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SUMMATIVE EVALUATION OF THE
UNICEF SUPPORTED
ADOLESCENT DEVELOPMENT
AND PARTICIPATION
PROGRAMME (ADAP)

Title	Summative Evaluation of Adolescent Development and Participation Programme in the State of Palestine
Country	State of Palestine
Evaluation Timeframe	2018 - 2021
Evaluation Execution	September 2022 to July 2023
Date of the report	**Draft Report**: May 6, 2023 **Revised Report:** June 4, 2023 **Revised Report:** July 14, 2023 **Final Report:** July 31, 2023
Evaluation Organisation	AAN Associates
Organisation commissioning the evaluation	UNICEF in the State of Palestine
UNICEF staff contact point for the evaluation	Shereen Obaid, Monitoring and Evaluation Specialist in UNICEF SoP Iain Murray, Chief of Planning, Monitoring and Evaluation in UNICEF SoP

ACKNOWLEDGEMENTS

On behalf of the Evaluation Team

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ACRONYMS

Acronym	Description
AAP	Accountability to Affected Populations
ADAP	Adolescent Development and Participation Programme
APD	Area Programme Document
BRAVE	Building Resilience and Addressing Violence from Early years through Adolescence
CBO	Community Based Organisations
CCA	Common Country Analysis
CP	Child Protection
CPAP	Country Programme Action Plan
CRC	Convention on the Rights of the Child
CSO	Civil Society Organisation
DAC	Development Assistance Committee
DEAL	Digital Entrepreneurial Adolescent Leaders
ECD	Early Child Development
ECHO	European Civil Protection and Humanitarian Aid Operations
ERDB	Evaluation and Research Database
ESC	Evaluation Steering Committee
EvalNet	Network on Development Evaluation
FACE	Funding Authorization and Certification of Expenditures
FGD	Focus Group Discussion
GEROS	Global Evaluation Reports Oversight System
HRBA	Human Rights Based Approach
IEC	Information, Education, and Communication
IR	Inception Report
IP	Implementing Partners
KII	Key Informant Interviews
LSCE	Life Skills and Citizenship Education
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MoSD	Ministry of Social Development
NFSI	Nutrition Friendly School Initiative
NGO	Non-governmental Organisations
NIS	New Israeli Shekel
NIVACS	National Inter-sectoral Violence against Children Strategy
NYVSP	National Youth Volunteer Services Programme
OECD	Organisation of Economic Cooperation and Development
OOS	Out of School
OOSC	Out of School Children
PCBS	Palestinian Central Bureau of Statistics
PMO	Prime Minister's Office
PRIMED	Planning, Research, Monitoring, Evaluation, and Data
RAM	Result Assessment Module
SBC	Social and Behaviour Change
SDG	Sustainable Development Goals
SoP	State of Palestine
SoPCO	State of Palestine Country Office
ToC	Theory of Change
ToR	Terms of Reference
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency
UN-SWAP	United Nations System-Wide Action Plan
VAC	Violence against Children
WASH	Water, Sanitation and Hygiene

GLOSSARY

Term	Description
Accountability Principles	The UN defines accountability principles as the responsibility of individuals, organisations, and institutions to be answerable for their decisions and actions, ensuring transparency in decision-making, following established rules and procedures, being accountable to stakeholders, monitoring and reporting performance, and taking corrective action when necessary. Accountability is a vital component of good governance and promotes trust and sustainable development.[1]
Adolescents	Adolescents with disabilities, special needs, and those who have dropped out of school for various reasons.
Child Protection	UNICEF uses the term 'child protection' to refer to prevention and response to violence, exploitation, and abuse of children in all contexts. This includes reaching children who are especially vulnerable to these threats, such as those living without family care, on the streets or in situations of conflict or natural disasters.[2]
Civil Society Organisation (CSO)	A CSO is any non-profit, voluntary citizens' group which is organized on a local, national, or international level.[3]
Contribution Analysis	Contribution analysis explores attribution through assessing the contribution a programme is making to observed results.[4]
Global Evaluation Reports Oversight System (GEROS)	The GEROS system consists of systematic and independent quality assessment of evaluation reports that have been uploaded to the corporate Evaluation and Research Database (ERDB) by UNICEF Country Offices, Regional Offices, HQ divisions and Evaluation Office. The purpose of the Global Evaluation Reports Oversight System (GEROS) is to support and strengthen the evaluation function to meet and exceed United Nations Evaluation Group (UNEG) standards, UN System Wide Action Plan (UN-SWAP) on gender equality and other UNICEF commitments (including equity and human-rights based approaches).[5]
Hackathons	A hackathon is an event that brings together experts and creates a collaborative environment for solving a certain problem. While the majority of hackathons revolve around computer programming and IT, many other industries follow suit.[6]
Humanitarian Action	Humanitarian action saves lives, alleviates suffering, and maintains human dignity following conflict, shocks, and natural disasters.[7]
Humanitarian Principles	Humanitarian principles are a set of values and ethical standards that guide humanitarian action to ensure assistance and protection to people affected by crises in a neutral, impartial, independent, and humane way. The four main principles are humanity, neutrality, impartiality, and independence. Upholding these principles ensures aid is provided based on need, without discrimination, and with respect for the dignity, safety, and rights of those affected by crisis.[8]
Human Rights Based Approach (HRBA)	The human rights-based approach (HRBA) is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.[9]
Life Skills	Life skills are defined as a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner.[10]
Marginalized Groups	Persons with disabilities, youth, women, members of minority groups, internally displaced persons, and non-nationals including refugees, asylum seekers, and migrant workers.[11]

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[1] https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/accountability/principles-of-accountability.html

[2] https://data.unicef.org/topic/child-protection/overview/

[3] https://www.un.org/en/civil-society/page/about

[4] https://www.betterevaluation.org/en/plan/approach/participatory_evaluation

[5] https://www.unicef.org/evaluation/documents/global-evaluation-reports-oversight-system-geros-handbook-and-summary

[6] What is a Hackathon?

[7] https://www.oecd.org/dac/financing-sustainable-development/development-finance-topics/humanitarian-assistance.htm

[8] https://www.unocha.org/story/humanitarian-principles

[9] https://unsdg.un.org/2030-agenda/universal-values/human-rights-based-approach#:~:text=The per cent20human per cent20rights per cent2Dbased per cent20approach, promoting per cent20and per cent20protecting per cent20human per cent20rights.

[10] https://unesdoc.unesco.org/ark:/48223/pf0000223059

[11] https://www.ohchr.org/

Term	Description
Mixed-Method	A procedure for collecting, analysing, and 'mixing' both quantitative and qualitative research and methods in a single study to understand a research problem.[12]
Nonviolent Disciplinary Practices	The nonviolent disciplinary practices included in the child discipline module are: 1) explaining why a behaviour is wrong, 2) taking away privileges or not allowing him/her to leave the house, and 3) giving him/her something else to do.[13]
OECD-DAC Criteria	The Organisation of Economic Cooperation and Development-Development Assistance Committee (OECD-DAC) Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact, and sustainability – and two principles for their use. These criteria are intended to guide evaluations.[14]
Participatory Approach[15]	Participatory evaluation is an approach that involves the stakeholders of a programme or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study.
Summative Evaluation	Focuses on analysing the performance at the end of the project (strengths, weaknesses, and achievement of intended results), but also seeks to document the key lessons learnt and develop robust recommendations (evidence-based) to inform the future implementation.
Technical, Vocational Education and Training (TVET)	TVET refers to education and training aimed at developing skills related to various occupational fields, production, services, and livelihoods. It includes learning opportunities at secondary, post-secondary, and tertiary levels, as well as work-based and continuing training. TVET also emphasizes the development of literacy and numeracy skills, transversal skills, and citizenship skills.[16]

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[12] https://education.nova.edu/Resources/uploads/app/35/files/arc_doc/mixed_methods.pdf
[13] UNICEF
[14] https://www.oecd.org/dac/evaluation/evaluation-criteria-flyer-2020.pdf
[15] https://www.betterevaluation.org/en/plan/approach/participatory_evaluation.
[16] https://unterm.un.org/

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EXECUTIVE SUMMARY

The United Nations Children's Fund (UNICEF) State of Palestine (SoP) office commissioned a **Summative Evaluation** of the UNICEF-supported **Adolescent Development and Participation** (ADAP or the Programme). ADAP is uniquely composed of 21 individual projects that focused on adolescent education, skills development, and child protection (CP). The Programme's goal was to provide Palestinian adolescents, particularly the most vulnerable, with access to secure, high-quality, and inclusive learning opportunities and to invest in their life skills and employability though the education sector.

Chapter 1 - Intervention Context and Object of Evaluation: Adolescents (between 10-19 years) constitute 22.3 per cent[17] of the population in the SoP and face challenges related to education access and quality, as well as protection risks that have been worsened by the prolonged humanitarian crisis and COVID-19. Adolescents (aged 15-24) face high unemployment rates (41 per cent),[18] especially girls, due to a volatile economy, decrease in public and private capacity to provide job opportunities, and an outdated education system. Additionally, around 90 per cent[19] of children aged 1-14 years faced violent discipline at home. Consequently, 320,439 children reportedly required protection and psychosocial support.

The object of this evaluation is the ADAP Programme which was a part of UNICEF's Area Programme Document (APD) (2018-2022) and included 21 projects. The Programme focused on training and creating awareness on life skills and citizenship education (LSCE), non-violence and positive discipline. The implementation included a hybrid approach where the key public sector partners, i.e., the Ministry of Education (MoE) and Ministry of Social Development (MoSD) were supported by 11 implementing partners (IP) in the West Bank, East Jerusalem, and the Gaza Strip. The total budget was 18.12 million shekels, including 53,200 shekels for supplies.

Chapter 2 - Evaluation Purpose, Objectives and Scope: This is a Summative Evaluation with the primary purpose of demonstrating accountability by objectively assessing the Programme's achievements against intended results. The secondary purpose was to identify challenges, lessons learnt, and recommendations for future programming. The evaluation target audience included UNICEF, MoE and MoSD, IPs, UN agencies, donors, and beneficiaries. The evaluation scope covered 21 projects implemented in six governorates (Gaza City, Deir Al Balah, Khan Yunis, Hebron, Ramallah, and Nablus) of the Gaza Strip and the West Bank between 2018 and 2021. The evaluation excluded the assessment of UNICEF's role in the Education Cluster Coordination and other education and CP interventions.

Chapter 3 - Evaluation Criteria, Design, Methodology, and Limitations: The evaluation followed the established Organisation of Economic Cooperation-Development Development Assistance Committee (OECD-DAC)[20] criteria, including relevance, efficiency, effectiveness, impact, and sustainability. The evaluation also focused on humanitarian action criteria (coverage, coherence, and connectedness) and UNICEF's cross-cutting priorities, including gender equality, equity, child rights, and accountability.

In line with the evaluation purpose, the evaluation employed two approaches, **theory-based** and **participatory**. The participatory approach ensured the engagement of all key stakeholders throughout the evaluation process, from planning to dissemination. The theory-based approach was employed to assess the Theory of Change (ToC) for its completeness and validity. The evaluation used a **mixed-methods approach,** utilising both secondary (for quantitative data) and primary data collection methods (for qualitative data). Primary data was collected by conducting 37 key informant interviews (KII), 31 focus group discussions (FGD) and a validation workshop. Secondary data was collected through desk review of 189 documents. The evaluation team reached out to 279 individuals, with over 50 per cent being females and girls (i.e., 153), including public sector officials, UNICEF and IP staff, parents and caregivers, school staff, and adolescent boys and girls.

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[17] UNFPA
[18] State of Palestine 2030 Demographic Change: Opportunities for Development - April 2017
[19] MICS 2019/2020.
[20] https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

The evaluation team faced delays due to the absence of the beneficiary list and teacher strikes in the West Bank. Therefore, the approach for FGD implementation was modified, and sessions were conducted both virtually and in-person to obtain the perspectives of the most important stakeholder – adolescent boys and girls. Additionally, there were gaps in the data, including limited secondary data to map the Programme's achievements for CP interventions and the absence of an impact statement in the ToC and Results Framework, which constrained effectiveness and impact assessment.

Chapter 4 - Evaluation Findings: Findings for each evaluation criteria are given below:

Relevance: The evaluation findings indicated that the ADAP Programme demonstrated relevance through its inclusive design process, involving consultations with key stakeholders such as the MoE, MoSD, civil society organizations (CSO), and UN agencies. These consultations enabled the identification of stakeholders' priorities and needs. Additionally, the Programme effectively utilised insights from secondary assessments to inform its interventions and adapt to the national and local contexts. However, the evaluation findings also suggested a notable gap in the direct engagement of adolescents during the design phase. The Programme missed the opportunity to involve adolescents, which could have provided valuable perspectives for designing the Programme interventions.

Efficiency: The evaluation team faced challenges in conducting an efficiency assessment due to limited progress data for the CP component (Output 2.3).[21] The available secondary data for the education component (2018-2021) indicated that the Programme achieved 76 per cent of its outputs while utilising only 68 per cent of the allocated funds which indicates cost efficiency. While the team acknowledges this achievement, they were unable to identify the factors that contributed to the cost savings. It is possible that the savings were due to over-budgeting or the shift from in-person to remote interventions during and after the pandemic. On time efficiency, the Programme faced some delays due to various factors, including school closures resulting from the COVID-19 pandemic, weak infrastructure to support remote teaching and learning, and teacher strikes.

The evaluation team found that UNICEF had financial tracking systems in place to monitor and report inter-agency and donor investments, but the limited evidence prevented assessment of whether the system facilitated timely course correction and adaptive management, resulting in cost and time savings.

Effectiveness: Based on the available secondary data (Result Assessment Module (RAM) Report 2018-2022), the evaluation findings indicated that the Programme was largely effective for achieving outcome targets (only for the education component). The Programme achieved all three outcome indicators, but progress information for the CP component was not tracked in the RAM reports and therefore could not be assessed. Despite significant challenges such as COVID-19, ongoing security concerns, and frequent teachers strikes, the Programme achieved the education outcomes. Key factors contributing to this success included alignment of the ADAP Programme with national priorities, the use of a hybrid implementation model (involving IPs and the public sector), and the use of innovative and remote learning methods.

The monitoring system exhibited some gaps, such as: disconnect between the indicators and targets of the IPs and the UNICEF ADAP results frameworks; lack of impact indicators; limitations of outcome indicators to assess quality/changes in the lives of beneficiaries; and insufficient evidence to show that monitoring data informed decision-making. A more focused approach will enable creating a usable and effective monitoring system for future programmes.

Impact: Due to the absence of impact statements and indicators, the evaluation was limited in measuring the Programme's impact. As such, the evaluation team explored perceived changes in impact levels among implementers and beneficiaries. Most of the beneficiaries perceived the interventions to have contributed positively, including acquiring new skills and knowledge, increasing self-confidence, improving communication, reducing violent behaviours, and experiencing a positive shift in disciplinary practices within communities and schools. Nonetheless, it was unclear to what extent these improvements resulted in job opportunities or created long-term behavioural changes in adolescents. The respondents also pointed out unintended impacts such as overburdened students and teachers due to poor scheduling of school-based activities timed with exams and adolescents becoming addicted to games due to the promotion of game-based learning.

Sustainability: The evaluation findings indicated that some of the ADAP results such as the integration of LSCE into the Palestinian education system are expected to be fully sustained. Others, including the National Youth Volunteer Services Programme (NYVSP), knowledge and skill development of adolescents, and the reduction of violence in schools and homes, are only partially likely to be sustained. This is due to limited focus on transitioning learning into earning and short-term nature of CP interventions, raising concerns about their

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[21] Output 2.3: More parents, teachers, adolescents, and other stakeholders have increased knowledge and skills to eliminate harmful practices and better protect children (aged 0-18) from violence, exploitation, and grave violations.

sustainability. Additionally, limited community involvement and external challenges (such as the Israeli occupation, Palestinians' internal political divisions, and limited budgets for ministries) indicate continued technical and financial support are likely to be needed to sustain the Programme results.

Coverage: The findings indicated that the Programme was largely successful in targeting most vulnerable areas, however gaps were identified particularly in addressing gender-specific vulnerabilities of male adolescents and those residing in Area C. The absence of consultations with adolescents during the design of ADAP interventions underscored the need for increased engagement with the target group.

Coherence: The evaluation found that the ADAP Programme's objectives and strategies were consistent with national policies for adolescent education and CP. These policies included the Education Sector Strategic Plan (2020), National Youth Strategy in State of Palestine (2020), National Policy Agenda (2017-2022), and National Intersectoral Violence Against Children Strategy in the Context of COVID-19 (2021-2023). Moreover, the Programme's interventions were found to be in line with UNICEF's Global Adolescent Programming Guidelines (2018). The evaluation also found that both the design and implementation of the Programme are largely consistent with the humanitarian principles – humanity, impartiality, and neutrality. However, due to Israeli occupation, not all communities in Area C were accessible which may have compromised the principle of independence.

There was insufficient evidence to support the effectiveness of external coordination with other actors to avoid duplication and gaps. This was attributed to the absence of a formal coordination mechanism and limited attention to ADAP by relevant public institutions.

Connectedness: The evaluation findings indicated that the ADAP Programme effectively utilised internal synergies within UNICEF, specifically in the areas of CP, Health, Nutrition, Water, Sanitation, and Hygiene (WASH), and Social and Behaviour Change (SBC) interventions. The CP Programme played a critical role in supporting education and adolescent outcomes, enabling the transfer of knowledge and skills to eliminate harmful practices and enhance CP in schools. The Health and WASH Sections collaborated with the ADAP Programme to address the negative effects of the COVID-19 pandemic by providing hygiene kits, training, and cleaning materials to schools. The SBC Section provided cross-cutting support by conducting awareness sessions on non-violent discipline techniques and positive parenting. Furthermore, Programme interventions contributed to multiple Sustainable Development Goals (SDGs), including SDG:4 (Quality Education), SDG:5 (Gender Equality), SDG:8 (Decent Work and Economic Growth), SDG:10 (Reduced Inequalities), and SDG:16 (Peace, Justice, and Strong Institutions).

UNICEF Cross Cutting

Gender Equality: The findings suggested that the ADAP Programme took into account gender and cultural factors, evidenced by providing separate training sessions and gender-specific skills training. However, the Programme design did not adequately address gender-specific determinants and conditions, such as higher school dropout rates for boys and their increased vulnerability to violence compared than girls. Furthermore, only one outcome indicator and one output indicator included gender-disaggregated targets. While the Programme reached a balanced number of boys and girls, there was limited reporting on results. Therefore, the evaluation found the ADAP Programme partially aligned with gender equality principles.

Alignment with UNICEF's Equity Agenda: The evaluation findings suggested that the ADAP Programme was partially aligned with UNICEF's Equity Agenda. While the Programme prioritised identifying vulnerable groups through the Common Country Analysis (CCA) (2016), the Results Framework did not include specific targets for these groups and did not define a vulnerability criterion. The implementation focused on vulnerable groups, including adolescents with disabilities and those who were out-of-school (OOS). However, reporting did not include data on equity parameters, such as results achieved for vulnerable groups, disability status, or location.

Child Rights and Accountability: The evaluation findings indicated that the Programme was aligned with the Convention on the Rights of the Children (CRC) principles of non-discrimination, best interests of the child, right to life, survival, and development, and views of the child. However, there was little to no involvement of adolescents in the Programme's design. A dedicated feedback mechanism was implemented, but beneficiaries were unaware of it, and there was no evidence of how the Programme addressed the complaints and feedback.

Chapter 5 – Conclusions, Lessons Learnt and Recommendations

Conclusion on Way Forward: Moving forward, the evaluation underlines the need for sustained focus on adolescents by all stakeholders (public sector, private entities, development partners and others). Policy interventions such as integration of LSCE and NYVSP are foundational and require continuous strategic and operational support for sustainable outcomes. The hybrid implementation model (involving public, private and CSO actors) has proven effective, particularly in facilitating the transition to remote teaching and learning, and

thus merits continuity. Increased advocacy and engagement with the public sector should promote acceptance of private and CSOs' involvement for niche interventions, where these partners offer unique capacities and advantages.

Future engagement with adolescents should underpin regular interaction with them to understand their challenges, aspirations, and potential pathways. Education interventions should emphasize infrastructure development and systemic capacities for remote/technology-based teaching and learning. This is critical to pre-empt any future disruptions (like COVID-19 and security challenges) and for engaging learning experiences. Skill-building interventions must strike a balance between focus on pre-training, during training and post-training focus. The evaluation underscores the need for medium to long-term interventions for behaviour change, such as violence reduction and positive parenting. These require sustained messaging and community engagement for sustainability. Lastly, the next phase should prioritise an effective monitoring system for results tracking and evidence-based decision-making.

Lessons Learnt: Key lessons and good practices are outlined below:

- The Programme's design and implementation were underpinned by innovative approaches. One notable innovation was the use of gamification for promoting learning, particularly in LSCE. This innovative approach proved to be an effective practice, leading to tangible outcomes in increased critical thinking and problem-solving skills among adolescents. The effectiveness of the gamification strategy also provides valuable insights for its potential application across different sectors and contexts.
- The ADAP Programme (Education & Adolescents component) primarily focused on providing pre/during training support to adolescents. However, the post-training support aimed at fostering and improving the broader ecosystem for job creation and entrepreneurship was not addressed. Consequently, due to this gap, there is insufficient evidence to showcase the transition from learning to earning. This learning points out a potential design deficiency, underlining the need to balance pre/during training and post-training support, including access to capital financing, job placements, market access, and self-employment. This learning is applicable across all contexts, especially in regions where the infrastructure for job placements and entrepreneurship is less developed.
- The ADAP Programme (CP component) support for behaviour change interventions (non-violent behaviours and positive parenting) had a short lifespan (six months to a year) and lacked a consistent approach to community engagement. Considering global evidence and feedback from participants, the lesson learnt is to plan behaviour change interventions with a medium to long-term lifecycle approach (2 years or more). Moreover, these should be centred around community engagement interventions — organising and mobilising local youth groups, religious and community leaders, to enable messaging through such platforms for sustainable results. This lesson is applicable across sectors aiming for behavioural and normative changes, and contexts, where local platforms or groups are either readily available or could be mobilised for sustained messaging and localised accountabilities.

