظيفية و لماذا؟ أو لماذا لم تتغير؟ أو لماذا لم يبحث\ي عن عمل؟ 1.1.

(: هل يمكنك ان تصف لي جودة ظروف عمل الشاب/ة من حيث الراتب وساعات العمل والحوافزD09 2..)

(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\ي 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؟

(بالنسبة لعمل الشباب، ما مدى احتمالية أن تتغير الحالة الوظيفية للشباب/ة خلال الـ 9 أشهر القادمة؟ F01.3.)

(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

اشرح\ي بشيء من التفصيل لماذا و كيف (اذكر جواب السؤال السابق) أن يتغير الوضع؟ 3.1.

3.2. هل يمكن أن تحدثني عن المعرفة والمهارات التي لدى الشاب/ة والتي من الممكن أن تساعد/ة في تحسين وضعه/العملي/الوظيفي (اي تلك التي ستساعده/ة في الحصول على وظيفة او تحسن وظيفته/ال الحالية)؟

3.2. وكذلك حدثني عن المعرفة و المهارات التي تعتقد انها ليست لدى الشاب/ة والتي في من الممكن أن تساعد/ة في تحسين وضعه/العملي/الوظيفي (اي تلك التي ستساعده/ة في الحصول على وظيفة او تحسن وظيفته/ال الحالية)؟

(هل يوجد أماكن في مجتمعتك، حيث يمكن للشباب/الشابات أن يقعوا في مشاكل (تسبب لهم مشاكل) أو/و يكتسبوا M15.6.)

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 يخطر 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 أن تصف أماكن يمكن تسميتها بـ "أماكن آمنة" لتطوير وتنمية الشباب كيف تبدو هذه الأماكن، كيف يمكنك أن 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 الاخرين؟

هل يوجد (فكر/ي في) مكان تُقدّر فيه آراء الشباب/الشابات و مشاعرهم ؟

هل يوجد أماكن غير منزلك\بيتك تنطبق عليه أي من الموصفات السابقة؟ إذا نعم حدثني عن هذه الأماكن، إذا لان لماذا لا يوجد 1.7
أماكن كنتك التي وصفتها؟

(ليس فقط إذا كان الخلاف معه/ا، من) : كيف تقييم أي قدرة الشاب على حل النزاعات والخلافات بشكل سلمي غير عنيف؟ 8M14. (الممكن ان يكون الخلاف بين شخص يعنيه/ا وشخص اخر)

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 أي لهم أنه يمكن أن يكون أي أحد و أي مجموعة في حياتهم حالياً

8.1. اشرح لي لماذا وصفت قدرة الشاب ب (اذكر جواب السؤال السابق)

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

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

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

على المقياس أدناه، هل يمكنك أن تقييم أي مدى مشاركة الشاب في مساعدتك في البيت؟: 9K12. (

1. غير مشارك 2. مشاركة قليلا 3. أحيانا يشارك\تشارك 4. يشارك كثيرا

9.1 اشرح أي كيف (الشاب) يشارك\تشارك أو لماذا هي\هو غير مشارك؟

9.2 هل زادت مشاركته أم قلت أم بقيت كما هي خلال الـ 9 أشهر الماضية؟

9.3 اشرح أي لماذا؟

على المقياس أدناه كيف تقيم أي مدى انخراط/مشاركة الشاب/ة بمجتمعكم حالياً: (10K10).

1. غير منخرطة/ة أو غير مشاركة/ة 2. منخرطة/ة أو مشاركة/ة قليلاً 3. أحياناً ينخرط/ة أو يشارك/ة

4. ينخرط/ة أو يشارك كثيراً

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

هل تبتطوع بوقته/ها أو بخبراته/ها؟ إذا نعم، أخبرني ماذا ينفعل؟

هل هي/هو مشاركة/ة بأي نشاطات لتحسين الأوضاع في حيه/ها/أقربيه/ها؟

ماذا عن منطقة الضفة الغربية/فلسطين؟

ماذا عن قضايا دولية؟

10.1 اشرح أي كيف (الشاب/ة) يشارك/ة يشارك أو لماذا هي/هو غير مشارك

10.2 هل زادت مشاركته/ها أم قلت أم بقيت كما هي خلال الـ 9 أشهر الماضية؟

10.3 اشرح أي لماذا؟

10.4 اشرح لي مدى انخراط/مشاركة الشاب/ة بمحافظتكم أو على المستوى الوطن

صف لي مدى قدرة الشاب/ة على التواصل بفعالية مع الآخرين والتعبير عن نفسه/الآخرين لمجموعة من الناس: (I1L03) .

. ليس لديه/ا قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا

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؟

صف لي مدى قدرة الشاب/ة على ايجاد وظيفة أو عمل(D00) 12 .

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 الأرجح أن يجد\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؟

صف لي مدى قدرة الشاب/ة على الوصول الى اهدافه/ا طويلة الامد على المستوى الشخصي والمستوى المهني (العمل): 13L01.1 .)

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)

اذا كنت ستتخيل وظيفة الشاب/ة المفضلة و حياته/ا العائلية المفضلة خلال 5 سنوات أو 10 سنوات قادمة، ما هي قدرته/ا أن يجعل/تجعل هذا التخيل 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؟

(: على المقياس أدناه، صف\ي لي ما نوع الأثر الذي تعتقد أن مركز المصادر سينتركه على الشاب/ة أو على الاسرة أو على 14M09.1 .) 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)؟

على المقياس أدناه صف لي كيف ينظر معظم اباء وامهات الشباب/الشابات الى مركز المصادر وبرامجه):15M09. (

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 اصبحت)؟

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

صف لي كيف ينظر معظم الشباب/الشابات في المجتمع الى مركز المصادر وبرامجه):16M08. (

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 اصبحت)؟

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: 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 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؟

(اذا 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)

اذا 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 5: 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 6: BIBLIOGRAPHY

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ANNEX 7: 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 8: 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 I: 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 2: Types of YDRC Activities Youth Would be Interested in Attending, by Baseline Type

	Media Training			ICT Training			Leadership Training		
	Rolling Baseline	Backfill	Total	Rolling Baseline	Backfill	Total	Rolling Baseline	Backfill	Total
	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 3. 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 4.: 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 5. 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 6. : 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 7: 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 8: Youth Perception of Parents' Opinion of YDRC, by Baseline Type

How parents view YDRCs	Rolling Baseline		
	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 subsample 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 9: 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 10: 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 11: 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 12: 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 13: “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 14: Percent Volunteering in Their Communities, by Sample Type

	Quantitative Only	Qualitative Subset	Total
Volunteer	60%	74%	63%
n	823	179	1002
p	0		

Table 15: 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 16: 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. Those 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		