Recommendations: Find below evaluation recommendations drawn from findings and conclusions. The recommendations have been improved based on the feedback received from the evaluation users:

Recommendation 1: Keeping in view the APD 2023-25 priorities for adolescent boys and girls, UNICEF SoP is advised to draft an ADAP Results Framework and ToC for future guidance to develop projects/interventions and tracking of results.
- **Action # 1:** Draft the ADAP Results Framework and ToC. The Results Framework must include impact statement and indicators, segregated outcomes and outputs, dedicated strategies, and underline allocation of resources for disadvantaged groups (adolescents in Area C, adolescent girls and boys, adolescents with disabilities, and OOS adolescents). **(Primary Responsibility: UNICEF)**
- **Action # 2:** The Results Framework and ToC should be endorsed by the MoE in a high-level event. The Results Framework and ToC can guide future engagement with relevant public sector partners. **(Primary Responsibility: UNICEF and MoE)**

Recommendation 2: Based on the learning from the previous ADAP phase, the future ADAP strategies and interventions merit a re-think and recalibration to offer better fit with the local context and achieve improved results for the vulnerable groups.
- **Action # 1:** Within the Education & Adolescents component, the skills development interventions must strike balance between pre/during training and post post-training support such as access to finance, market linkages, access to employers, and business associations. **(Primary Responsibility: UNICEF, Secondary Responsibility: MoE)**
- **Action # 2:** Establish clear vulnerability criteria to ensure the systematic inclusion of vulnerable groups in its programming. This criterion should include various aspects, including location, age, gender, disability status, etc. Specific strategies should be developed and implemented to address the unique needs of these

vulnerable groups, such as providing tailored support and accommodations for disabled adolescents during trainings. **(Primary Responsibility: UNICEF)**

Recommendation 3: The future ADAP implementation should focus on building public sector capacities to deliver inclusive education and fostering opportunities for job promotion and skill development for adolescents.

- **Action # 1:** Place added focus on building the capacity of the public sector in remote teaching and learning to ensure uninterrupted education for adolescents. This is critical given the potential risk of future disruptions in teaching and learning activities due to the unique security environment. **(Primary Responsibility: MoE, Secondary Responsibility: UNICEF)**
- **Action # 2:** UNICEF should leverage its existing efforts by advocating with the MoE to integrate the remaining elements of LSCE into the national education curriculum. This should also entail supporting the MoE to train teachers to deliver the LSCE appropriately. **(Primary Responsibility: UNICEF, Secondary Responsibility: MoE)**
- **Action # 3:** Advocate for and provide support to operationalise the NYVSP. This platform can play a crucial role in promoting job creation by connecting adolescents with the private sector and CSO partners. **(Primary Responsibility: UNICEF, Secondary Responsibility: MoE)**

Recommendation 4: For improved sustainability of ADAP interventions and results, the CP interventions design and duration need a careful re-thinking and longer duration.

- **Action # 1:** Engage directly with the adolescent boys and girls, parents, school staff and community leaders for future Programme design to understand and incorporate their opinions and aspirations (in terms of differential needs, underlying causes, implications for adolescent boys and girls, and available local strategies) into the design to make interventions and results more sustainable. **(Primary Responsibility: UNICEF, Secondary Responsibility: MoE)**
- **Action # 2:** Advocate with key donors for longer-term interventions (three years or more) to support behaviour change around positive parenting, non-violent behaviours, and other areas. Form longer-term partnerships with public sector and IPs to implement and assess progress towards impact. **(Primary Responsibility: UNICEF)**
- **Action # 3:** Emphasize community engagement in the implementation of behaviour change interventions to foster community ownership and create platforms for sustained messaging and localized actions. This may involve forming and supporting community groups, including adolescents, to implement and monitor local actions. **(Primary Responsibility: UNICEF, Secondary Responsibility: MoSD and MoE)**

Recommendation 5: The ADAP monitoring and evaluation (M&E) system merits reconfiguration to effectively track progress and use data/evidence for decision making and adaptive programming.

- **Action # 1:** The ADAP Results Framework should guide the formulation of ADAP M&E Plan. The M&E indicators should be framed in a manner that enables tracking of both qualitative and quantitative changes in the lives of adolescents, such as quality of education, adolescents' satisfaction, learning outcomes, and changes in behaviour or attitudes. The findings should be used to inform programme planning, implementation, and decision-making. **(Primary Responsibility: UNICEF, Secondary Responsibility: IPs and MoE)**
- **Action # 2:** Regularly review and assess the logic of the Results Framework and ToC in consultation with the MoE and IPs. Use monitoring data (received mid-year and annual reports) and other insights to re-assess and recalibrate the Results Framework and ToC (if needed). (**Primary Responsibility: UNICEF, Secondary Responsibility: IPs and MoE)**
- **Action # 3:** Undertake pre-implementation assessments and baselines, where appropriate, to inform design improvements. Data collection must include regular interaction and seeking inputs from adolescents and community groups to keep track of how interventions are affecting them and if/what design and implementation recalibrations are needed. **(Primary Responsibility: UNICEF, Secondary Responsibility: IPs and MoE)**
- **Action # 4:** Organise regular internal/external reviews to track progress (including financial data) and use data and insights for adaptive programming/decision making. Drawing cost efficiency analysis and costs comparisons can enable prioritizing strategies and interventions that are more time/cost efficient. **(Primary Responsibility: UNICEF, Secondary Responsibility: IPs and MoE)**
- **Action # 5:** Collect and analyse data across programming priorities such as gender location, age, adolescents with disabilities, and OOS adolescents. Utilise this data to inform the Programme re-design to prioritise investments and interventions to meet the needs of these groups. **(Primary Responsibility: UNICEF, Secondary Responsibility: IPs and MoE)**

CHAPTER

1

INTRODUCTION, CONTEXT AND OBJECT OF THE EVALUATION
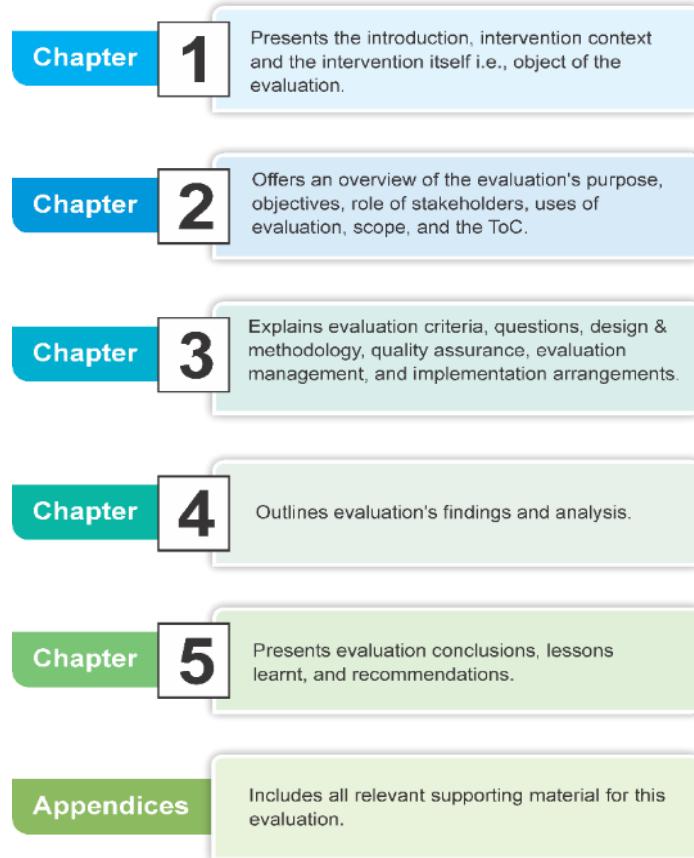
CHAPTER 1: INTRODUCTION, CONTEXT AND OBJECT OF THE EVALUATION

This is the summative evaluation report of the **Adolescent Development and Participation Programme** (referred to as ADAP or the Programme in this report). ADAP was a part of UNICEF SoP's 2018-2022 APD, with a focus on education, skill development and promotion of non-violent behaviour in Palestinian adolescents, particularly the most vulnerable. The Programme was implemented in partnership with the MoE, MoSD, and 11 IPs in the West Bank and the Gaza Strip.

AAN Associates[22] conducted the evaluation from September 2022 to July 2023, covering 21 projects implemented from 2018-2021. These projects primarily focused on providing adolescents with LSCE, entrepreneurial skills and promoting non-violent behaviour. The evaluation complied with the expectations and scope outlined in the Terms of Reference (ToR), attached as Appendix 1. The report includes five chapters (refer to Figure 1), with several appendices and adheres to UNICEF's Global Evaluation Reports Oversight System (GEROS) guidelines.[23]

Figure 1: Structure of the Report

Chapter 1	Presents the introduction, intervention context and the intervention itself i.e., object of the evaluation.
Chapter 2	Offers an overview of the evaluation's purpose, objectives, role of stakeholders, uses of evaluation, scope, and the ToC.
Chapter 3	Explains evaluation criteria, questions, design & methodology, quality assurance, evaluation management, and implementation arrangements.
Chapter 4	Outlines evaluation's findings and analysis.
Chapter 5	Presents evaluation conclusions, lessons learnt, and recommendations.
Appendices	Includes all relevant supporting material for this evaluation.

1.1 Intervention Context

This section offers a brief overview of the national context for education, unemployment, and CP, highlighting the needs of the Palestinian adolescents. Refer to Appendix 2 for a more detailed analysis, including the underlying causes of unemployment and violence in the SoP.

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[22] www.aanassociates.com
[23] UNICEF, 'Global Evaluation Reports Oversight System (GEROS)', <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>.

Country and Sectoral Context: The SoP, located in the Middle East and North Africa (MENA) region, has an estimated total population of 5.3 million (as of 2022).[24] The adolescent and youth cohort of 10-19 years comprises 22.4 per cent[25] of the population, which amounts to 1.2 million (refer to Figure 2 for more details on the demographics).[26] This presents a demographic opportunity for an increased working-age population and accelerated economic growth in the country. However, the protracted crisis in the SoP has left most Palestinians struggling to live a life with dignity, particularly women, children, and people with disabilities. The situation is exacerbated by multiple factors, including Israel's occupation, the closure of the Gaza Strip, a lack of respect for international laws, unabated internal Palestinian political divisions, economic crises, and recurrent escalations of hostilities.[27]

Figure 2: Overview of Demographics

	Value	Year
Total population (in millions)	5.3	
% of Total population		2022
Children 0-4	13.6	
Children 0-17	45.2	
Adolescents 10-19	22.4	
Number of births (in thousands)	145.4	2022
Population growth rate (% annual change)	2.0	2020
Urban population (%)	77.3	2022
Refugees (% of total population)	44.3	2020

The protracted humanitarian situation and impact of COVID-19 have had adverse effects on the lives of Palestinian adolescents and youth.[28] Education was one of the most affected sectors, with intermittent school closures and significant decline in completion rates for secondary-level education. Only 62 per cent of students attended secondary school to completion (as of 2021),[29] with a sharp increase in the number of OOS children, with over one-fifth of children aged 16-17 OOS.[30]

In response to these challenges, schools transitioned to distance learning programmes and implemented various measures to ensure inclusive and equitable education for all. However, in the Gaza Strip, over 575,000 children and adolescents (more than 50 per cent of the school-age population) lacked essential resources such as personal computers, reliable power supply, and internet service. The lack of access these resources made it difficult for them to participate in remote education, exacerbating the educational disparities, and hindering academic progress.

Relatedly, unemployment rates amongst youth remained critically high, with 40 per cent of youth aged 15-24 years without a job. Female youth were disproportionately affected, where 69 per cent faced unemployment compared to 34 per cent of males (refer to Figure 3 for more statistics).[31] The patriarchal norms in Palestinian society tend to perpetuate expectations that females should take primary responsibility for caring for the family. Given the fact that 24 per cent of women aged 20- 49 years were married before reaching 18, this cultural expectation significantly hampers women's ability to enter the workforce.[32]

The high unemployment rates were due to a volatile economy and reduced capacity of public and private sector to provide job opportunities for an increasing number of graduates.[33] Moreover, the gap between educational skills acquired by young people and job market requirements affected their motivation to continue learning. In 2018, only 3 per cent of adolescents in grade 10-12 chose a vocational education.[34] This required more focused investment on technical skill building and creating employment opportunities for adolescents.

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[24] The Situation of Children in the State of Palestine – Country Fact Sheet September 2022
[25] UNFPA
[26] Statistics taken from: The Situation of Children in the State of Palestine – Country Fact Sheet September 2022
[27] Taken from evaluation ToRs.
[28] National Inter-sectoral Violence Against Children Strategy in the Context of COVID-19 (NIVAS), 2021-2023
[29] Palestinian Central Bureau of Statistics, 2021
[30] Palestinian Central Bureau of Statistics, 2021
[31] The Situation of Children in the State of Palestine – Country Fact Sheet September 2022
[32] Strategy Note: UNICEF State of State of Palestine, Country Programme 2018-2022.
[33] The National Youth Strategy in State of Palestine 2017-2022
[34] TVET opportunities tend to start from 15 years old not to get into issues with preparing younger children for the labour market.

Figure 3: Employment, Education, Training

% of youth (15-24 years)	Value	Year
Not in education, employment or training (NEET)	32	2021
Female	37	
Male	27	
Labour force participation rate	28	2021
Female	10	
Male	46	
Unemployment rate	40	2021
Female	69	
Male	34	

NEET and Labor Force Participation Rates among youth (aged 15-24 years), 2021

On the other hand, **violence against children** continued to pose a serious concern where **23 per cent of children (31 per cent in the Gaza Strip and 17 per cent in the West Bank) were exposed to severe corporal punishment**.[35] Adolescents were generally exposed to high levels of violence, at homes, schools and public places, where nearly half of the adolescents aged 12-17 experienced any form of violence, with boys more likely to be the victims than girls. At home, about 90 per cent of children aged 1-14 years experienced violent discipline, and 20 per cent of children experienced severe physical punishment.[36] Moreover, conflict-related violence significantly impacted physical and mental well-being of children. As a result, 320,439 children (25,246 in the West Bank and 295,193 in the Gaza Strip) reportedly required protection programmes, including psychosocial support.[37] Thus, emphasizing the need for holistic CP and violence reduction measures at community, home, and school level.

Policy Framework on Adolescents Education, Employment, and CP: Several policy frameworks guide the sector. **The National Youth Strategy in the State of Palestine 2017-2022** aims to integrate the priorities of youth issues within the sectorial development plans for the years in partnership with the relevant government agencies. **The Social Development Sector Strategy 2021-2023** aims to combat multidimensional poverty; implement social protection measures that protect the poor and vulnerable groups; and strengthen the standards of governance, integrity, and transparency. The **National Inter-Sectoral Violence Against Children Strategy in the Context of COVID-19 (2021-2023)** is structured around three outcomes; i) CP system is well-resourced, evidence-based and coordinated across all relevant stakeholders in accordance with national and international standards; ii) access to, coverage and quality of CP services related to violence against children; iii) children and families (mothers, fathers and/ or other caregivers) have built healthy positive relationships, claim children rights, and act as agents of change in social and gender norms. Additionally, the SoP has also ratified several international conventions, the relevant ones are mentioned below:

Table 1: SoP's Global Commitments on Adolescents Employment and CP

Convention	Commitment
Universal Declaration of Human Rights[38]	**Article 3:** Everyone has the right to life, liberty, and security of person. **Article 5:** No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment. **Article 23 (1):** Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

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[35] PCBS, UNICEF and UNFPA (2015). Palestinian Multiple Indicator Cluster Survey 2014, State of Palestine
[36] MICS 2019/2020.
[37] UNICEF - Children in the State of State of Palestine 2018
[38] https://www.un.org/en/about-us/universal-declaration-of-human-rights

Convention	Commitment
CRC[39]	**Article 37 (a):** No child shall be subjected to torture or other cruel, inhuman, or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age.
SDGs[40]	**Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. **Goal 8:** Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all. **Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Overlapping deprivations in the areas of child rights, protection, and education severely compromise the ability of adolescents to reach their full potential and become productive members of society and the economy.[41] To support the SoP, the UNICEF SoP initiated the ADAP Programme with a focus on improving access to and quality of early childhood and basic education and other learning opportunities.

1.2 Programme Overview (Object of Evaluation)

This section describes the intervention or object of evaluation. The description includes intervention purpose, objectives, timeline, geographic coverage, stakeholders and their roles, participants/beneficiaries, and resources. It is important that the ADAP Programme is not a standalone intervention, but includes 21 projects, managed by two UNICEF Sections: Education & Adolescents and CP.

1.2.1 Programme Overview

The ADAP Programme was part of UNICEF's Area Programme for 2018 to 2022, which aimed to promote children's rights and improve access to basic services, protective environment, and social inclusion for Palestinian children and women. ADAP specifically focuses on life-skills training and citizenship education to enhance employment/entrepreneurship opportunities for adolescents and encourage their civic engagement. To achieve its goals, the Programme established partnerships with schools, communities, civil society organisations (CSOs), and the private sector to provide trainings in skills-building, entrepreneurship, and to promote non-violent behaviour among adolescents. The 21 projects within the larger ADAP portfolio were implemented through 11 IPs – names to the IPs have been redacted on UNICEF's request:

Table 2: List of Projects and the IPs

Project	Project Name	Partner
1	Promoting non-violent behaviour among adolescents.	IP1
2	Adolescent Empowerment Project	IP2
3	Promoting non-violent behaviour among adolescents-Change makers	IP3
4	Promoting Youth Engagement and Enhancing the Economic Opportunities for Palestinian Youth	IP4
5	Digital Entrepreneurial Adolescent Leaders (DEAL)	IP5
6	DEAL2 – Digital Entrepreneurial Adolescent Leaders	IP5
7	Inclusion of Adolescents in the Gaza Strip in Technical Vocational Education and Training (TVET) Labour Market	IP2
8	Enhancing the role of Youth and the Private Sector in the Community Development - We All Belong	IP4
9	Adolescents Summer Activities/Fun Days	IP6
10	Safeguarding Children's Rights in East Jerusalem	IP1
11	Promoting Life Skills amongst adolescents through integrating DEAL platform on the MoE online platform	IP5
12	Promoting the inclusion and access of adolescents to TVET education in the Gaza Strip	IP2
13	Preparedness after COVID-19 outbreaks in Palestinian schools	IP3

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[39] https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child
[40] https://sdgs.un.org/goals#goals
[41] MENA Generation 2030 - UNICEF DATA

Table 2: List of Projects and the IPs

Project	Project Name	Partner
14	Inter-Linkages – Creating Linkages Between Youth in State of Palestine to Design Social Entrepreneurship Ventures	IP7
15	GenU National Hackathon	IP8
16	Keeping Adolescents Thriving	IP9
17	Quality Education, entrepreneurial skills, and work readiness in a safe learning environment for adolescents affected by the humanitarian crisis in the Gaza Strip	IP10
18	Train 1000 adolescent and youth (F-500) on entrepreneurship and support selected young people to participate in National Hackathon	IP1
19	Integrated psychosocial support and CP services for the most affected boys and girls in the Gaza Strip	IP3
20	Enhance Youth Local Councils' role in advocating for the SDGs & increase awareness to climate change and climate resilience	IP11
21	Building Resilience and Addressing Violence from Early Years through Adolescence (BRAVE)	IP6

1.2.2 Programme Goals and Objectives

The Programme covered two thematic areas, education, and CP, whereas each of the 21 projects has its own specific results. However, the evaluation focuses on the higher-level thematic results as agreed with UNICEF SoP, which are outlined below (refer to Appendix 3 for selected outcomes and outputs):

Education: By 2022, more Palestinian children and adolescents, especially the most vulnerable, benefit from improved access to quality and inclusive learning opportunities in safe and protected environments and are enabled to contribute to their community and national development.

- Policymakers and key stakeholders have coordinated and developed evidence-based, gender-responsive education and youth reform policies.
- Service providers have increased capacity to deliver quality, inclusive education and provide opportunities to adolescents to develop and practice life-skills and citizenship education, including in humanitarian settings.

CP: By 2022, more children, especially the most vulnerable, are better protected from violence, exploitation, and grave violations.
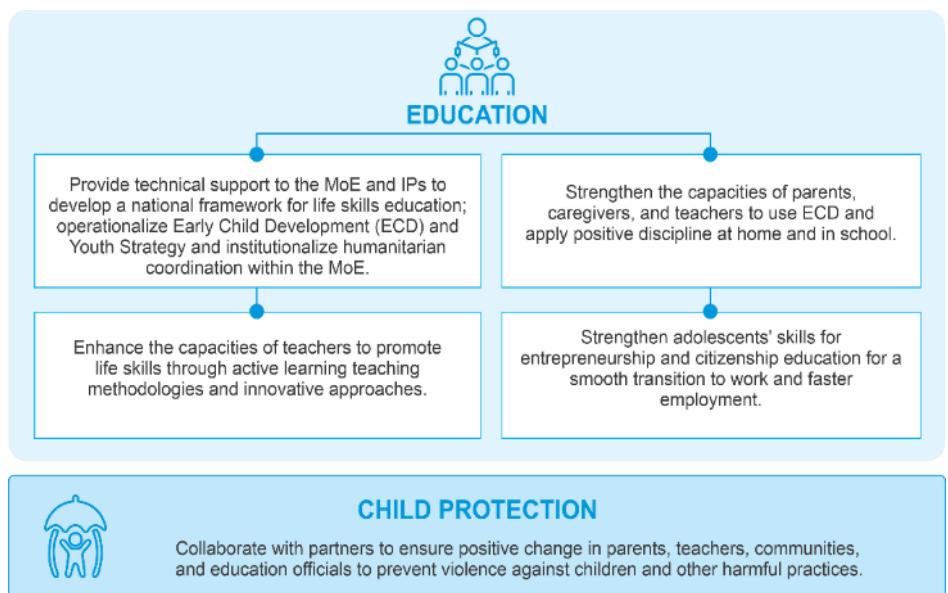
- More parents, teachers, adolescents, and other stakeholders have increased knowledge and skills to eliminate harmful practices and better protect children (aged 0-18) from violence, exploitation, and grave violations.

1.2.3 Programme Strategies

The ADAP Programme employed the following strategies to achieve its objectives:[42]

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[42] UNICEF's country programme action plan 2018 -2022 between UNICEF and the State of State of Palestine.

Figure 4: Programme Strategies

1.2.4 Programme Timeline, Geographic Coverage, and Implementation Status

The ADAP Programme was implemented as a part of UNICEF's APD for the period of 2018 to 2022. It included 21 projects, each of varying duration, ranging from 6 months to 18 months, spread across the SoP. Although the Programme was concluded in February 2023,[43] this evaluation focused on those 21 projects that were implemented between 2018 and 2021 in both the West Bank and the Gaza Strip. Figure 5 visually depicts the geographic scope of the Programme's implementation, and for more detailed information regarding the timeline and targeted locations of each of the 21 projects, please refer to Appendix 4.

Figure 5: Programmes Geographic Focus

Map Sources: ESRI, OCHA, UNCS.

1.2.5 Programme Stakeholders and their Roles

Various stakeholders contributed to the design and implementation of ADAP Programme, with Table 3 below outlining key stakeholders and their respective roles as shared during the fieldwork. It is important to note that only stakeholders who were involved in the 21 projects have been included below:

Table 3: Key Programme Stakeholders and their Roles

Stakeholder	Role in Programme
DUTY-BEARERS	
Relevant ministries (MoE and MoSD)	The MoE (for education) and MoSD (for CP) were the primary duty-bearers responsible for facilitating the implementation of the ADAP Programme. The MoE provided substantial coordination, human resources (including school staff), and administrative support throughout the Programme's implementation. The staff of MoE, including the school

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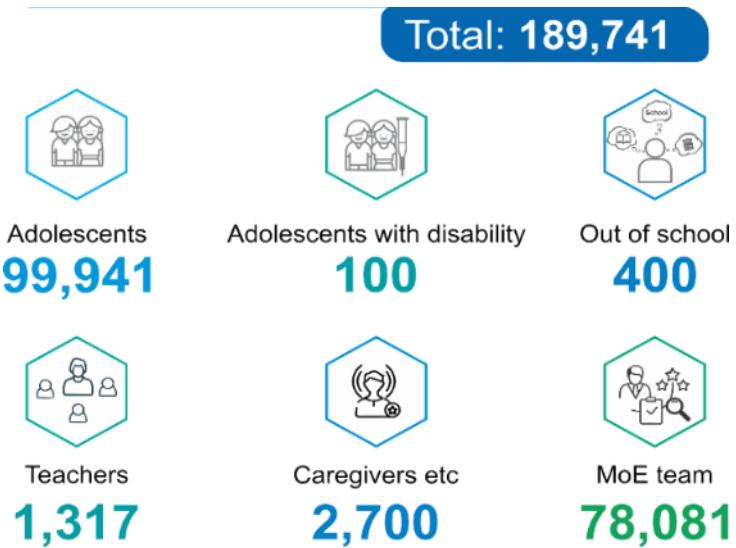
[43] The Programme was due to end in December 2022, but was extended for 2 months.

	personnel of selected schools, were also trained and responsible to deliver the trainings to adolescents and their parents.
Development Partners	
UNICEF SoP	• Provided oversight, technical and financial support to implement the Programme. • Coordinated and monitored ongoing activities. • Advocated with MoE and MoSD for an enabling environment to increase the capacity and ability to deliver the Programme.
Donors[44]	Provided financial support to the implementation of ADAP projects.
Implementing Partners	
IPs[45]	The IPs included a diverse mix of universities, CSO, and non-profit organizations. These IPs implemented their respective projects under the technical and financial guidance of UNICEF SoP. The Programme's implementation adopted a hybrid implementation model, wherein the IPs were primarily responsible for leading their projects, while the MoE provided human resources and administrative support. For further details regarding the geographical scope of each IP, refer to Appendix 4.
Rights-Holders	
Adolescents and their parents/caregivers	The ADAP Programme primarily targets adolescents as beneficiaries; however, project 1 and 10 also provided CP interventions to their parents.

1.2.6 Programme Participants (Beneficiaries)

The ADAP Programme primarily focused adolescents, parents/caregivers, school staff and MoE team, benefitting them in diverse interventions and activities. The total number of beneficiaries of the ADAP Programme is visually represented below, while a detailed breakdown of the beneficiaries by project and geography[46] can be found in Appendix 5. It is important to note that disaggregated data by age and gender of beneficiaries is not included in the Programme documents.

Figure 6: Programme Beneficiaries

Total: 189,741

Adolescents	Adolescents with disability	Out of school
99,941	100	400
Teachers	Caregivers etc	MoE team
1,317	2,700	78,081

1.2.7 Programme Resources

The implementation of the ADAP was financially supported by both UNICEF and IPs. The total budget for the 21 projects was Israeli New Shekel (NIS) **18,120,320**, which includes NIS 53,200 for in-kind supplies.[47] Please note that this budget does not include any financial or in-kind contributions made by the MoE or MoSD. For a detailed project-wise breakdown of the budget, please refer to Appendix 6.

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[44] Multiple donors contributed including European Civil Protection and Humanitarian Aid Operations (ECHO), Korea International Cooperation Agency, United Nations Office for Coordination of Humanitarian Affairs (UNOCHA), and representative offices of Finland, Poland, Japan, Belgium, Norway, Australia, etc.
[45] The names of the IPs have been redacted on UNICEF's request.
[46] Details on each project's coverage at town/neighbourhood level is not available.
[47] One of the projects - GenU National Hackathon had USD 50,000 budget. The evaluation team has used the exchange rate of October 18 for conversion.

CHAPTER

2

EVALUATION PURPOSE, OBJECTIVES, USERS AND SCOPE

CHAPTER 2: EVALUATION PURPOSE, OBJECTIVES, USERS, AND SCOPE

This chapter describes the evaluation purpose, objectives, and scope (including thematic, chronological, geographic). Moreover, it delves into the ToC that has been assessed in this evaluation.

2.1 Evaluation Purpose

This **Summative Evaluation** is the first external evaluation of the ADAP Programme, and it is meant to serve two purposes: for accountability and to generate insights for future learning. As part of the accountability objective, the evaluation team was responsible for conducting a systematic assessment and collecting evidence of the Programme's achievements against intended results. Additionally, it aimed to identify any gaps or operational issues in the Programme's design and implementation and draw out useful lessons and best practices for a range of stakeholders in the youth sector. These stakeholders included UNICEF SoP, relevant ministries (such as the MoE and MoSD), UN agencies, donors, beneficiaries, and other stakeholders in SoP. For additional details on the stakeholders and potential uses of the evaluation, please refer to Section 2.3.

2.2 Evaluation Objectives

The evaluation objectives were reviewed and rephrased for additional clarity and precision during the inception phase. The rephrased objectives are:

1. To generate evidence for UNICEF's advocacy efforts in the adolescent sector and highlight Programme achievements (vis-à-vis planned results) using the OECD-DAC[48] criteria, i.e., relevance, effectiveness, efficiency, impact, and sustainability, including humanitarian action criteria comprising connectedness, coherence, and coverage, as well as UNICEF's cross-cutting programming priorities, i.e., gender equality, equity, child rights, and accountability principles.
2. To assess the level of alignment and identify gaps between UNICEF's Adolescent and Youth Strategy and SoP's National Youth Strategy.
3. To identify key lessons learnt, challenges and recommendations for ADAP projects to help improve future programming by UNICEF and other youth sector stakeholders.

2.3 Evaluation Stakeholders' Role and Uses of Evaluation

This section provides an overview of the stakeholders involved in the evaluation and outlines their respective roles and potential use(s) of the evaluation findings and recommendations.

Table 4: Stakeholders' Role and Uses of the Evaluation

Stakeholder	Role and Uses of the Evaluation
PRIMARY USERS	
UNICEF SOP	**Role**: Developed the evaluation ToRs, recruited, and managed the evaluation team, facilitated coordination with local stakeholders for field data collection in SoP, and reviewed and approved deliverables. **Uses**: UNICEF SoP will utilize findings, recommendations, and lessons learnt to develop and implement strategies to enhance the relevance, efficiency, effectiveness, impact, and sustainability of the ADAP projects, including humanitarian criteria and UNICEF's cross-cutting programming priorities.

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[48] The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm
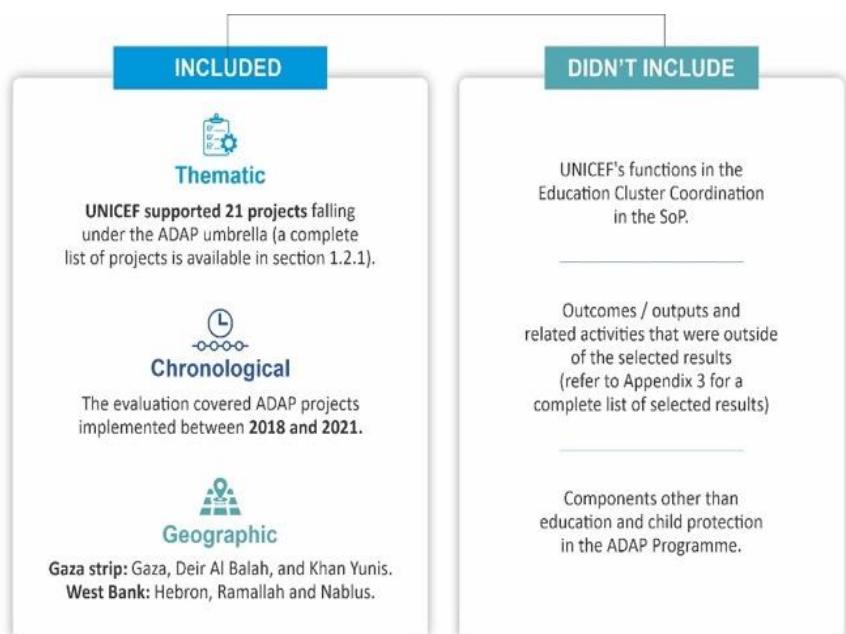
Table 4: Stakeholders' Role and Uses of the Evaluation

Stakeholder	Role and Uses of the Evaluation
SoP relevant ministries (MoE, MoSD, and Youth Councils)	**Role:** Participated in the evaluation as respondents, provided access to relevant documents and data, facilitated meetings with their staff and reviewed and provided feedback on evaluation deliverables. **Uses:** In addition to the ones mentioned above, the evaluation findings will also guide the relevant ministries to improve their future programming related to youth and adolescent development interventions.
IPs	**Role:** Participated in the evaluation as respondents and supported fieldwork in the Gaza Strip and West Bank. **Uses:** The evaluation findings and recommendations will guide IPs/CSOs to improve their future programming and implementation related to youth and adolescent development interventions.
SECONDARY USERS	
UNICEF Headquarter & Regional Office	**Role:** Did not participate in the planning and execution of the evaluation. **Uses:** The evaluation findings and recommendations, including lessons learnt and best practices, can be used to inform to strategic thinking on the development and improvement of integrated approaches for adolescent and youth programmes in the region.
Donors	**Role:** Only four key donors were consulted during the evaluation. **Uses:** The evaluation findings will showcase the progress and results achieved with their financial contribution. Additionally, the findings will guide funding partners to determine areas for future investments in the adolescent and youth sector.
Communities benefitting from ADAP projects	**Role:** Adolescents and their parents/caregivers from target communities served as primary beneficiaries and shared their thoughts and experiences during the fieldwork. **Uses:** Evaluation findings, lessons learnt, and recommendations will be used to engage and advocate with service providers and political representatives for increased allocation of resources, prioritization, and tailoring of adolescent and youth programmes, particularly for marginalized populations.

2.4 Evaluation Scope

The evaluation was conducted within the defined scope as outlined in the ToR and is depicted in Figure 7. While there were no modifications made to the evaluation's scope, the team encountered challenges in conducting in-person FGDs in the West Bank due to the prevailing political and security challenges. As a result, the FGDs were conducted virtually, and a more detailed account of this challenge/limitation is provided in section 3.8.

Figure 7: Evaluation Scope

INCLUDED

Thematic
UNICEF supported 21 projects falling under the ADAP umbrella (a complete list of projects is available in section 1.2.1).

Chronological
The evaluation covered ADAP projects implemented between 2018 and 2021.

Geographic
Gaza strip: Gaza, Deir Al Balah, and Khan Yunis.
West Bank: Hebron, Ramallah and Nablus.

DIDN'T INCLUDE

UNICEF's functions in the Education Cluster Coordination in the SoP.

Outcomes / outputs and related activities that were outside of the selected results (refer to Appendix 3 for a complete list of selected results)

Components other than education and child protection in the ADAP Programme.

2.5 ToC

The ADAP Programme does not have its own explicit ToC but is informed by the broader ToC for the UNICEF Education & Adolescents Section. As agreed during the inception phase, the evaluation team focused on assessing the validity of a portion of the ToC that cover the ADAP Programme's interventions and results, i.e., children and adolescents benefit from improved quality and relevance of the education system.

The UNICEF Education & Adolescents ToC articulates the overall goal and outcome level result: **"By 2022, more Palestinian children and adolescents, especially the most vulnerable, benefit from improved access to quality and inclusive learning opportunities in safe and protected environments and are enabled to contribute to their community and national development."** The desired outcome/goal is dependent on meeting three critical preconditions: children are ready for school; children and adolescents benefit from improved quality and relevance of the education system; and children attend school without interruption. The ToC also includes relevant assumptions and risks. Overall, the ToC appears to be completed except for the absence of an impact statement, which also constrained the impact assessment of ADAP Programme.

The evaluation findings indicate that the ADAP interventions have effectively contributed towards achieving the intended education-specific results. For Outcome 1, the Programme fully achieved two of the three indicators[49,50] and mostly achieved the third indicator.[51] The results are also supported by primary data indicating an improvement in the teaching and learning environment for adolescents, as well as an improved relevance of the education system. Both school staff and adolescents expressed appreciation for the Programme's focus on life skills and skills development, recognising the potential value of ADAP interventions in helping adolescents secure employment opportunities. The commitment and support from the public sector and IPs have played a significant role in the achievement of these results and validated the relevant assumptions. Pre-set risks, such as disruptions in activities due to the unique security environment in the Gaza Strip, have been realized. The Programme did not account for disruptions caused by the COVID-19 related restrictions but managed to implement innovative solutions, such as developing remote learning tools and applications to continue learning. Nevertheless, the strikes by MoE staff, including teachers, adversely affected the activities and represented an unforeseen risk that was unaccounted for in advance.
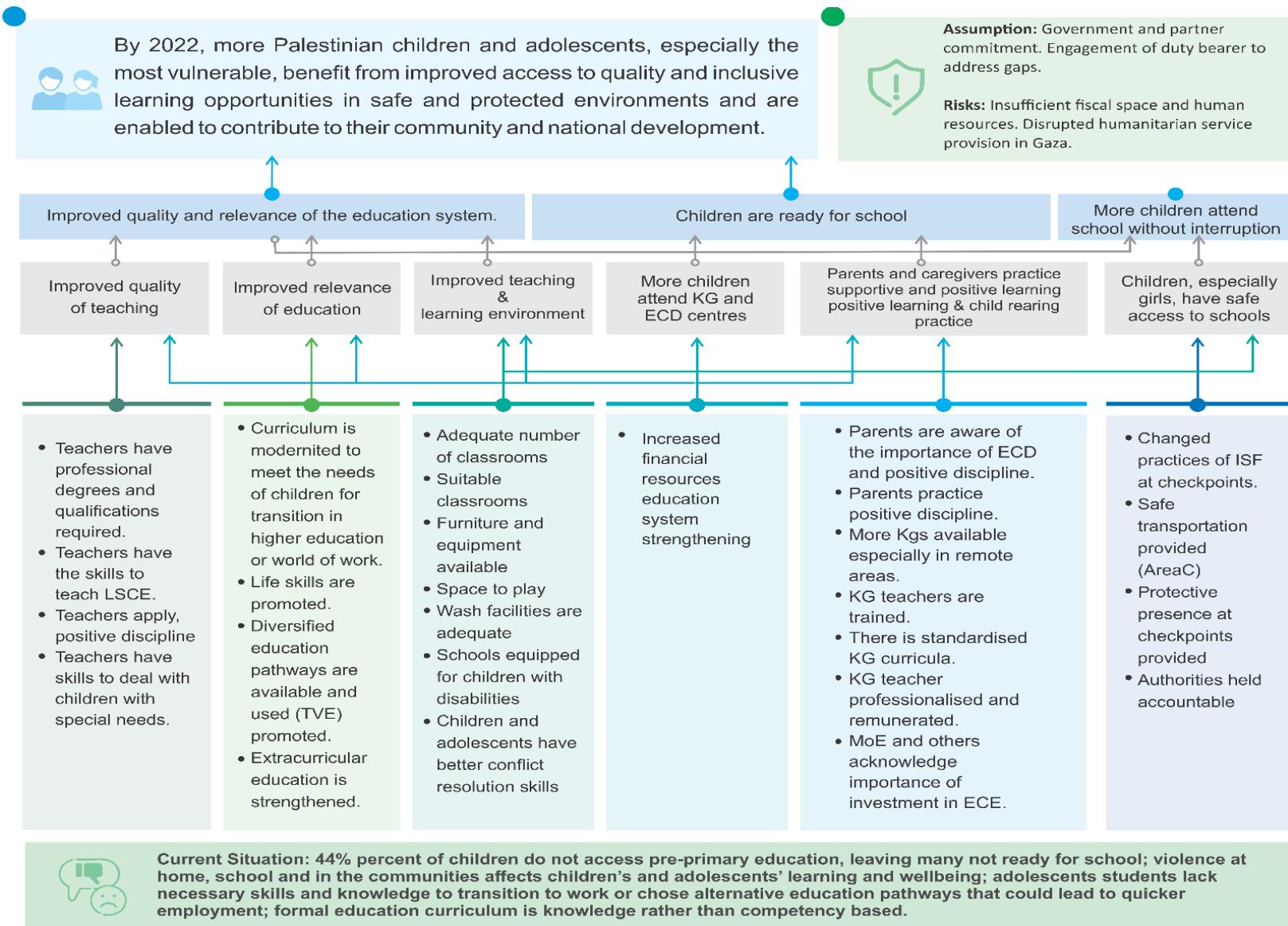
However, the evaluation team identified a significant gap in Programme design and implementation where it did not have a specific focus on generating long-term impact on adolescent employment. As a result, there was a lack of adequate data and indicators to assess the sustained effects of the interventions on creating employment opportunities for adolescents. By defining clear objectives, implementing relevant activities, and establishing monitoring mechanisms to capture employment-related outcomes, the Programme can enable a more thorough examination of its impact on adolescent employment in the long run.

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[49] Indicator 2: Percentage of adolescents in areas involved in civic and economic engagement initiatives: 22 per cent (against a target of 20 per cent).

[50] Indicator 3: Transition rate between basic and secondary education: 92 per cent achieved against a target of 95 per cent.

[51] Indicator 5: Number of children who have participated in skills development programmes, for learning, personal empowerment, active citizenship and/or employability through UNICEF supported programmes: 48,585 against a target of 56000.

Figure 8: Theory of Change

By 2022, more Palestinian children and adolescents, especially the most vulnerable, benefit from improved access to quality and inclusive learning opportunities in safe and protected environments and are enabled to contribute to their community and national development.

Assumption: Government and partner commitment. Engagement of duty bearer to address gaps.

Risks: Insufficient fiscal space and human resources. Disrupted humanitarian service provision in Gaza.

Improved quality and relevance of the education system.	Children are ready for school	More children attend school without interruption

Improved quality of teaching	Improved relevance of education	Improved teaching & learning environment	More children attend KG and ECD centres	Parents and caregivers practice supportive and positive learning positive learning & child rearing practice	Children, especially girls, have safe access to schools
• Teachers have professional degrees and qualifications required. • Teachers have the skills to teach LSCE. • Teachers apply, positive discipline • Teachers have skills to deal with children with special needs.	• Curriculum is modernited to meet the needs of children for transition in higher education or world of work. • Life skills are promoted. • Diversified education pathways are available and used (TVE) promoted. • Extracurricular education is strengthened.	• Adequate number of classrooms • Suitable classrooms • Furniture and equipment available • Space to play • Wash facilities are adequate • Schools equipped for children with disabilities • Children and adolescents have better conflict resolution skills	• Increased financial resources education system strengthening	• Parents are aware of the importance of ECD and positive discipline. • Parents practice positive discipline. • More Kgs available especially in remote areas. • KG teachers are trained. • There is standardised KG curricula. • KG teacher professionalised and remunerated. • MoE and others acknowledge importance of investment in ECE.	• Changed practices of ISF at checkpoints. • Safe transportation provided (AreaC) • Protective presence at checkpoints provided • Authorities held accountable

Current Situation: 44% percent of children do not access pre-primary education, leaving many not ready for school; violence at home, school and in the communities affects children's and adolescents' learning and wellbeing; adolescents students lack necessary skills and knowledge to transition to work or chose alternative education pathways that could lead to quicker employment; formal education curriculum is knowledge rather than competency based.

CHAPTER 3

EVALUATION CRITERIA, KEY QUESTIONS, DESIGN AND METHODOLOGY

CHAPTER 3: EVALUATION CRITERIA, KEY QUESTIONS, DESIGN, AND METHODOLOGY

This chapter presents an overview of the evaluation criteria, questions, design, and methodology, including the data collection approaches and analysis methods, used by the evaluation team. It also explains the quality assurance measures implemented to comply with UNICEF's cross cutting programming priorities and the United Nation's Evaluation Group's (UNEG)[52] Norms and Standards for Evaluations. Additionally, the section outlines evaluation limitations and the steps taken to mitigate them. Finally, it covers the management and implementation arrangements for evaluation.

3.1 Evaluation Criteria and Key Questions

The evaluation was carried out in accordance with the OECD-DAC criteria specified in the ToR. Additionally, due to the fragile security situation in SoP, the evaluation also considered additional criteria for evaluating humanitarian action such as connectedness, coherence, and coverage. Furthermore, the evaluation focused on UNICEF's cross-cutting priorities, including gender equality, equity, child rights, and accountability principles.

The key evaluation and sub-questions are listed in Table 5 (see Evaluation Matrix – Appendix 7, for indicators, methods, tools & analysis, and sources). However, some of the evaluation questions were rephrased by the evaluation team for additional clarity and precision, and these revisions were approved by UNICEF SoP during the inception phase.

Table 5: Evaluation Criteria, Key Questions and Sub-Questions

Criteria	Key Questions	Sub-Questions
Relevance	**EQ1 -** To what extent is the ADAP design informed by the national and local context and involved relevant stakeholders?	**EQ1.1:** Did ADAP design develop processes to involve relevant stakeholders and incorporate national/local context (local knowledge, beliefs, gender and cultural differences)?
Efficiency	**EQ2 -** To what extent was ADAP implemented efficiently and leveraged expenditures analysis and inter-agency investments, including government's allocations?	**EQ2.1:** To what extent did ADAP achieve planned results (selected outputs for education and CP) within stipulated time and financial resources? **EQ2.2:** To what extent did ADAP implementation remain efficient by using internal expenditures analysis and tracking / reporting of inter-agency investments, including government's allocations?
Effectiveness	**EQ3 -** To what extent did ADAP achieve (or is likely to achieve) the planned results (consolidated outcomes), and was the monitoring system successful in generating adequate data to inform the Programme delivery?	**EQ3.1:** To what extent did ADAP achieve (or is likely to achieve) the planned results (selected outcomes for education and CP)? **EQ3.2:** To what extent did the monitoring system generate adequate data to inform implementation and enable ADAP's achievements?
Impact	**EQ4 -** To what extent did ADAP interventions impact the lives of adolescents and youth?	**EQ4.1:** How did ADAP interventions changed the lives of adolescents and youth (including unintended impacts)?
Sustainability	**EQ5 -** To what extent are ADAP interventions and results (for adolescents and youth) likely to continue after completion by the government and communities?	**EQ5.1:** Which results of ADAP are likely to sustain after its completion by the SoP and communities?
Coverage	**EQ6 -** To what extent did ADAP target and reach the most deserving population and provide appropriate assistance?	**EQ6.1:** What processes did ADAP use to identify and reach out to the most deserving population and assist adolescents with appropriate interventions?

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[52] UNEG Ethical Guidelines for Evaluation

Table 5: Evaluation Criteria, Key Questions and Sub-Questions

Criteria	Key Questions	Sub-Questions
Coherence	**EQ7 -** To what extent were ADAP interventions and implementation consistent with national and UNICEF's global guidelines for adolescent programming, and with relevant humanitarian principles and standards? How well was the assistance (externally) coordinated to avoid duplications and address gaps?	**EQ7.1:** To what extent are ADAP interventions and implementation consistent with national and UNICEF's global guidelines for adolescent programming, and relevant humanitarian principles and standards? **EQ7.2:** How well did ADAP coordinate its implementation externally to avoid duplications and address gaps in the areas supported by other organisations?
Connectedness	**EQ8 -** To what extent did ADAP interventions complement/ leverage other UNICEF SoPCO relief/recovery/development interventions and how did they relate to transition strategies (or SDGs)?	**EQ8.1:** How do ADAP interventions relate (complement/leverage) to other UNICEF interventions for relief/recovery/ development, including transition strategies/SDGs?
Gender Equality, Equity, Child Rights and Accountability	**EQ9 -** To what extent did ADAP design, implementation and monitoring integrate programming priorities of gender equality, equity agenda (including disability), child rights and accountability principles?	**EQ9.1:** To what extent did ADAP's design and implementation address gender-based needs? **EQ9.2:** To what extent did ADAP align to UNICEF's Equity Agenda in terms of identifying and addressing needs of most vulnerable adolescents including poor, differently abled and others? **EQ9.3:** What measures were placed to incorporate child rights and accountability principles in ADAP?

3.2 Evaluation Design

The evaluation was guided by the two approaches informed by the purpose and objectives of the evaluation and the availability of secondary data: **participatory**[53] and **theory-based**[54] approach. The **participatory approach** involved engaging key stakeholders throughout the evaluation process, from planning to dissemination. The opinions, experiences, and suggestions of duty bearers (MoE, MoSD); rights holders (adolescents/youth and their parents); and technical and financial partners (UNICEF SoP and IPs) informed the evaluation findings and recommendations. UNICEF SoP also constituted the Evaluation Steering Committee (ESC), which included representatives from UNICEF, key government agencies, IPs, and external evaluators. The ESC contributed to the ToR, reviewed deliverables, and facilitated coordination during fieldwork. More details on the roles and responsibilities of the ESC can be found in Appendix 13.

The **theory-based approach** was utilised to examine the Programme's ToC and assess its reliability and validity. The evaluation employed a sub-design, i.e., **contribution analysis**[55] which facilitated the measurement of planned outcomes and outputs and enabled the tracking of these results to the Programme interventions to establish the causal linkages. For measuring results (outcomes and outputs), the evaluation team used secondary data (primarily RAM reports 2018 – 2022) which provided a rich source of data, reflecting the actual progress made against the planned results. While secondary data provided essential information about the results, primary data (collected through KIIs, FGDs, and a validation workshop) proved crucial to substantiate these results and establish causality. Relevant outcomes and outputs related to Education and CP thematic areas, as agreed with UNICEF SoPCO during the inception phase, are included in Appendix 3.

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[53] Participatory Evaluation is an approach that involves the stakeholders of a programme or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study.
[54] A theory-based evaluation is designed to test the theory to see if it holds true. Retrieved from: https://www.intrac.org/wpcms/wp-content/uploads/2017/01/Theory-based-evaluation.pdf
[55] Contribution analysis explores attribution through assessing the contribution a programme is making to observed results.
(https://www.betterevaluation.org/en/plan/approach/participatory_evaluation).

3.3 Evaluation Methods

The evaluation team employed a **Mixed-Methods** approach[56] that utilized both primary and secondary data collection methods. For secondary data collection method, the evaluation team conducted desk review of Programme documents which included quantitative analysis of Programme's achievements and budget. The primary data was conducted using qualitative methods such as KIIs, FGDs, and a validation workshop. This approach effectively mitigated the limitations inherent to single-method studies, enabling a holistic view through the complementarity of various applied methods. Furthermore, it facilitated data cross-verification and validation from different sources, thereby ensuring the reliability and authenticity of findings and recommendations.

Figure 9: Evaluation Methods

The approach also enabled triangulation, adding depth and validity to the evaluation findings and recommendations. The evaluation methods are described in the subsequent sections.

3.3.1 Secondary Data Collection - Desk Review

The desk review played a vital role in the evaluation process by providing the evaluation team with critical knowledge and insights into the ADAP projects. Around **189** documents (partner progress reports, annual and RAM reports, budget, and national policies and strategies) were reviewed, which informed the analysis, findings, and recommendations of the final report. The evaluation team employed a systematic approach during desk review, including initial screening and classification, organizing and cataloguing documents according to their type, identifying broader themes while keeping the evaluation questions and indicators in view, and extracting relevant information through general reading. The extracted information was used to respond to evaluation questions either on its own or with the support of the primary data collected through field research. A complete list of the reviewed documents is included in Appendix 15.
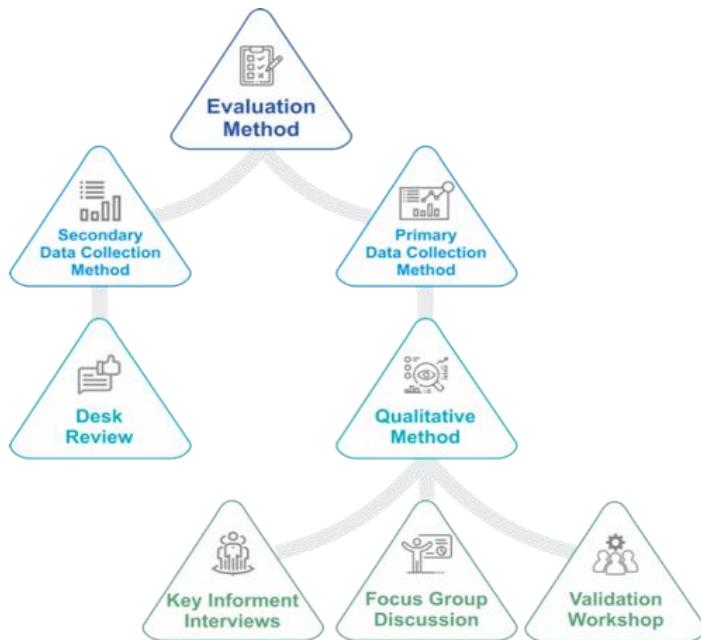
3.3.2 Primary Data Collection – Qualitative Methods

The evaluation team collected primary data through multiple qualitative data collection methods including KIIs, FGDs and a validation workshop. The sampling approach used to select governorates for qualitative research is described below:

Sampling for Qualitative Methods: The following sampling approach was utilized for qualitative methods:

KIIs: The evaluation team used purposive sampling[57] to select KII respondents, primarily selecting stakeholders directly involved in the design, planning, and implementation of the ADAP Programme. In collaboration with UNICEF SoP, key officials from all pertinent public and private stakeholders such as the MoE, MoSD, Youth Councils, IPs, community-based organizations (CBO), UNICEF, private sector, Technical Vocational Education and Training (TVET) institutes, donors, and other UN agencies were selected considering their direct or indirect roles in the

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[56] A mixed-method evaluation systematically integrates two or more evaluation methods, potentially at every stage of the evaluation process, usually drawing on both quantitative and qualitative data.
<https://www.usaid.gov/sites/default/files/documents/1870/Mixed_Methods_Evaluations_Technical_Note.pdf>.

[57] A form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Source: Better Evaluation.

Programme. A balanced gender representation was also prioritized. As shown in Table 6, approximately 50 per cent of the KII respondents were female. This balanced distribution was integral to ensuring that the evaluation findings and recommendations were informed by a wide spectrum of perspectives and experiences, reflecting the diversity of the Programme's stakeholders.

FGDs

The following steps were followed for the selection of FGD participants:

- Six governorates were sampled (Gaza City, Deir Al Balah, Khan Younis, Ramallah, Hebron, and Nablus), with three each from the Gaza Strip and the West Bank. The selection of the governorates was based on several criteria, including the number of projects implemented, the number of Programme beneficiaries (including the most vulnerable, such as out of school and adolescents with disabilities) and the location (preference was given to remote governorates).
- Within each selected governorate, a mix of education and CP projects was randomly selected. In total, six projects for the education component and three projects for the CP component were sampled. The evaluation team placed a stronger emphasis on selecting more projects under the education component, as the majority of the projects (14 out of the 21) focused on education and skill development.
- From the selected projects, five schools for boys, six schools for girls, three combined schools and four OOSC adolescent groups were identified for both components. This facilitated reaching out to both male and female adolescents to obtain their gender-specific experiences and feedback.
- After the selection of schools, 6-10 respondents were randomly picked from the projects where the list of beneficiaries was available. However, for those projects where the list of beneficiaries was unavailable (mostly in the West Bank), a combination of purposive and convenience[58] sampling approaches was adopted. This entailed coordinating with the school administration to select the adolescents who benefitted from the ADAP interventions. For a detailed breakdown of the number and distribution of FGDs, please refer to Figure 10.

KIIs: The evaluation team conducted **37 KIIs**[59] (19 males and 18 females) with key stakeholders including public sector officials, IPs, CBOs, UNICEF, private sector (National Task Force and TVET institutes), donor (European Civil Protection and Humanitarian Aid Operations (ECHO)), and other UN agencies (United Nations Population Fund (UNFPA)).

Semi-structured interview guides (refer to Appendix 8 for the KII tools and consent forms) were used to collect data, taking into account stakeholders' role in the Programme design and implementation. The KII questions focused on stakeholder participation in ADAP design and implementation, alignment with national priorities and humanitarian principles, achievement against intended results, and additional measures needed to improve implementation. The evaluation team utilised both Arabic and English versions to conduct interviews with stakeholders, ensuring clarity and understanding of the respondents. Table 6 presents a distribution of the Programme's stakeholders interviewed for this evaluation. The complete list of interviewed stakeholders is available in Appendix 9.

Table 6: KII Distribution
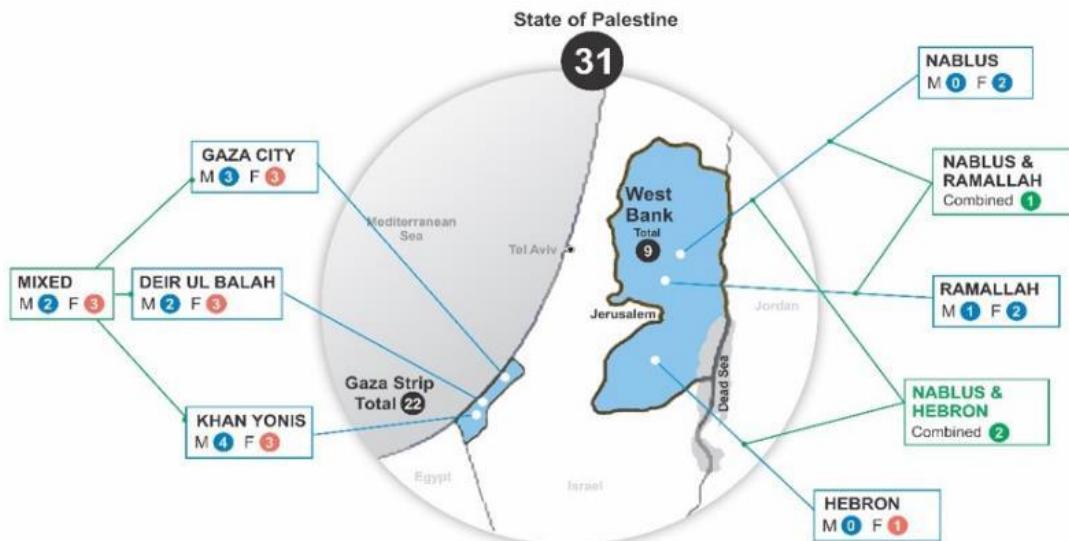
Stakeholders	Number of Interviews	
	M	F
UNICEF State of Palestine Country Office	1	7
UN Agencies (UNFPA)	0	1
IPs	6	4
CBOs	1	1
Government Counterparts (MoE, MoSD, Youth Councils)	5	3
Donor	0	1
Private Partners (NTF and TVET)	6	1
Total KIIs	**19**	**18**

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[58] Convenience sampling selection is based on the ease of gaining access to a sample. Source: Better Evaluation.
[59] The evaluation team conducted 37 KIIs against 45 planned interviews as the remaining respondents did not respond to our request for an interview. These interviews were therefore dropped after consultation with UNICEF.

FGDs: The evaluation team conducted **31** FGDs (107 male and 135 female) to obtain opinions and perceptions of the beneficiaries at the community level, including in-school and OOS adolescents, school staff (teachers, principals, and counsellors) and parents. The field teams collaborated with school administrators and IPs to identify eligible respondents in the West Bank for projects where the list of beneficiaries was not available. Additionally, due to ongoing teacher strikes in the West Bank, only 9 (virtually administered) out of the originally planned 24 FGDs were conducted. The FGDs were conducted utilising a structured set of questions, as detailed in Appendix 10 which includes FGD guides and consent forms. The distribution of FGDs by sampled governorate along with male and female distribution is presented in Figure 10 below, while Appendix 11 provides further insight into the distribution of FGDs in each governorate

Figure 10: Distribution of FGDs

Validation Workshop: The evaluation team conducted a virtual validation workshop on May 30, 2023, with key stakeholders, including UNICEF, MoE (representatives from both the West Bank and the Gaza Strip), and IPs. The validation workshop offered a platform to the key evaluation users to reflect and provide their insights on key evaluation findings. Most importantly, this workshop was used to gather stakeholders' feedback on the proposed recommendations. Suggestions and feedback shared during the validation workshop have been used to revise the draft evaluation report.

3.4 Data Processing and Analysis

The evaluation team employed the following approach for data processing and analysis to draw findings, conclusions and recommendations.

Qualitative Data Analysis: The evaluation employed a systematic and structured content and thematic analysis, using tools such as MAXQDA and ATLAS.ti. KIIs and FGDs transcriptions were coded in line with the evaluation questions and indicators, including indicators to gender, equity, and child rights. Once analysed, the data was systematically arranged into matrices to enable the identification of emerging patterns across various programmatic aspects and stakeholder perspectives. The use of matrices also facilitated a clearer comparison of gender and equity parameters (like those respondents located in the Gaza Strip, the West Bank, or those adolescents who were OOS), making it easier to spot any disparities in experiences or outcomes. All key findings were cross verified with secondary information sources. This triangulation process ensured the validity and reliability of the conclusions drawn from the evaluation, including those related to cross-cutting priorities.

Quantitative Data Analysis: The evaluation team used MS-Excel for consolidation, sorting, and analysis of data extracted from ADAP's progress reports, budgets, financial reports, RAM reports, IP report, and other secondary sources. The team ensured triangulation of these analyses with qualitative data to strengthen overall validity of the findings.

3.5 Quality Assurance Measures

The evaluation team implemented comprehensive quality assurance measures to enable the project management team to oversee and manage every aspect of the evaluation. The following approaches and processes were employed by the evaluation team during each phase of the evaluation:

Table 7: Quality Assurance Measures in Evaluation

Evaluation Phase	Quality Assurance Measures
Inception	• Incorporated **feedback from various evaluation stakeholders** (including SoP MoE) to improve the inception report (IR) and data collection tools. • Deployed **gender-balanced staff** to promote inclusiveness in the evaluation process and accurately reflect the experiences of different groups.
Data Collection	• Engaged **experienced staff** for field data collection to ensure high-quality data. • Implemented a **cascade training** approach where the international team trained a group of master trainers who then trained other field members. • **Pre-tested** data collection tools before initiating fieldwork. • Provided continuous **support and supervision** to local team members during fieldwork to ensure smooth and effective data collection.
Data Analysis and Reporting	• Reviewed **collected data** to ensure its accuracy, completeness, and consistency. • **Cross-checked data** from multiple sources to ensure its validity and reliability. • **Triangulated evaluation findings and results** using available quantitative secondary data and primary qualitative data. • **Incorporated multiple rounds of feedback** on evaluation report to ensure the accuracy of evaluation findings and utility of recommendations.

3.6 Integration of Cross-Cutting Programming Priorities in Evaluation Design and Methodology

The evaluation took into account UNICEF's cross-cutting programming priorities, including **gender equality, equity, and child rights** principles. The details of how each priority was incorporated in the evaluation design, implementation, and results are provided below:

- **Gender equality:** The evaluative matrix and data collection methodologies included specifically designed indicators and questions that served to map and understand the extent to which the ADAP Programme's design and implementation were cognizant of the distinct needs of different genders and the results achieved for both genders. Furthermore, the evaluation team made a conscious effort to engage a proportionate number of stakeholders and beneficiaries from both genders, with 54 per cent being male and 56 per cent being female. This diversity in the participant base enabled the team to capture the opinions of both genders. In the report, the findings have been disaggregated to highlight any significant differences in the experiences or outcomes of both genders. Finally, a separate section (4.9.1) is included in the report to indicate the findings on Programme's integration of gender equality principles.

- **Equity:** The evaluation matrix and instruments were designed with a clear focus on the assessment of interventions, their targets, and the ensuing outcomes as they pertained to adolescents considered vulnerable. This category includes those with disabilities, those residing in regions exposed to conflict such as Area C, as well as those who are OOS. For instance, the evaluation team reached out to OOS adolescents, comprising 16 males and 18 females and their feedback was sought on changes they had noticed in their own knowledge, behaviour, as well as improvements, if any, in their employment opportunities as a result of participating in the Programme. The evaluation team encountered limitations in reaching out to adolescents with disabilities as the selection of students for FGDs was primarily conducted by the school staff (refer to section 3.8 of the report, which identifies this as a notable limitation

in the evaluation process). Detailed findings related to the equity considerations within the ADAP Programme are included under section 4.9.2 of the report.

- **Child Rights:** The evaluation matrix and data collection instruments incorporated specific queries aimed at assessing the integration of the four guiding principles of the CRC – non-discrimination, the child's best interests, the right to life, survival and development, and the views of the child – within the ADAP Programme. In addition, the evaluation team engaged with adolescents (including OOS adolescents), both male (86) and female (113), to collect their perspectives on the ADAP interventions through a structured FGD guide. The evaluation findings and recommendations were enriched by their insights and, where relevant, their perspectives were highlighted to represent their standpoints concerning various evaluation criteria. Moreover, a separate section (4.9.3) has been included in the evaluation report to present findings on the integration of child rights within the ADAP Programme.

3.7 Compliance to Evaluation Norms and Ethical Standards

The evaluation team followed all relevant UNEG and UNICEF ethical norms and standards throughout the evaluation process. The description below outlines the key measures taken for each dimension, for more details refer to Appendix 22:

- **Ethical clearance:** The evaluation team obtained ethical clearance from the HML Ethics Independent Review Board to protect the rights of respondents and comply with ethical standards. Refer to Appendix 12 for the copy of ethical clearance.
- **Anonymity and confidentiality:** The evaluation team ensured anonymity and confidentiality of primary data by encrypting it, while physical records and documents were kept with authorized team members. Additionally, the opinions and feedback of respondents have been kept anonymous.
- **Responsibility:** No difference of opinions among the evaluation team members or the commissioning organisation occurred. However, the evaluation team remained responsible in the event this happened.
- **Independence and impartiality:** The evaluation team has maintained independence and impartiality throughout the evaluation, and no team member had any conflict of interest or were involved in the implementation of ADAP projects.
- **Engagement with adolescents:** Engagement with adolescents followed the International Charter for Ethical Research Involving Children,[60] where informed consent was obtained from parents/caregivers of adolescents. The FGDs were also moderated in the presence of the teachers and separate sessions were conducted for male and female adolescents.[61]
- **Incidents:** The evaluation team reported any incidents or challenges that arose during fieldwork to UNICEF's evaluation manager, such as Israeli escalation, non-responsiveness of some respondents, and unavailability of beneficiary data for FGDs.
- **Intellectual property:** The evaluation team respects the intellectual property rights of institutions and communities under review and understands that materials generated during the evaluation are UNICEF's property and can only be used with prior permission.
- **Utility:** The evaluation's intended users, their roles, and potential uses are listed in section 2.3, of this report. A validation workshop was also organised with ESC members to enhance the utility and application of the evaluation.
- **Credibility and validation of information:** The evaluation team used inclusive and participatory data collection methodology involving a range of relevant stakeholders for feedback, and triangulated reported findings with evidence from both secondary and primary data sources.
- **Professionalism:** The evaluation team comprises professionals with extensive knowledge, skills, and experience working with multiple clients on local and international evaluation projects.

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[60] Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). Ethical Research Involving Children. Florence: UNICEF Office of Research – Innocenti
[61] Except for 3 virtual FGDs.

- **Delivery of reports:** The evaluation has delivered a high-quality evaluation report, with changes made to the evaluation timeline after due consultations with UNICEF.

3.8 Limitations, Challenges, and Mitigation Measures

During the evaluation of the ADAP Programme, a number of challenges and limitations were encountered. These are detailed in Table 8 along with the mitigation measures that were taken to address them:

Table 8: Limitations, Challenges, and Mitigation Measures

Limitations and Challenges	Mitigation Measures
The intricate and cross cutting design of the ADAP Programme made it difficult to conduct in-depth analysis of each of the 21 projects	To address this limitation and ensure a meaningful evaluation, the team engaged in thorough consultations with UNICEF during the inception phase to clarify the focus and direction of the evaluation. As a result of these discussions, it was decided that the evaluation would primarily target the overarching results of the ADAP Programme. This broader approach allowed the team to provide an overview of the Programme's performance against the different evaluation criteria, while acknowledging the complex interplay between the various projects and interventions within the Programme.
Unavailability of secondary data to map Programme achievements including disaggregated data for vulnerable adolescents	The evaluation team used secondary data to map Programme achievements. Due to unavailability of progress on certain indicators, the evaluation team was unable to conclusively assess the Programme's effectiveness, especially for the CP component. The evaluation team has used primary data to fill the gaps to the extent possible.
Unavailability of beneficiary data for selected projects especially in the West Bank	UNICEF and IPs could not provide complete list of beneficiaries for projects selected for FGDs, which impeded random selection of respondents, especially for the projects selected in the West Bank. As a mitigation measure, the evaluation team in consultation with UNICEF, contacted the selected schools' administrations who nominated students, parents and school staff, who had benefitted from the sampled projects to participate in the FGDs.
Strikes in West Bank	During the data collection phase for FGDs in the West Bank, the field team encountered a challenge where all schools were closed due to strikes. To overcome this challenge, the evaluation team collaborated with UNICEF to define an alternative approach, which involved conducting the FGDs virtually and at IP offices. However, despite these measures, the total number of FGDs in West Bank were reduced from 24 to 9.
No impact statement in Programme's ToC and Results Framework	Neither the Results Framework nor the ToC contains an impact statements and indicators. Therefore, the impact measurement primarily relied on perceived impact, as reported by various stakeholders including direct beneficiaries. However, it is important to acknowledge that many of these perceived changes cannot be empirically verified by the evaluation team.
Delay in securing administrative approval from MoE	Despite follow-up with the MoE by the evaluation team and UNICEF, the overall timeline of the assignment was delayed by two months due to delayed receipt of administrative approval from the MoE, which resulted in a no-cost extension.

3.9 Evaluation Team, Implementation Phases, and Deliverables

This section provides details on the evaluation team, implementation phases, and associated deliverables for each evaluation phase.

3.9.1 Evaluation Team and Roles

For this evaluation, AAN Associates collaborated with a local research firm in SoP, RAI Consult and enlisted the expertise of national evaluation experts from the West Bank and the Gaza Strip. The evaluation team comprised an evaluation advisor and sector experts, as well as an evaluation project manager, evaluation officer, evaluation associate, and data analysts. Together, the team was responsible for leading the design, analysis, and reporting. For further information on the evaluation team members, please refer to Appendix 14.

3.9.2 Evaluation's Implementation Phases and Deliverables

The evaluation was conducted between September 2022 to July 2023 and was carried out in five key phases, namely pre-inception, inception, field data collection, data processing and consolidation, data analysis, and reporting. Each phase had a series of activities and tasks that were implemented concurrently and sequentially, with associated deliverables outlined in Figure 11). The evaluation followed an evolving work plan, which is included as Appendix 16.

Figure 11: Evaluation Phases and Deliverables

PHASES	ACTIVITIES	DELIVERABLES
Pre-Inception Phase	• Document review • Kick-off meeting • Draft evaluation matrix	N/A
Inception Phase	• Draft Inception Report shared with UNICEF and ESC for feedback • Inception Report finalized based on feedback • Draft field plan shared with UNICEF before starting the field work • Obtained ethical approval from HML Ethics Review Board	Submission of final inception report
Field Data Collection Phase	• Preparation and planning for the field mission finalized • Comprehensive training to the field team • KIIs and FGDs completed	N/A
Data Management and Analysis Phase	• Consolidation of primary data collected • Data analysis completed • Draft report preparation initiated	N/A
Reporting and Dissemination Phase	• Draft evaluation report produced and shared with UNICEF and ESC for feedback • Validation workshop / presentation conducted to finalize feedback • The report finalized and submitted based on the feedback • Final power point presentation submitted with key evaluation findings including Arabic Lay summary	• Draft evaluation report shared with UNICEF along with power point presentation • Final evaluation report incorporating feedback • Arabic Lay summary and power point presentation

CHAPTER

4

EVALUATION FINDINGS AND ANALYSIS

CHAPTER 4: EVALUATION FINDINGS AND ANALYSIS

In this chapter, the evaluation findings are presented that have been drawn from both primary and secondary sources. The findings are organised by the evaluation criteria: relevance, efficiency, effectiveness, impact, sustainability, coverage, coherence, connectedness as well as UNICEF's cross-cutting programming priorities: gender equality, equity, and child rights. A summary of the findings is provided for each key evaluation question and supporting details, when needed, are included in appendices to substantiate the evaluation findings.

4.1 Relevance

The relevance section assesses the processes utilised in designing the ADAP Programme. It includes an assessment of the degree to which the Programme engaged relevant stakeholders in the design process. Furthermore, it examines the extent to which the Programme was informed by the local and national context, including local knowledge, beliefs, gender considerations, and cultural differences. The findings on the alignment of the ADAP Programme with the national priorities are included under the coherence section, 4.7.

EQ1 – To what extent is ADAP design informed by national and local context and involved relevant stakeholders?

Based on the evaluation findings, the ADAP Programme is deemed relevant due to its extensive consultations with relevant stakeholders (MoE MoSD, non-governmental organisations (NGOs), and UN Agencies) during the design stage, allowing for the identification of their priorities and needs. Furthermore, the Programme successfully incorporated insights from secondary assessments to inform its interventions and processes, thereby acknowledging the underlying causes and contextual realities. Nonetheless, a significant gap was identified in terms of direct engagement with adolescents during the design phase.

4.1.1 Processes for Stakeholder Involvement in ADAP Design

1. The ADAP Programme did not exist as a separate document but was included in UNICEF's APD for 2018-2022, as one of the several constituent programmes.

2. Secondary data review indicated that UNICEF, in 2016, initiated a series of extensive consultations with various partners including, government ministries (such as MoE and MoSD), NGOs, CSOs, and UN Agencies (including UNFPA and the United Nations Development Programme (UNDP)),[62] to identify government priorities,

> "We (MoE) did not participate in the project design phase. Local partners were also only provided with pre-developed project plans for implementation, without having any input in the project creation process."
>
> "Our participation in the collaboration and cooperation process began at the implementation stage."
>
> "We expected better and more involvement in the design phase, as adolescence is the most difficult and critical period of one's life and it requires serious work and participation of wide range of stakeholders, including governmental bodies, NGOs, and CBOs."
>
> **Source: KIIs with MoE and MoSD**

   review past achievements, and learn from challenges and bottlenecks encountered in the previous programme cycle.[63] These consultations informed the Programme objectives and interventions which were converted into the Rolling Work Plans. These Plans were shared with line ministries and partners for endorsement in March 2017, along with the ToC and the Results Framework.[64]

3. While most of the relevant stakeholders were involved, secondary data suggested that adolescent boys and girls were not engaged in the design process. However, UNICEF addressed this gap by involving adolescents and seeking their views to develop the new APD (2023-25).[65]

4. Discussions with UNICEF and IPs suggested that ADAP design was perceived as collaborative as relevant stakeholders were consulted regarding the intended goals, activities, budgets,

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[62] CPAP/ Country Programme Action Plan 2018-2022
[63] Strategy note SoP 2018-2022
[64] Strategy note SoP 2018-2022
[65] APD_Youth and Adolescents Consultations _Consolidated Report

timelines, roles, and responsibilities. The public sector representatives who were interviewed had limited knowledge about the processes used to engage relevant stakeholders in the ADAP design. According to respondents from the MoE, they did not receive enough information about the planned activities. As the secondary evidence suggested joint planning and coordination between UNICEF and the relevant ministries during the design phase, it is plausible that this feedback could be attributed to the frequent personnel changes within the public sector.

4.1.2 Processes to Understand the National and Local Contexts

5. Primary and secondary data suggested that specific studies and assessments were not conducted to understand the contextual factors related to adolescents' gender, beliefs, and cultural differences for the ADAP Programme. However, secondary studies were used and leveraged to gain a broader understanding around contextual factors, including the Situational Analysis of Children

> "One of the areas that we identified in the situation analysis for adolescents is that there's a data gap on adolescents. There's more information about data on youth but there isn't sufficient information really gathered yet on adolescence in their areas of what's required from them for empowerment and opportunities." **- KII with UNICEF**
>
> "Initially, CBOs were used to implement ADAP interventions, but they were later moved to schools due to restrictions on girls' participation in activities outside of school in some regions." **- KII with UNICEF**

(2016/2017), CCA (2016), MENA Generation 2030, COVID-19 Protection Needs Identification and Analysis in the State of Palestine (2020), and several national surveys and strategies.[66] Further information on how the Programme identified vulnerable groups and addressed their vulnerabilities can be found in Section 4.6.

6. The studies and assessments indicated significant challenges, primarily stemming from the prevailing security situation, which has led to pockets of extreme vulnerability directly impacting adolescents.[67] Poverty remained a pressing issue, with 39 per cent of families in the Gaza Strip and 18 per cent in the West Bank living below the national poverty line.[68] Additionally, high unemployment rates were noted, especially among youth, with females being the most affected (61 per cent of females compared to 36 per cent of males).[69] Furthermore, adolescents experienced considerable violence, both physical and psychological, within their homes and schools. These underlying causes and contextual realities were incorporated in the ADAP design by targeting adolescents for skills development to improve their chances of employment and promoting non-violent behaviour in adolescents and parents.

7. Respondents from UNICEF and IPs further shared that the Programme adapted interventions to align with the local context, such as limiting girls' activities within school premises for the safety and protection of girls in remote areas and offering separate training sessions for male and female adolescents. Moreover, the ADAP Programme conducted pre- and post-assessments (through IPs) to measure knowledge of selected beneficiaries during implementation.

4.2 Efficiency

This efficiency assessment focused on analysing the Programme's achievements (outputs) within the allocated time and budget. Furthermore, the evaluation also assessed the operational efficiency of the ADAP Programme by examining the extent to which the internal expenditures analysis and inter-agency investments were utilised to ensure time and cost efficiency.

EQ2 – To what extent ADAP was implemented efficiently and leveraged expenditures analysis and inter-agency investments including government allocations?

The efficiency analysis focused on outputs 1.1 and 1.2 of the Programme's Results Framework, for the Education & Adolescent component. However, due to data limitations, the analysis for the CP component was not conducted. Moreover, for the education component, the evaluation team

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[66] Palestinian Central Bureau of Statistics 2019, Palestinian Multiple Indicator Cluster Survey (2014), National inter-sectoral violence against children strategy in the context of Covid-19 (NIVACS) 2021-2022, National Youth Strategy in State of Palestine (2017-2022), National Youth Strategy in State of Palestine (2017-2022), National Policy Agenda (2017-2022), Education Sector Strategic Plan (2020).
[67] Situational Analysis of Children (2016/2017).
[68] Situational Analysis of Children (2016/2017).
[69] National inter-sectoral violence against children strategy in the context of covid-19 (NIVACS) 2021-2023
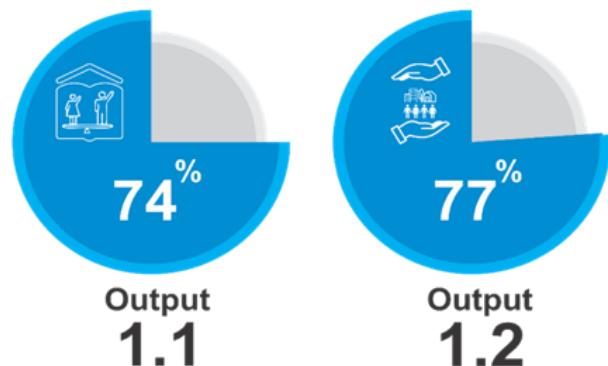
encountered challenges in obtaining the most up-to-date data for each project. Nonetheless, the analysis indicated that the Programme achieved 76 per cent of its output targets while utilising only 68 per cent of its allocated resources, indicating cost efficiency. This achievement is remarkable considering the challenges posed by COVID-19-related closures, restrictions, and security issues. However, the evaluation team could not determine the specific factors that contributed to the cost savings. It is possible that the savings were due to over-budgeting or the shift from in-person to remote interventions during the pandemic.

The evaluation team found that UNICEF had financial tracking systems in place to monitor and report inter-agency and donor investments, but the evaluation team did not have sufficient information / data to assess the extent to which this tracking system facilitated timely adjustments and adaptive management to save time and costs.

4.2.1 Time Efficiency

8. The evaluation team conducted an efficiency analysis of two education outputs, i.e., 1.1 and 1.2. Performance tracking showed that of three indicators under Output 1.1, one was fully achieved, one was mostly achieved, and one was slightly achieved.[70] As for Output 1.2, there were nine indicators, and among them, four were fully achieved, four were mostly achieved, and one was not achieved.[71] A detailed analysis of targets and achievements can be found in Appendix 17.

Figure 12: ADAP Output Achievements

74% Output 1.1

77% Output 1.2

9. The analysis of secondary data showed that by the end of 2021, the Programme had achieved an average of 76 per cent of the education outputs (with 74 per cent for Output 1.1 and 77 per cent for Output 1.2, respectively). It should be noted that the targets were originally set for the end of 2022, but due to the evaluation's time frame, the analysis only covers progress made until the end of 2021.

10. Secondary data[72] and stakeholder feedback indicated that the allocated time for the Programme was considered sufficient, but some challenges caused delays in implementation. These challenges included:

   o The COVID-19 pandemic and consequent school closures, which required remote implementation of interventions. Despite the Programme's efforts to facilitate remote learning, stakeholders faced challenges due to inadequate infrastructure in the educational system for distance learning, limited teacher capacity to provide remote learning, and limited internet connectivity in remote areas.

   o The shift in public sector's focus to curb the impact of COVID-19 in 2020 and 2021. This included training teachers on hygiene practices,

"As any other country, the State of Palestine was also affected by COVID-19. There were prolonged school closures and we had to move to online activities. And, you know, online activities are not the same as face-to-face activities. They are not efficient enough. So, I believe some activities were not done in good way due to the closure, due to the shifting to online training or teaching" **- KII with MoE**

"COVID-19 affected our timeline to train students, and we eventually started to train students online which meant using technology to mitigate the challenge." **- KII with IPs**

"Our interventions for adolescent are primarily implemented in schools and we faced additional challenges due to teacher strikes. When teachers returned to schools after a strike, the Ministry did not allow us to continue our interventions and instead prioritized achieving the curriculum. This is a recurring challenge we face during teacher strikes" **- KII with UNICEF**

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[70] Fully Achieved: Indicator 1.1.1; Mostly Achieved: Indicator 1.1.2: Slightly Achieved: Indicator 1.1.3: (based on 2020).

[71] Fully Achieved: Indicators 1.2.5, 1.2.7, 1.2.11, 1.2.14; Mostly Achieved: Indicators 1.2.1, 1.2.2, 1.2.6, 1.2.10; Not Achieved: Indicator 1.2.12 (based on 2020).

[72] Country Programme full approved report (RAM) 2022, page 8

providing access to learning materials related to hygiene kits, and raising awareness about COVID-19 precautionary measures.

- o Working in a conflict affected area like the Gaza Strip where frequent escalations disrupted the implementation of activities.
- o Frequent and unpredictable teachers' strikes, which delayed the implementation of in-school interventions.
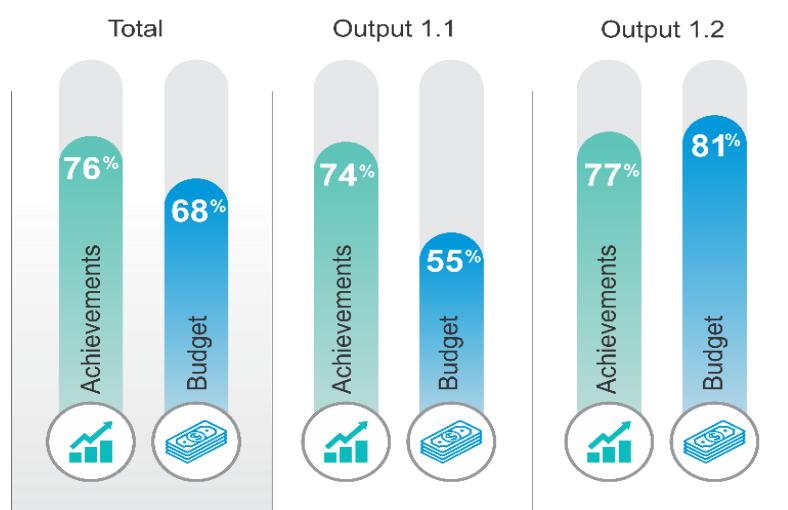
4.2.2 Cost Efficiency

11. The secondary data indicated that the Programme achieved 76 per cent of its output targets (1.1 and 1.2) while utilising only 68 per cent of the allocated budget for these outputs. Specifically, for Output 1.1, 74 per cent of the output targets were achieved using only 55 per cent of the allocated budget. Visual representation of this data can be found in Figure 13, and calculations are provided in Appendix 17. However, due to limited access to financial information, it

Figure 13: ADAP Achievements vs Budget Utilisation

remained unclear why the budget utilisation remained lower. To the evaluation team, possible reasons for this included cost savings resulting from the shift to virtual implementation during the COVID-19 pandemic or overbudgeting.

12. During discussions with stakeholders, the evaluation team received mixed feedback regarding the adequacy of funds for the Education & Adolescent component. UNICEF representatives shared that the funds were sufficient to implement the planned interventions. However, a few IPs, based on the budget analysis for their individual projects, reported limitations in funding, which led to understaffing and a shift in some activities from in-person to virtual

> "There was no problem with financing these activities. To be honest, I wish we had enough or more money so we could provide more tablets to the students in the marginalized areas that could have helped them to learn during the COVID-19." **- KII with MoE**
>
> "After 2017, there was shortage of funds which resulted in termination of some activities such as psychodrama, outdoors activities, and mobile games. The activities that brought children together with their parents have been completely cancelled due to funding shortfalls or the funding shift towards other programmes." **- KII with IPs**

settings. The fact that the Programme achieved 76 per cent of the results with only 68 per cent of the budget points to adequacy of funds.

4.2.3 Operational Efficiency

13. Primary and secondary data suggested that UNICEF did not create a separate financial tracking system for the ADAP Programme. Instead, it was integrated into the Education and CP Sections. Each section created a financial tracking sheet containing details of the total funds, expiry dates, committed amounts, utilised amounts, and remaining amounts to be utilised before the expiry date. The financial tracking system used by the Education & Adolescents Section tracked expenses between UNICEF and IPs on a quarterly basis, using a template called the "Funding Authorization and Certification of Expenditures (FACE) Form".[73]

14. Interviews with UNICEF respondents emphasized the usefulness of tracking and reporting financial investments or allocations for timely course corrections and cost savings during ADAP implementation. One respondent shared an example from a project in the Gaza Strip where they had planned an activity with a budget of Israeli shekels 500,000 but ended up spending

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[73] Programme Component Implementation Profile Cycle 2018-2023

less. The respondent shared that they reallocated the remaining budget to another activity and were able to achieve cost efficiency. However, the evaluation team did not have access to any evidence to verify this claim.

15. While the primary findings suggested that the ADAP Programme had a system in place to track and report inter-agency and donor allocations/investments, due to lack of secondary evidence, the evaluation team was unable to verify, if and to what extent, this system was used for adaptive management to save time and costs.

> "ADAP is not a separate programme for UNICEF, it is covered under the education adolescence section. It was also integrated as a joint output under child protection for the violence prevention component as well. So, we have not separately tracked anything on funding available for the ADAP programme because when we designed the programme, it was designed for the funding requirements for education adolescents. We have not designed a separate funding tracking system for ADAP, which might be a limitation. Maybe it's something we should look at and think about what we need to do going forward as this is now one of our five priority areas." **- KII with UNICEF**
>
> "There is a need for a more streamlined approach to financial tracking that minimizes costs and ensures the direct impact of the programs on children." **- KII with UNICEF**

4.3 Effectiveness

The effectiveness section assesses the ADAP Programme's achievements against its intended outcomes. The evaluation team utilised the Programme's Results Framework to assess the outcomes for education and adolescents (Outcome 1) as well as CP (Outcome 2) components through a comparison of planned and achieved outcomes. The section also examines the factors that have either facilitated or hindered these achievements, including deviations from the workplan. Additionally, an assessment of the Programme's monitoring system is included to determine its effectiveness in generating adequate data to inform implementation and support ADAP Programme achievements.

EQ3 – To what extent did the ADAP Programme achieve (or is likely to achieve) the planned results (selected outcomes for education and CP), and was the monitoring system successful in generating adequate data to inform Programme delivery?

The Programme was largely effective in achieving the intended outcome indicators for the education component. Two outcome indicators[74] were fully achieved (Indicator 2 and 3) while one outcome indicator (Indicator 5)[75] was mostly achieved. However, the outcome indicator for the CP component was not tracked. Despite facing significant challenges such as the impact of COVID-19, the security situation, and frequent teachers strikes, the Programme successfully managed to achieve its intended results. Several key factors contributed to this success, including aligning the ADAP Programme with national priorities, implementing a hybrid model involving IPs and the public sector, and employing innovative and remote learning methods.

The monitoring system provided comprehensive guidance and data collection methodologies. However, the evaluation identified gaps in the monitoring system, including limited data collection for the CP component, insufficient focus on assessing the impact, and inadequate focus on measuring quality of interventions. The extent to which the monitoring system contributed to adaptative management could not be determined due to limited evidence.

4.3.1 ADAP Effectiveness: Planned vs Achieved Outcomes

Table 9 below displays the achievements of ADAP, which has indicators for two outcomes. Outcome 1 focuses on adolescent education, with three indicators, while Outcome 2 pertains to CP with one indicator. To maintain objectivity, the evaluation team used a rating scale to measure effectiveness. The findings were based on secondary data reported by UNICEF SoP in the RAM Reports.

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[74] Indicator 2: Percentage of adolescents in areas involved in civic and economic engagement initiatives and Indicator 3: Transition rate between basic and secondary education.

[75] Indicator 5: Number of children who have participated in skills development Programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF supported Programmes.

Fully Achieved	Mostly Achieved	Slightly Achieved	Least Achieved	Not Achieved
81-100 per cent	61-80 per cent	41-60 per cent	21-40 per cent	0-20 per cent

Outcome	Indicators	Baseline	Target	Level of Achievement[76]
OUTCOME 1: By 2022, more Palestinian children and adolescents, especially the most vulnerable, benefit from improved access to quality and inclusive learning opportunities in safe and protected environments and are enabled to contribute to their community and national development.	**Indicator 2:** Percentage of adolescents in areas involved in civic and economic engagement initiatives.	0	20 per cent increase (2022)	**2021: 22 per cent** **Fully Achieved:** The Programme has met its target to include adolescents in civic and economic engagement initiatives. However, neither the target nor progress reflect gender-disaggregation.
	Indicator 3: Transition rate between basic and secondary education.	89.7 per cent (2015)	95 per cent (2022)	**92.4 per cent (97.1 per cent for girls and 87.5 per cent for boys)** **Fully Achieved:** Transition rate was improved by almost 3 per cent. The gender difference in transition rate indicates that more boys than girls are dropping OOS before upper secondary. This finding is consistent with primary data which indicated that due to economic and security challenges, adolescent boys are more likely to drop out.
	Indicator 5: Number of children who have participated in skills development, programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF supported programmes.	Baseline: 4,533 (2017)	2018: 2000 2019: 18000 2020: 18000 2021: 18000	**2018: 0 (2018)** **2019: 18,336 (2019)** **2020: 11,585 (2020)** **2021: 18,664 (2021)** **Mostly Achieved:** For 2018 and 2020, the Programme missed its targets, whereas in 2019 and 2021, exceeded targets. Neither the target nor progress reflect gender-disaggregation.
OUTCOME 2: By 2022, more children, especially the most vulnerable, are better protected from violence, exploitation, and grave violations	**Indicator:** Percentage of basic and secondary students exposed to different forms of violence in schools (physical, verbal, or sexual).	<u>Basic</u> (age 6-15): 70.4 per cent in 2015 <u>Secondary</u> (age 16-17): 75.4 per cent in 2015	<u>Basic</u> (age 6- 15): 54 per cent <u>Secondary</u> (age 16-17): 60 per cent	Data not available.

16. Secondary data suggested that the Programme was mostly effective as it fully achieved two indicators and mostly achieved one indicator for Outcome 1. However, information was not available to assess the achievements for Outcome 2 (CP).

17. Respondents from UNICEF were mostly satisfied with the Programme's achievements. One respondent noted that the CP component was relatively less effective as it did not achieve the planned outcome targets. The respondent identified various factors that hindered progress on addressing violence against children, including weak enforcement of legislation, low political awareness, lack of safe and inclusive spaces for adolescents to participate, and a lack of guidance and interest to motivate young people to participate. The evaluation team is unable to validate this finding due to lack of secondary data on the CP outcome.

18. Responses from public sector stakeholders were mixed regarding the effectiveness of the ADAP Programme. One respondent from the MoE highlighted that the trainings provided by the Programme were insufficient to change the behaviour and/or transfer life skills to

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[76] Progress has been taken from RAM Reports (2022).

adolescents. Another respondent criticized the CP activities for not exploring the psychological state of children or external factors that could affect their psychological health.

19. Direct beneficiaries of the Programme, including adolescent boys and girls, school staff, and parents, expressed satisfaction with the training contents, venues, and other arrangements. However, a significant proportion (both in the Gaza Strip and the West Bank) of respondents expressed dissatisfaction with the duration of the trainings, noting that the allocated time was insufficient to learn any applied skills. School staff in the West Bank also pointed out that they were not clear about the purpose and expected outcomes of the trainings. Findings discussing the impact of training on changes in knowledge and behaviour are covered under the impact criterion in section 4.4.

"I know about DEAL project. There were some big questions about how much the students were engaged effectively because the results were not encouraging. The Ministry decided that we do not need to continue the DEAL in this way. If we are going to do this program, we need to rearrange it in some other structure. Most of the students will receive tablets and they might have reached the target but no, the results were not so convincing." **- KIIs with MoE**

"We need more training workshops. Four workshops were very helpful but not enough, and we hope that the activities will be renewed." **- FGD with Father in the Gaza Strip**

"The training via Zoom included 150 students, which was a very large number. Some students faced a problem joining the training because they did not have a mobile phone or poor internet connection." **- FGD with male teacher in the Gaza Strip**

"Yes, it was sufficient compared to the content, and we did not feel bored. But I wished that the period would be longer, and that we would be provided with more entrepreneurial skills, because this would help us implement the ideas of our projects in the future." **- FGD with male adolescent in West Bank**

"The training was mostly theoretical and needed more development at the level of application and the acquisition of the appropriate practical skill." **- FGD with Female School Staff in the Gaza Strip**

"The differences in situation between the regions should be incorporated, as the region (East Gaza Strip) suffers from very different and significant behavioural problems reaching up to 80 per cent compared to areas in western the Gaza Strip, where behavioural problems only reach 20 per cent among students in schools. **- FGD with female school staff in the Gaza Strip**

4.3.2 Enabling and Disabling Factors

The following are the list of enabling and disabling factors that either contributed to or hindered Programme achievements:

Table 10: Enabling and Disabling Factors

Enabling factors	Disabling factors
Alignment with national priorities for adolescents: The ADAP Programme design phase included extensive consultations with MoE which ensured alignment with the national priorities for adolescents. This approach facilitated acceptance, ownership, and recognition of the Programme's efforts in improving the well-being of Palestinian adolescents.	**Security challenges:** Implementation faced challenges due to the ongoing conflict, particularly in the Gaza Strip where the security situation remained precarious. Furthermore, certain areas in SoP, such as Area C, which are under Israeli control, proved difficult to access despite the pressing needs and vulnerabilities of adolescents within those areas.
Hybrid implementation model: The Programme was implemented in collaboration with 11 IPs and the public sector (MoE). This collaborative effort with IPs ensured an extensive geographic outreach and facilitated a varied range of thematic offerings for adolescents (such as skill development, civic engagement, CP, Hackathons, TVET, and more). The involvement of the public sector fostered ownership and support from the school staff.	**Impact of COVID-19 on implementation and equity:** The closure of schools in March 2020 as a result of the COVID-19 pandemic posed significant challenges to the implementation of school-based activities, including trainings. Primary data indicated that the Programme adapted to the evolving situation by transitioning to remote trainings for adolescents, teachers, and parents. While this adjustment helped in achieving the desired targets and results, it had implications for reaching the most vulnerable beneficiaries, particularly those residing in remote areas or lacking access to internet and technology.
Innovative learning methods: The Programme used innovative learning methods (such as gaming and Hackathons) in the skill development component. Discussions with adolescents indicated appreciation for these methods as they facilitated active participation.	**Challenges posed by teachers' strikes:** The frequent occurrence of teachers' strikes resulted in the closure of schools, creating an ongoing challenge of implementing school-based activities. These disruptions not only caused temporary pauses in implementation but also posed difficulties in scheduling activities, as the primary focus of school administration shifted towards covering the curriculum once schools resumed their operations.

4.3.3 Deviations from Work Plan

20. During interviews, both UNICEF and IP stakeholders reported that there were no major deviations in activities and work plans, except for changes in approach due to COVID-19-related restrictions on mobility and gatherings. This had a negative impact on activities that required physical interaction between groups, such as face-to-face trainings and workshops for teachers and caregivers. Both primary and secondary data indicated that the ADAP Programme improvised its programming in response to COVID-19 (schools were closed as a precautionary measure), which involved shifting to remote trainings.

4.3.4 ADAP's Monitoring System

21. Secondary and primary data indicated that an M&E plan[77] was developed for the APD 2018-2022. This plan provided comprehensive guidance on intended results/indicators, baselines, targets, data collection methods, means of verification and reporting frequency for all outcomes and outputs, including those that fell under the ADAP Programme. The process involved IPs collecting and verifying data, which was then submitted to the programme team for review. The programme team was responsible for reviewing the means of verification and conducting regular field visits to intervention sites to monitor progress against the agreed indicators. The M&E team also conducted field visits, including holding FGDs with beneficiaries, to gather insights on the quality of interventions. The consolidated results against outcomes and outputs were shared

> "The work that's been done has been a bit more project based rather being integrated as an overall programme of something which is systematized in the ADAP program. That's, therefore, also partially reflected in the range of indicators which are captured in the programme documents that the partners are doing things which are bit more piecemeal, and not necessarily as systematized."
>
> "The programme followed the same monitoring process that UNICEF follows for other programmes. Partners had defined indicators and we performed quality assurance, which included field visits by the programme officers, MoE, implementing partners and also with the different reports, periodic reports. So, in general this is how the monitoring was managed for the projects, for the different interventions that we're implementing."
>
> "The M&E system is effective because it's linked with the financial reporting and time frame. For example, we cannot make a payment without reviewing the deliverables. If we agreed that 3000 young people are to be trained then before I approve the payment, I have to see the status of this training including the means of verification."
>
> **Source: KIIs with UNICEF**

in the RAM reports on a bi-annual basis. These reports included the results of education and CP interventions and did not categorize specific results related to the ADAP Programme.

22. The RAM Reports for the 2018-2022 period indicated that the Education component (Outcome 1) had three indicators, all tracked and reported. One indicator for the CP component (Outcome 2), was not tracked.[78] At the output level, Output 1.1 had three indicators, all of which were tracked. Output 1.2 had nine indicators, one[79] was not tracked after 2020. For Output 2.3 (CP), only one indicator was tracked.[80] As such the monitoring system generated limited data for the CP component.

23. A review of ADAP results indicated that there is no impact indicator. Half of the outcome indicators[81] focused on numbers rather than quality of interventions and/or intended change in the lives of beneficiaries. The evaluation team also found that the projects (21) monitoring indicators were not fully aligned with ADAP results (outcome/outputs). As such it was challenging for the evaluation team to determine which project specifically contributed to which intended result. Additionally, there was no consolidated list available that captured all the beneficiaries who benefited from the 21 projects, a challenge that has been identified as a limitation of this evaluation.

24. The evaluation team did not find any primary or secondary evidence that indicated the monitoring system contributed to adaptation of the Programme intervention and timelines. According to a UNICEF respondent, internal monitoring reports suggested improvements, but these were usually not considered. This was primarily because UNICEF collaborated with MoE

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[77] SoP monitoring evaluation plan
[78] Indicator: per centage of basic and secondary students exposed to different forms of violence in schools (physical, verbal, or sexual)
[79] Indicator 1.2.12: Number of children supported with distance /home-based learning.
[80] Indicator 2.3.9: Number of mothers, fathers and caregivers reached through parenting programmes.
[81] Percentage of adolescents in areas involved in civic and economic engagement initiatives and Number of children who have participated in skills development Programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF supported Programmes.

to agree on interventions during the design phase, which left little opportunity for planning and implementation-level modifications in Programme interventions.

4.4 Impact

The impact assessment primarily focused on assessing the long-term intended and unintended changes in the lives of adolescents. However, it is important to note that the Results Framework and ToC lacked impact statements and indicators. The Programme's monitoring system was more focused on monitoring outputs and outcomes rather than tracking higher-level results such as skills development, job creation, and entrepreneurship. As a result, the impact assessment relied on perceived changes reported by various stakeholders, including direct beneficiaries. These perceived changes included improved knowledge and life skills, improved career prospects, and behavioural changes resulting from CP interventions.

EQ4 - To what extent did ADAP interventions impact lives of adolescents/ youth?

The evaluation team was unable to track impact on behaviour change, increased employability, or enterprise development, highlighting a significant gap. Nevertheless, the majority of beneficiaries reported experiencing a positive impact, specifically in terms of gaining new skills and knowledge, increased self-confidence, and improved communication. There was also perceived positive change in violent behaviours and a positive shift in disciplinary practices within communities and schools. Due to lack of secondary evidence, it is important to acknowledge that none of these perceived changes were empirically verified by the evaluation team.

4.4.1 Perceived Intended Impact of Education Interventions on Adolescents Boys and Girls

The findings are categorized into two sections: (i) improved knowledge and life skills; and (ii) improved career prospects resulting from increased knowledge and life skills.

Improved knowledge and life skills

25. Review of project documents indicated an improvement in creativity, critical thinking, problem-solving, employability, decision-making, personal empowerment, and life and TVET skills among project beneficiaries.[82]

26. Stakeholders (UNICEF, IP, MoE) highlighted that the Programme had an impact on adolescents; the interventions were seen to have improved outreach and inclusion of boys and girls from marginalized or remote areas, as well as enabling students to continue their education during COVID-19 pandemic.

> "There was a limited improvement since the students received the training via zoom which affected the quality of the training where there were many students who didn't have mobile phone, laptops nor internet connection. Also, the UCAS trainers didn't provide feedback for the students on their projects, so they didn't know their weaknesses and strengths to improve their skills of preparing entrepreneurship projects." **- FGD with school staff**
>
> "It would have been better to provide a businessman to benefit from his practical ideas and experiences." **- FGDs with adolescents**
>
> "Practical training in external companies, so that we become familiar with the skills required for the labour market." **- FGDs with adolescents**

27. Adolescents reported improved communication and problem-solving skills, and increased confidence. Similarly, teachers noted improvement in students related to teamwork, cooperation, communication, and programming skills. To improve the implementation of such interventions in the future, teachers suggested selecting an appropriate time and allocating sufficient time for the activities, following a specific work plan, and considering exam's schedules and holidays. They also recommended joint training for teachers and students, with IT teachers receiving more focus due to their scientific knowledge, along with technical guidance provided during the training period. Additionally, they emphasized the importance of more practical exercises during training, using participatory and interactive methods.

Better career prospects through improved knowledge and life skills

28. UNICEF respondents confirmed that there is no evidence indicating whether the skills development interventions aided adolescents in obtaining jobs. While they mentioned taking

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[82] DEAL – Digital Entrepreneurship Adolescence Leaders - ML: Machine Learning Report for Tracking Life Skills Progress – January 2022

steps to connect adolescents with relevant industries/markets, the extent to which this resulted in job creation and trainee-led enterprises remained unclear.

29. Adolescent boys and girls who participated in the trainings reported learning new skills; however, they also identified the need for post-training support to secure jobs. This is evident from the fact that none of the FGD respondents attributed their improved skills to better career opportunities.

4.4.2 Perceived Intended Impact of CP Interventions

30. The external evaluation of the safeguarding children rights' project, the beneficiaries, their caregivers, and partner organisations reported positive impacts of ADAP interventions on various aspects of children and parents' lives, including improved awareness of different types of violence, better school performance, increased self-esteem, confidence in navigating the public sphere, and overall family well-being.[83]

31. Public sector officials in the Gaza Strip also noted a decrease in violence against children by parents/caregivers and increased awareness of children's rights among students due to the ADAP interventions. However, they did not share any secondary evidence to back this claim.

32. During discussions with adolescents, especially boys, positive changes in their behaviour were recognised. Additionally, parents also reported developing crucial parenting skills, such as providing psychosocial support to their children. In particular, mothers mentioned an improved ability to build trust with adolescents and cultivate patience and calmness.

> "There is a temporary improvement in the behaviour of the students. Those having behavioural issues who make up 10-15 per cent of the total number of students per class. They need continuous follow-up and the use of cumulative methods to treat their behavioural problems." **- FGDs with female school staff in West Bank**
>
> "Regarding non-violence activities, there was a difference in the students in terms of changes in their behaviours." **- FGD with male school staff in the Gaza Strip**
>
> "I learned how to engage my children in many games such as clay modelling and storytelling, which helped them develop their own style and made others adapt to their way of communication." **- FGD with mother in the Gaza Strip**
>
> "Using multiple methods didn't yield valuable results. I used the leadership style with my son who is highly temperamental. It worked for a while, but he eventually returned to his previous behaviour without any progress." **- FGD with father in West Bank**
>
> "I learned to be a motivating and positive person and an exemplary person contributing to society's development and being supportive of the person exposed to bullying." **- FGD with male adolescent in the Gaza Strip**

33. However, some parents and teachers pointed out that these improvements appear to be temporary or dependent on the school and family environment and may need continuous follow-up to address these behavioural issues.

4.4.3 Perceived Unintended Impact

34. While most stakeholders did not mention any positive or negative unintended impacts, a few findings were noted, as mentioned below:
    o Some adolescents shared feeling overburdened due to the timing of ADAP school-based activities. In certain cases, these activities coincided with school exams, resulting in a negative impact on their academic performance.
    o A few respondents highlighted that ADAP interventions related to game-based learning resulted in some adolescents developing addiction to games and spending excessive time on screens.
    o Some adolescent boys and girls who benefited from ADAP interventions faced challenges in leveraging their acquired skills (i.e., employment opportunities) due to insufficient support from the public sector, UN agencies, and donors. This lack of support led to feelings of frustration among these adolescents.

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[83] External Evaluation of the Project "Safeguarding Children's Rights in East Jerusalem"

4.5 Sustainability

The sustainability section focuses on evaluating the key results that are likely to sustain beyond the completion of the Programme. It also includes an assessment of the role of stakeholders, such as the SoP and local communities, in sustaining the achieved results.

EQ5: To what extent ADAP results (for adolescents and youth) are likely to continue after its completion by government and communities?

The evaluation findings suggested that while some results of the ADAP Programme, such as the integration of LSCE into the education system, are sustainable, others, including the NYVSP, knowledge and skill development of adolescents, and the reduction of violence in schools and homes, are only partially sustainable. This is attributed to the lack of long-term support for adolescents in obtaining employment and insufficient duration of CP interventions to change behaviour. Additionally, limited community involvement and external challenges, such as the Israeli occupation, Palestinians' internal political divisions, and limited budgets for ministries, have been identified as factors that have influenced the sustainability of the Programme's results. Therefore, continued technical and financial support are likely to be needed to sustain the achieved results.

4.5.1 ADAP Results Likely to Sustain

35. Secondary and primary data indicated that there is no documented exit or sustainability plan for ADAP. As a result, the evaluation team was unable to comment on the implementation of such a plan.

36. The sustainability of the Programme was mostly viewed positively by UNICEF respondents. While some respondents shared that the Programme had institutionalised its work within line ministries and government partners to ensure long-term sustainability, others highlighted that the Programme was not designed to have a definite start and end date, but it was rather based on the needs of the government, providing support in areas where the government was already working or needed to start working on, thus making an exit plan was unnecessary.

> "Each agreement has its own sustainability plan, but there is no comprehensive sustainability plan for the adolescent Programme. I am concerned about the feasibility of creating such a plan due to unique approach taken in each agreement." **- KII with UNICEF**
>
> "One of the keys in this issue is the ownership. The ownership must be for the Ministry, not for a local association. If the ministry has the ownership, I can guarantee that, it will be much better. Teachers and supervisors will be more and more involved and do more it because this is their business. When you have a third party and this is what happened, in fact, my colleagues relied on the third party, and they forget the issue." **- KII with MoE**
>
> "UNICEF is working on different activities with different departments, with different partners outside the ministry, where they are working with civil heads and NGOs here in Ramallah. And this kind of distribution leads to the fragmentation. So, this affects totally the sustainability." **- KII with MoE**

37. The evaluation team has assessed the likelihood of sustainability for ADAP results after completion, using primary and secondary data. The assessment is divided into two categories: results that are fully likely to be sustained and results that are partially likely to be sustained.

Table 11: Sustainability of ADAP Results

Results	Sustainability Rating and Analysis
Integration of LSCE into Palestinian education system	**Rating: Likely to be fully sustained** • The evaluation team found that UNICEF provided technical support to the MoE to integrate LSCE skills into the national education system. As part of this effort, a national assessment tool for LSCE skills was developed and eight out of the 12 core skills have been approved by the MoE. The full national instrument will be launched in 2023, pending MoE approval. • Based on discussions with stakeholders, the evaluation found that the Programme has effectively contributed to integrating the LSCE into the education system. UNICEF played a crucial role in this process by actively collaborating with the MoE and co-leading the life skills thematic working group. The MoE representatives also recognized the importance of institutionalisation and shared that the Ministry has shifted its focus towards prioritising life skills. • Considering these findings, the evaluation team rated this result as likely to be fully sustained. The demonstrated commitment from the MoE, coupled with the ongoing collaboration and efforts to integrate the Programme's interventions into the education system, provided a positive outlook for the long-term sustainability of the achieved results.

Results	Sustainability Rating and Analysis
The NYVSP developed and launched	**Rating: Likely to be partially sustained** • UNICEF collaborated with UNFPA and UNDP to support the Prime Minister's Office (PMO) in developing the NYVSP (also called Fursa) under ADAP. The objective is to connect young volunteers with opportunities to contribute meaningfully to their communities while gaining experience and skills for employment. The NYVSP was officially launched by the PMO in 2022.[84] • Discussions with UNICEF indicated that the NYVSP has not yet been operationalised. While the platform holds significant potential, it still requires institutionalisation and integration within a national institution to ensure its functionality and effective management. The evaluation team noted that the lack of clear plans and steps towards operationalisation poses a challenge to the sustainability of this result. Consequently, the team has rated this result as partially sustainable.
Reduced incidence of violence in schools and home through promoting non-violence and positive discipline	**Rating: Likely to be partially sustained** • Although UNICEF has taken initial measures to integrate violence reduction initiatives into the national policy framework, it is important to note that an updated or extended National Inter-sectoral Violence against Children Strategy (NIVACS) is still required. This is crucial to institutionalise ADAP interventions and effectively embed violence reduction initiatives within schools in a national framework. • Community discussions with adolescents, parents, and school staff indicated positive changes in adolescents, however, concerns were raised regarding the long-term sustainability and lasting impact of these changes. Respondents emphasised that continuous and long-term engagement may be necessary to effectively address behavioural issues. Furthermore, it was noted that the underlying causes of these behavioural issues were not adequately addressed. This may hinder the sustained impact of the interventions and therefore, the team has rated this result as partially sustainable.
Knowledge and skill development of adolescents through entrepreneurial and vocational training projects	**Rating: Likely to be partially sustained** • UNICEF has played a crucial role in supporting adolescents in developing life skills through various projects. However, discussions with UNICEF and the public sector have indicated limited efforts in connecting these adolescents with job opportunities that would allow them to apply their acquired skills effectively. • During FGDs, adolescents who received trainings expressed the need for further assistance in translating their acquired skills into tangible employment or entrepreneurial opportunities. They highlighted the importance of post-training support to help them navigate the job market and successfully utilise their skills. Additionally, school staff also shared that they were not fully briefed on their potential involvement or role in supporting adolescents after the trainings. • As it is crucial to strengthen the linkages between the acquired life skills and employment opportunities, the team has rated this result as partially sustainable.

4.5.2 Role of SoP and Communities to Sustain ADAP Results

38. Discussions with key stakeholders (MoE, IPs, and UNICEF) indicated that the public sector, due to its limited human and financial resources, would require continued support from other stakeholders to sustain ADAP results. External factors such as the Israeli occupation, Palestinians' internal political divisions, and limited budgets for ministries, were identified as hindering factors that continue to impact MoE's ability to sustain the Programme's interventions and results.

> "Yes, I keep saying that if you engage with the community leaders and you make them as part of the advisory board of any programme and you kind of make them contribute to the resources or maybe capacity, and then they will own it and they will make it sustainable. In the adolescent programme they are engaging with youth task force, but the engagement is limited, it's not structured. They are not really building on their resources, their own resources. So, their ownership may be maybe is very limited. This is very important for sustainability." **- KII with UNICEF**

39. The evaluation findings indicated an absence of a clear plan or meaningful involvement of communities in the implementation of ADAP interventions. The limited community engagement, including the youth task force, raises concerns about ownership and commitment to sustaining the achieved outcomes.

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[84] Country Programme full approved report – RAM 2021

4.5 Coverage

The coverage section assesses how the ADAP Programme identified and prioritised the most vulnerable and deserving adolescents. It further assesses the appropriateness of ADAP interventions in addressing the specific needs of these identified vulnerable adolescents.

EQ6 – To what extent did ADAP target and reach out to the most deserving population and provided appropriate assistance?

The Programme was largely successful in reaching several marginalised groups. However, there were identified gaps, particularly in addressing the unique needs of male adolescents and those residing in Area C. The absence of consultations with adolescents during the design phase of ADAP was noted, emphasizing the need for their perspectives to be considered in order to better tailor interventions to their specific needs and circumstances.

4.6.1 Identification of Vulnerable Groups

40. The findings indicated that UNICEF SoP identified vulnerable groups and their needs through various assessment and consultation processes. It is important to note that none of these processes were exclusively developed for the ADAP Programme. The key processes included:

    o **Assessments:** The SoP CO utilised various assessments to identify vulnerable groups and their needs, including situational analysis and the CCA.[85] These assessments were also leveraged to identify the reasons for their vulnerability. The adjacent box indicates that out of the 20 vulnerable groups, 10 related to adolescents, due to factors such as location, exposure to violence, economic, institutional, political, and socio-cultural factors. The approximate number of Palestinians identified with vulnerable groups and the reasons for their vulnerability are listed in Appendix 18.

Most Vulnerable and Disadvantaged Groups
1. Adolescent Girls (Aged 10-19 years)
2. Bedouin and Herder Communities Living in Area C
3. Children Facing Obstacles in Accessing School
4. Children in Labour:
5. Children Subject to Violence
6. Communities in Area C
7. Hebron H2 Residents
8. OOS Children
9. Persons with Disabilities
10. Youth (Aged 15–29)
Source: Common Country Analysis 2016

    o **Consultations with Relevant Stakeholders:** The UNICEF team indicated that they consulted with several local organisations and public sector actors to map out the vulnerable groups, particularly adolescents. These consultations were used to identify the priority needs of these groups.

41. Discussions with UNICEF indicated that consultations were not conducted with adolescents to identify their needs to design the ADAP interventions. However, this gap has been addressed in the new APD being developed for 2023-2025.

42. Discussions with public sector stakeholders indicated their lack of knowledge regarding the processes used to identify the most vulnerable groups and their specific needs. While some respondents acknowledged that the Programme was successful in targeting the marginalized groups, others highlighted limitations in the design and coverage of the interventions, particularly for adolescents in Area C, who were not reached through the Programme interventions.

> "When addressing the needs of young people and adolescents, it's crucial to consider not just the specific geographical location, but also the differing needs of various regions within State of Palestine. We hope that future efforts in this area will lead to improved planning processes following the evaluation and implementation of current projects." **- KIIs with MoSD**
>
> "UNICEF selected the schools, but the Ministry is not involved in choosing schools or regions. We are not aware of the selection criteria." **- KII with MoE**

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[85] Other key assessment and analysis include Every Child Counts: Understanding the needs and perspectives of children with disabilities, Palestinian Central Bureau of Statistics, Situation analysis of Children living in the State of State of Palestine 2016/17, Palestinian Multiple Indicator Cluster Survey 2014, National Intersectoral Violence against Children Strategy (2019). and COVID-19 protection needs identification and analysis in the State of State of Palestine.

4.6.2 Appropriateness of ADAP Interventions Vis-à-vis Needs of Vulnerable Adolescents

Below are the findings from primary and secondary data that outline the vulnerable groups, their needs, and the extent to which ADAP interventions were suitable for addressing their needs:

Table 12: Adolescents Needs and Appropriateness of ADAP Interventions

Groups	Needs	Appropriateness of Interventions
Adolescents /Youth	• Palestinian adolescents face high unemployment rates, inability to pay education expenses, and lack of job opportunities.[86] • Violent discipline in Palestinian homes is widespread. About 44 per cent of adolescents experienced violence by parents, with 56 per cent reported in the Gaza Strip compared to 36 per cent in West Bank. Additionally, males reported a 36 per cent incidence of violence in the streets, whereas females reported only 11 per cent.[87]	• Adolescents were provided with trainings to improve their logical thinking, problem-solving skills, financial literacy, and social enterprise.[88] Discussions with adolescents, parents and school staff indicated that these trainings were useful. However, there were concerns about the applicability and feasibility of the training topics. • About 30 per cent of the ADAP projects aimed to address the CP needs of adolescents, with a strong focus on the Gaza Strip. Interventions implemented by these projects included training, awareness sessions, and workshops for adolescent boys and girls on non-violence. Parents, counsellors, teachers, and headmasters were trained to promote positive discipline practices at home and in schools. While parents and adolescents shared the CP interventions were appropriate, it was also noted that more parents should have been targeted to facilitate the adoption and implementation of the recommended practices and skills. Additionally, despite boys being more vulnerable to violence, no project/intervention targeted their gender-specific vulnerabilities.
Adolescent Girls	Early marriage, early and unplanned pregnancies, and poor access to education and health services keep many adolescent girls trapped with restricted opportunities and limited capabilities.[89]	Adolescent girls were provided with trainings on leadership skills, fostering their entrepreneurial skills, innovation, and creativity. According to feedback received from the adolescent girls and school staff, educating parents and caregivers about the significance of vocational education was deemed imperative. They suggested utilising social media and other targeted outreach methods to increase awareness about the advantages of vocational education, especially for adolescent girls.
OOS Adolescents	School dropout rates are higher for boys than for girls, due to unsafe access to schools and financial challenges.[90]	Skill development activities were targeted towards OOS adolescents, with female adolescents receiving training in crochet art, embroidery and sewing, and male adolescents receiving training in photography and motion graphics. However, while the Programme targeted this group, it did not address the gender-specific vulnerabilities faced by male adolescents, who are more likely to be OOS.
Adolescents with Disabilities	Children with disabilities are three to four times more likely to be victims of violence. Adolescents with disabilities, particularly those with vision or hearing impairments, are more likely to experience bullying and neglect from both teachers and parents.[91]	• Awareness-raising sessions were provided to counsellors and teachers to increase their understanding and to prevent violence against children with disabilities. Adolescents with disabilities in the Gaza Strip were provided with necessary on-the-job TVET skills to increase their employability opportunities. • Discussions with adolescents and school staff indicated that trainings did not cater to the unique needs of adolescents with disabilities, such as lack of special arrangements during training sessions.
Residents of Area C	The residents face land confiscations and forced displacements preventing them from exercising their rights to education and employment.	No targeted education, employment and/or CP interventions were implemented for adolescents residing in Area C.
Residents of H2 Area	Residents have impaired access to education and economic activity on account of settlement.	In the H2 area of Hebron, 1 project out of 21 focused on providing CP interventions, but no interventions related to education and skill development were implemented.

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[86] Identified by adolescents, parents, with school staff in focus group discussions.
[87] National Intersectoral Violence against Children Strategy (2019) and PCBS 2019.
[88] GenU National Hackathon
[89] Common Country Analysis 2016
[90] Common Country Analysis 2016
[91] Identified by adolescents, parents, with school staff in focus group discussions.

4.7 Coherence

The coherence criterion assesses the alignment of ADAP interventions with national policies, UNICEF's global guidelines, and humanitarian principles[92] such as humanity, impartiality, neutrality, and independence. Additionally, it focuses on evaluating ADAP's coordination with external partners to avoid duplication and address gaps.

EQ 7 - To what extent were ADAP interventions and implementation consistent with national guidelines and UNICEF's global guidelines for adolescent programming and with relevant humanitarian principles and standards? How well was assistance coordinated (externally) to avoid duplications and address gaps?

The evaluation found the Programme coherent with national policies and plans such as the Education Sector Strategic Plan (2020), National Youth Strategy in the State of Palestine (2020), National Policy Agenda (2017-2022), and National Intersectoral Violence Against Children Strategy in the Context of COVID-19 (2021-2023). Furthermore, it is consistent with UNICEF's Global Adolescent Programming Guidelines (2018). Both the design and implementation of the Programme were also found largely consistent with the principles of humanitarian principles – humanity, impartiality, and neutrality. However, the absence of interventions in Area C indicates limited compliance with the principle of independence.

The findings suggested weak external coherence, with limited substantive evidence supporting the level of coordination with external actors to prevent duplication and address gaps. This lack of coordination can be attributed to the absence of a formal coordination mechanism and a limited focus from relevant public institutions.

4.7.1 ADAP's Coherence with National Policies and UNICEF's Global Adolescent Programming Guidelines

43. Multiple national policies as well as UNICEF's global guidelines were used to assess coherence of ADAP strategies and interventions. The key guidelines used for this purpose include: i) Education Sector Strategic Plan (2020); ii) National Youth Strategy in the State of Palestine (2020); iii) National Policy Agenda (2017-2022); iv) National Intersectoral Violence Against Children Strategy in the Context of COVID-19 (2021-2023); and v) UNICEF's global guidelines for adolescent programming.[93] The evaluation team did not have access to UNICEF's Adolescent and Youth Strategy to assess its alignment with National Youth Strategy.

44. The findings from primary and secondary data indicated that the Programme was coherent with the national policies related to adolescent education and CP. These findings are summarized in Table 13, with detailed information provided in Appendix 19.

Table 13: Coherence of ADAP Interventions with National Policies and UNICEF Guidelines

Interventions[94]	National Policies	UNICEF Global Guidelines
Education		
Provide technical support to the MoE and IPs to develop a national framework for life skills education.	• Early education for children focuses on development of early childhood development (ECD) care programmes that are available to all.[95] • Strengthened wellbeing of students is targeted towards adequate focus on life skills and refining the student's personality in all its aspects.[96]	Working closely with partners, UNICEF will support the formulation and budgeting of policies, legal frameworks, and national sectoral development plans to better address the needs of adolescent girls and boys.[97]
Strengthen the capacities of parents, caregivers, and teachers to use ECD and apply positive	• Design, strengthen and expand positive parenting programmes to families with children and adolescents and test and evaluate delivery mechanisms to facilitate national scale up.	Supporting programmes on adolescent parenting (including for adolescents who are themselves parents) and providing support services to parents and caregivers

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[92] The evaluation team has taken the definitions from OCHA: What are Humanitarian Principles?
[93] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018
[94] These interventions are taken from the SoP Strategy Note 2018-2022, pg. 22 and 38-39
[95] Education Sector Strategic Plan – updated strategy 2020, pg. 113
[96] Ibid, pg 114
[97] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018, pg. 26

Interventions[94]	National Policies	UNICEF Global Guidelines
discipline at home and in school	• Develop early childhood education programmes.	to reinforce positive parent-adolescent interactions and non-violent discipline.[98]
Enhance the capacities of teachers to promote life skills through teaching methodologies and innovative approaches	• Provide continuing training programmes for teachers and support staff.[99] • Develop a student-centric teaching and learning pedagogy and environment by ensuring teachers and educators have good employment conditions and appropriate professional training.	Supporting gender-responsive and inclusive curricula, pre-service and in-service teacher training where teachers are supported in developing skills and attitudes to enable girls and boys from all backgrounds and adolescents with disabilities to participate equally in the classroom.[100]
Strengthen adolescent skills for entrepreneurship and citizenship education for a smooth transition to work and faster employment	• Align TVET and higher education with development and labour market needs, with equitable access to these opportunities.[101] • Provide vocational training opportunities for youth to enhance their skills.[102] • Promote the paths and initiatives that support vocational work.[103]	• Work with national governments and partners to progressively realize the objective of SDG 4.10[4]. • Increasing access to education, increasing learning outcomes, and increasing skills development.
Child Protection		
Collaborate with partners to ensure positive change in parents, teachers, communities, and education officials to prevent violence against children and other harmful practices	• Fathers, mothers, and other caregivers have awareness of the children's rights and have greater access to information services and support for positive parenting and child development.[105] • Ensure that all education provision is free from violence and provides a protective environment for all students.[106]	• Strengthen the capacity of social welfare systems across government ministries and invest in the CP workforce.[107] • Community engagement to address negative social norms.[108]

4.7.2 ADAP's Consistency with Humanitarian Principles

45. Below are the key findings on ADAP's coherence with established humanitarian principles, drawn from both primary and secondary data. A summary of these findings is provided below, while a more detailed description can be found in Appendix 19.
   o **Humanity:**[109] The findings suggested that the Programme is aligned with the principle of humanity, aimed at providing access to fundamental human rights, such as the right to education, decent living, protection of dignity and respect, and children's rights. The Programme prioritised reaching out to the most vulnerable groups, including adolescents living in remote and marginalized areas, those with disabilities, OOS youth, and those affected by conflict and displacement. By contributing to the protection of human dignity and alleviation of suffering among vulnerable adolescents, it can be inferred that the ADAP is consistent with the principle of humanity.
   o **Impartiality:**[110] The findings indicated that the Programme provided equal access and opportunities to all eligible adolescents, regardless of their nationality, race, gender, religious belief, class, or political opinions.

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[98] UNICEF Programme Guidance for the Second Decade – 2018, pg. 18
[99] National Policy Agenda 2017-2022 (SoP) pg. 41
[100] UNICEF Programme Guidance for the Second Decade – 2018, pg. 16
[101] National Policy Agenda 2017-2022 (SoP), pg. 41
[102] Ibid, pg. 41
[103] Ibid, pg.41
[104] UNICEF Programme Guidance for the Second Decade, pg. 15
[105] National Inter-Sectoral Violence Against Children Strategy in the Context Of COVID-19 (NIVACS) 2021-2023, pg. 35
[106] State of Palestine inclusive Education Policy – 2015, pg. 14
[107] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018, pg. 18
[108] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018, pg. 29
[109] Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.
[110] Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.

- o **Neutrality:**[111] The Programme was found neutral in its approach and implementation as it did not show any political or ideological bias. It provided services and assistance to all eligible adolescents, without taking sides in the conflict or hostilities between SoP and Israel.
- o **Independence:**[112] The findings indicated that the Programme was mostly implemented independently, with minimal external influence. However, there were instances where the principle

> "There are 185 schools in Area C where the Israelis control almost everything. We are not allowed to make a new building, carry maintenance, provide internet connectivity, etc." **- KII with MoE**

of independence may have been compromised, such as certain schools and communities in Areas C not being reached due to being under Israeli occupation.

4.7.3 Mapping of Actors in Adolescent Programming

46. The evaluation did not find evidence that the Programme conducted a formal mapping exercise to identify other organisations, types of interventions, and geographic areas for adolescent education and CP.
47. Stakeholders (UNICEF and IPs) shared that a selection process that involved sharing criteria with community-based organisations and the government, and field visits to ensure selected schools and communities were not supported by other actors for similar activities. The selection criteria aimed to minimize duplication in certain areas.

4.7.4 Mechanisms Established to Avoid Duplication and Address Gaps

48. The evaluation team did not find any evidence of a mechanism to prevent duplication of efforts and address gaps.
49. According to UNICEF respondents, during the design phase, the draft APD was shared with relevant ministries to identify overlaps and address gaps collaboratively. Although there are thematic coordination mechanisms in place, such as the education cluster and CP working group, the evaluation team cannot confirm their effectiveness in avoiding duplication or addressing gaps.
50. During the FGDs, the evaluation team also confirmed from adolescents, school staff and parents if they had received similar

> "The problem is that adolescents are neither a sector nor a cluster and it's more of a cross-cutting approach or a vulnerable group. There's no specific aid coordination or programmatic coordination body around them." **- KIIs with UNICEF**
>
> "The only coordination was to prevent duplication of intervention or targeting the same areas. Accordingly, communication was through e-mail or contact with other implementing institutions. However, during implementation, there was no coordination between the institutions implementing UNICEF projects." **- KIIs with IPs**
>
> "In the State of Palestine, we have a coordination mechanism within UN agencies. And it's called a UN theme group for young people, which meets on a monthly basis. So, within those meetings, there is mapping to see who is doing what." **- KIIs with UNICEF**

interventions from other organisations between 2018 and 2021. Some of the respondents shared that they received various trainings from other organisations.[113] The trainings focused on mental health support, communication skills, psychosocial support and problem solving. It appears that there were some overlaps between the Programme activities and the support provided by other organisations.
51. Neither primary nor secondary data indicate use of adaptive programming by UNICEF, particularly with respect to avoiding duplications and addressing gaps.

4.8 Connectedness

The connectedness section presents the findings regarding how the ADAP interventions benefitted from other ongoing interventions by UNICEF SoP. It also focuses on the alignment of ADAP with relevant SDGs and transition strategies.

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[111] Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions.

[112] Humanitarian action must be autonomous from the political, economic, military or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.

[113] Organisations included Norwegian Refugee Council, Friendship Center, Aisha Association, State of Palestine Association, Union of Palestinian Women's Committees, Shams Al-Hurriya Association, USAID, UNRWA, and Tamer Institute.

EQ8 - To what extent did ADAP interventions complement/leverage other UNICEF SoPCO relief/recovery/development interventions and relate to transition strategies (or SDGs)?

The ADAP Programme effectively leveraged internal complementarities within UNICEF, specifically in the areas of CP, health and nutrition, WASH, and SBC interventions. The CP Programme played a pivotal role in strengthening education and adolescent outcomes by facilitating the transfer of knowledge and skills to eliminate harmful practices and improve CP measures within schools. Collaborative efforts with the Health and WASH sections allowed the Programme to address the adverse effects of the COVID-19 pandemic by providing vital hygiene kits, conducting training sessions, and supplying cleaning materials to schools. Additionally, the SBC Section provided cross-cutting support by conducting awareness sessions on non-violent discipline techniques and positive parenting, contributing to the overarching objectives of ADAP. Furthermore, the evaluation findings indicate that the Programme interventions align with multiple SDGs, including SDG 4, 5, 8, 10, and 16. This alignment underscores the Programme's commitment to addressing critical global development priorities. However, it is important to note that the evaluation did not identify any specific national or regional transition plans, which limited the assessment of the Programme's connectedness in this context.

4.8.1 ADAP Interventions Benefitting from other UNICEF Interventions

Findings were primarily drawn from interviews with UNICEF staff and by reviewing relevant documents such as the Strategy Note (2018-2022), the Country Programme Action Plan (CPAP) (2018-2022), and the RAM reports (2018-2022).

Connectedness with CP Interventions:

52. Secondary data indicated that CP interventions (particularly Output 2.3) have directly benefitted the ADAP Programme by enhancing knowledge and skills needed to eliminate harmful practices and better protect children (including in school and OOS adolescents) from violence, exploitation, and grave human rights violations. Approximately 30 per cent of the 21 projects[114] evaluated were dedicated to this objective.

53. According to UNICEF staff, there was a clear complementarity between the CP Programme and ADAP interventions.

> "Both child protection and adolescent education focus on creating qualified individuals with 21st century skills and civic engagement initiatives. The ADAP program intervention has been designed to work collaboratively with other UNICEF departments."
>
> "Adolescent benefit from child protection because they have the referral mechanism, family centres and community centres that have specialized psychosocial support who can deal with people, or with adolescent that have high level of violence. So, yes, we can say it's a joint effort. No one can achieve nonviolent community without the joint efforts for education, adolescents, and CP. We have close coordination with the CP to make sure that the mechanisms and interventions used are appropriate as agreed in CP issues."
>
> **Source: KII with UNICEF**

Examples of this complementarity were provided, such as Project 10 that focused on vulnerable youth and adolescents in East Jerusalem by supporting parents, raising awareness, and providing prevention and support during and after arrest, as well as digital security through recreational and sporting activities. ADAP Project 9 referred students to family centres for case management and psychosocial support services from partner family centres under the regular CP Programme. Another example was the BRAVE Project, which included multi-sectoral interventions on life skills, CP, and non-violence, complementing ADAP interventions.

Connectedness with Health and Nutrition Interventions:

54. The Health Section's interventions targeting schools in response to the COVID-19 pandemic, also benefited the ADAP Programme. For example, training was provided to school health focal points on COVID-19 school health protocols and how to establish and support school health committees to develop and implement action plans aimed at preventing COVID-19 infections.[115]

55. The desk review indicated that there were similarities between the interventions of ADAP and the Nutrition Friendly School Initiative (NFSI). In 2021, UNICEF implemented a school-based multi-sectoral intervention to address malnutrition among adolescent girls in the West Bank

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[114] Projects include 1, 3, 9, 10, 16, 19 and 21.
[115] Country Programme full approved report (RAM) 2018-2023, page 5

and the Gaza Strip. This intervention provided benefits to school-age children across 44 schools and 9 districts. Additionally, UNICEF conducted capacity-building activities and trained more than 150 teachers on NFSI. They also developed and distributed information, education, and communication (IEC) materials to promote awareness of healthy lifestyle practices, nutritious foods, diet diversity, and physical activities in all schools of the West Bank. These activities indirectly benefitted schools covered under ADAP.[116]

Connectedness with WASH Interventions:

56. In response to the COVID-19 pandemic, the Education & Adolescents Section collaborated with the WASH Section to address its adverse effects. The WASH Section provided hygiene kits, cleaning materials, masks, and sanitizers to schools for post-COVID-19 preparedness. ADAP Programme organized trainings for teachers, guards, and canteen staff on the use of cleaning materials and implementation of COVID-19 health prevention protocols in schools. For instance, Project 13 under ADAP focused on enhancing the capacity of school health committee members and training MoE officials and school staff in government schools on COVID-19 prevention and control measures, ensuring a safe return to schools and continuation of school-based teaching and learning activities during and after the pandemic.
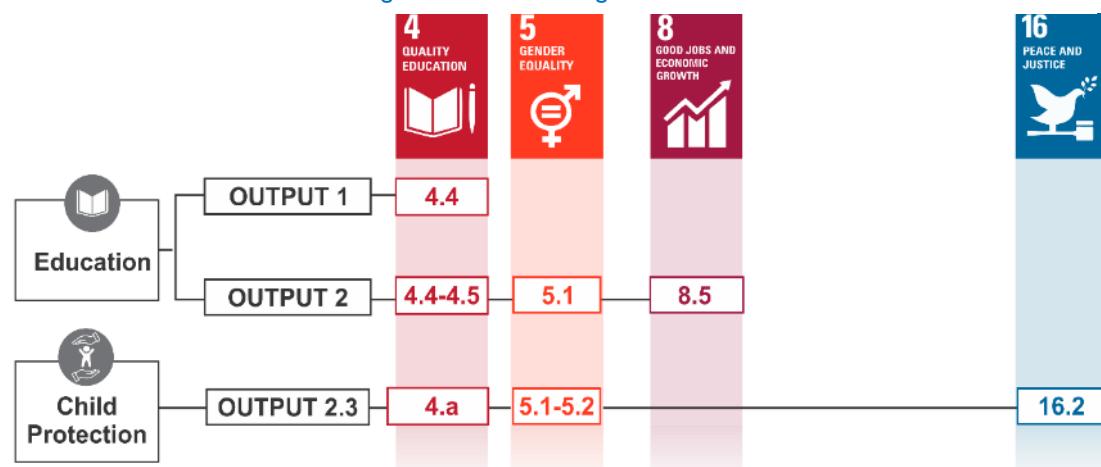
Connectedness with Social Behaviour Change (SBC) Interventions:

57. Based on the desk review and discussions with UNICEF, the ADAP interventions were also supported by the SBC interventions. The SBC Section offered cross-cutting assistance to ADAP by helping to conduct awareness sessions that focused on non-violent discipline techniques and promoting positive parenting.[117]

4.8.1 ADAP interventions and overlaps with SDGs and other plans

58. Figure 14 shows Programme's alignment with relevant SDGs, including SGD 4,[118] 5,[119] 8,[120] and 16.[121] More details can be found in Appendix 20. The desk review and interviews did not indicate any overlaps between ADAP and national or regional transition plans.

Figure 14: ADAP Alignment with SDGs

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[116] Country Programme full approved report (RAM) 2018-2023, page 41
[117] Communication & Advocacy Strategy for ECD & Children with Developmental Delays and Disabilities in the State of State of Palestine (2019)
[118] Goal 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
[119] Goal 5: Achieve gender equality and empower all women and girls.
[120] Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
[121] Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

4.9 Gender Equality, Equity and Child Rights

The evaluation framework included an additional criterion to assess how effectively the ADAP Programme integrated UNICEF's cross-cutting priorities, including gender equality, equity, and child rights (including accountability). The evaluation examined the extent to which the Programme, in its design, implementation, and results, addressed the specific needs of target groups based on gender, age, adolescents with disabilities, and child rights considerations. Furthermore, the evaluation assessed whether appropriate accountability measures were established to gather feedback from beneficiaries and address their complaints.

EQ9 – To what extent did ADAP design, implementation and monitoring integrate programming priorities of gender equality, equity, and child rights (including accountability)?

The ADAP Programme was found to be partially aligned with gender equality principles. However, the Programme design did not include interventions to address gender-specific determinants and conditions of adolescent boys and girls. Some considerations were taken into account to align with the cultural context where separate trainings were conducted for boys and girls. Additionally, the Programme achieved equal participation of boys and girls, however, there was limited gender-specific reporting on the evaluated results.

The evaluation found the Programme partially aligned with UNICEF's Equity Agenda. Although the Programme prioritised identification of vulnerable groups, the Results Framework did not include specific targets for these groups. The Programme implementation did emphasize serving vulnerable groups, particularly OOS and adolescents with disabilities. However, the evaluated results lacked disaggregated data on equity indicators, such as the results achieved for vulnerable groups, adolescents with disabilities, or those in remote locations.

The evaluation found the Programme was aligned with the CRC principles of non-discrimination, best interests of the child, right to life, survival and development, and views of the child. Although a feedback mechanism was established, beneficiaries were not adequately aware of it, and there was insufficient evidence to determine how complaints and feedback were addressed by the Programme.

4.9.1 Integration of Gender Equality in ADAP Programme

This sub-section presents key findings and analysis around the integration of gender equality in the ADAP Programme. It also includes a brief analysis of how well the Programme is aligned with the United Nations System-Wide Action Plan (UN-SWAP).[122]

Design:

59. The secondary and primary data indicated that several assessments[123] were carried out to identify gender-related needs, particularly after the COVID-19 outbreak. However, none of these assessments were specifically intended or conducted for the ADAP Programme to assess the gender needs of adolescent boys and girls.
60. The review of the Results Framework suggested a limited focus on gender disaggregated targets. Only one outcome indicator[124] and one output indicator[125] have gender-disaggregated targets. The agreements with IPs indicated a deliberate focus on outreach targets for both boys and girls for different outputs.

Implementation:

61. The implementation of the ADAP Programme demonstrated a gender-sensitive approach, as evidenced by the provision of separate training sessions for boys and girls, along with gender-

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specific skills training aligned with the culture norms. For example, girls received training in crochet art, embroidery, and sewing, while boys were trained in photography and motion graphics. While similar trainings for both genders could have been considered, the cultural context and the potential job opportunities for girls in male-dominated sectors made the gender-specific approach seem appropriate.

62. However, as mentioned in section 4.6, the ADAP Programme did not address gender-specific determinants or conditions in either its design or implementation. For example, boys had a higher school dropout rate and were more vulnerable to violence in public spaces compared than girls, however, the Programme did not include any activities specifically targeting gender-vulnerabilities.

63. During FGDs, teachers and parents noted that certain activities were scheduled after school hours, causing female students to miss them due to difficulties in seeking permission from parents and potential transportation issues. Respondents recommended better time management, establishing centres in target areas (especially in remote locations), and utilising schools as safe spaces for conducting activities. They also noted that the Programme should have given more priority to training male students on non-violence.

> "No, I'm not aware of any gender specific assessments. The Programme is built upon assessments that look at gender like the Multiple Indicator Cluster Survey (MICS), as it looks at gender as a disaggregation rather than gender as a specific area of focus. The programme could be more gender aware as we try to move towards gender transformation. I think gender is one thing that we need to look at better in the country programme." - **KII with UNICEF**

> "Specifically for our country office, we never conducted any study. We are empowering our office staff on this and now we have a focal point for this. But normally we analyse gender integration, and we are working on enhancing this component. So, we have a specific priority now, that has been included in the new country cycle, specifically on gender, because we have learned from the recent regional meeting that we are having some issues with targeting gender specific activities, and we need to improve our situation in this regard." - **KII with UNICEF**

> "The training should be during school hours and inside the school since some parents do not allow their girls to participate in activities outside the schools." - **FGD with school staff in West Bank**

> "It is important to raise parents' awareness of the importance of participating and try to involve them in the process." - **FGD with school staff in the Gaza Strip**

> "Providing a field team of women to support the opportunity for girls to participate in the activities. This helps to convince families/parents to let girls participate in the future activities, and to persuade women to participate with their daughters in the activities." - **FGD with parents**

Results (including monitoring):

64. The results indicated that the Programme equally benefited both adolescent boys and girls from the interventions (as indicated in the adjacent box).

65. The ADAP Programme was also evaluated to assess if the design incorporated gender equality principles as per the UN-SWAP 2.0 Accountability Framework,[126] which includes 17 indicators broadly divided under results-based management. Of the six indicators evaluated by the team, the ADAP Programme complied with three and did not comply with the remaining three. The evaluation team's assessment of the ADAP Programme's compliance and non-compliance with these gender equality indicators can be found in Appendix 21.

> **Output 1.2.2:** 57 per cent of adolescent girls received entrepreneurial and civic engagement skills development programmes.
>
> **Output 1.2.7:** 50 per cent of adolescent girls received essential stationary kits.
>
> **Output 1.2.10:** 49 per cent females (adolescents and school staff) received hygiene kits for improved hygiene practices and COVID-19 infection.
> **Source: RAM Report 2021**

4.9.2 Alignment with UNICEF's Equity Agenda

UNICEF's Equity Agenda primarily focuses on providing a fair chance in life to every child, everywhere – especially the most disadvantaged in hope of breaking intergenerational cycles of inequity and poverty in every society.[127] The following sub-sections provide findings on ADAP's alignment with the Equity Agenda at design, implementation and results levels.

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[126] UN SWAP Accountability Framework
[127] UNICEF's Equity Agenda

Design:

66. The findings suggested that ADAP's design was mostly aligned with UNICEF's equity agenda as the needs of vulnerable groups were identified through assessments, including the Situational Analysis 2016/2017 and CCA (2016), as detailed in section 4.6.

67. Gaps in ADAP design were noted including lack of clear definition of vulnerability criteria and greater emphasis on designing and allocating funds for vulnerable groups. The Results Framework did not include results or targets for vulnerable groups.

Implementation:

68. The Programme's implementation prioritised vulnerable groups based on evidence from primary and secondary data. For example, skill development activities were provided to OOS adolescents, awareness sessions were conducted for counsellors and teachers to prevent violence against children with disabilities, and adolescents with disabilities received TVET skills training to improve employability.

69. According to feedback from school staff received during FGDs, trainings did not cater to the unique needs of adolescents with disabilities. They specifically noted the absence of special arrangements during training sessions.

> "ADAP Programme is aligned with UNICEF's Equity Agenda as both of them are working to achieve to target marginalized people and marginalized area, people with low income or disabled adolescents. So, both are targeting all the adolescents without excluding any group whatever is their background, culture, and gender." **- KIIs with UNICEF**
>
> "The design is done a bit opportunistically based upon the areas which the community partners are serving, whether it's been done systematically enough, it's another question. It's going back to the fact that we need a targeting based upon some kind of level of commonly agreed vulnerability criteria which takes some work." **- KIIs with UNICEF**
>
> "More sessions should be conducted with disabled and vulnerable students as it raises their spirits and participation." **– FGD with male adolescent**
>
> "The training took place in the library on the upper floor, and the school facilities were not suitable for PWDs." - **FGD with female school staff**
>
> "The practical aspect was almost missing from the professional diploma (auto mechanics major). The general aspect was theoretical, and this is one of the reasons why I did not become interested in the field." - **FGD with OOS male adolescents**
>
> "Not all fields were available to us. They told us there are vacant positions in the field of smartphone maintenance, while photography is full, and the rest of the specializations are only for males." - **FGD with OOS female adolescents**

70. The feedback obtained from discussions with OOS adolescents indicated appreciation for the trainings. However, female respondents raised concerns about limited acceptance of their acquired skills by their parents. This highlights the need for awareness-raising efforts to improve parental acceptance and support for the skills learned by these adolescents.

71. Despite being identified as a priority or vulnerable group, no specific interventions were carried out for adolescents in Area C, which is considered some of the most deprived and vulnerable areas in the SoP.

Results:

72. The RAM Reports lacked information on equity indicators, such as outcomes attained for vulnerable groups, disability, or location. Therefore, the evaluation team was unable to assess the extent to which the ADAP Programme benefitted vulnerable adolescents.

4.9.3 Integration of Child Rights in ADAP Programme

73. The Programme design and implementation indicated integration of four guiding principles of the CRC.[128] Details are mentioned below:

- **Non-discrimination:**[129] Both secondary and primary data suggested that the Programme reached out to adolescents regardless of their ethnicity, religion, socioeconomic status, or gender.
- **Best interests of the child:**[130] The Programme's objectives, strategies, and interventions were planned and implemented with the best interests of the children in mind by all

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[128] https://www.unicef.org/armenia/en/stories/four-principles-convention-rights-child
[129] States parties shall respect and ensure the rights of each child within their jurisdiction without discrimination of any kind, irrespective of the child's parents or legal guardian, race, colour, sex, language, religion, political or other opinion, national, ethnic, or social origin, poverty, disability, birth or other status.
[130] In all actions concerning children whether undertaken by public or private social welfare institution, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration.

stakeholders, including UN agencies, the public sector, and IPs. The main goal was to empower children to reach their full potential and to take necessary measures to prevent harm.

- o **Right to life, survival, and development:**[131] The Programme is aligned with the right to development. Through vocational training and the promotion of non-violence and positive discipline, the Programme provided opportunities for the personal growth and development of adolescents.
- o **Views of the child:**[132] The findings suggested that there was little to no involvement of adolescents in the design of the ADAP Programme. However, the field data reveals that efforts were made to prioritize the views and participation of children and adolescents in the implementation process, including monitoring.

4.9.4 Accountability in ADAP Programme

74. UNICEF SoP collaborated with the IPs on Accountability to Affected Populations (AAP)[133] framework during the planning, implementing, and M&E of the ADAP Programme.[134] The framework ensured accountability and leveraged beneficiary feedback to inform redesign. IPs reported the implementation of a dedicated feedback to collect inputs, experiences, and suggestions from beneficiaries. This was facilitated through brochures or introductory sessions in schools, as well as by providing a dedicated phone line and email for adolescents and caregivers to register their complaints. The IPs were responsible for managing the system and taking necessary actions based on the feedback received. However, the evaluation team did not come across any complaint logs or documentary evidence of how the complaints and feedback were addressed.

75. On the contrary, discussions with adolescents, parents, and school staff indicated that most of them were not aware of any feedback system. Some adolescents mentioned seeing complaint boxes in their communities, but they were unsure how they worked.

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[131] State parties shall ensure to the maximum extent possible the survival and development of the child.
[132] States parties shall assure to the child who can form his or her own views the rights to express those views freely in all matters affecting the child.
[133] Defined as: Active commitment to use power responsibly by taking account of, giving account to, and being held to account by the people humanitarian organizations seek to assist'. UNICEF also puts 'communities and people at the centre of humanitarian action and promoting respect for their fundamental human rights underpinned by the right to live with dignity, and the right to protection and security as set forth in international law.
[134] Operational Guidance on AAP

CHAPTER 5

CONCLUSIONS, LESSONS LEARNT, AND RECOMMENDATIONS

CHAPTER 5: CONCLUSION, LESSONS LEARNT, AND RECOMMENDATIONS

This chapter presents the conclusions, lessons learnt, and recommendations of the evaluation. It is primarily based on the evaluation findings and have been framed keeping in view the evaluation objectives (including intended uses) and GEROS guidelines. Where appropriate, references are made to the relevant evaluation findings for evidential substantiation.

5.1 Conclusions

The evaluation conclusions are presented with respect to the purpose and objectives of the evaluation, taking into account both the strengths and limitations of the ADAP Programme. They offer analysis and insights to inform UNICEF SoPCO's future adolescent programming. It is important for readers to note that the Programme being evaluated comprises 21 projects, each with varying duration and focus.

Given the summative purpose of the evaluation and its focus on the achievement of planned results, the evaluation concludes that the ADAP Programme was **largely effective** (particularly the education component)**.** This is demonstrated by the successful achievement of two out of three outcome targets. The results were achieved despite the challenges posed by COVID-19 related school closures and security issues in the SoP. The transition to remote teaching and learning, and the successful integration of technology despite infrastructure and technical capacity constraints, stands as a success factor and key strength of the Programme. The use of a hybrid implementation model, involving both the public sector and IPs, also contributed to the achievement of these outcomes. However, the skill-building component lacked a clear focus on post-training support, which may have hindered the transition from learning to employment.

The evaluation team could not conclude the effectiveness of the CP component due to the unavailability of relevant outcome data. This can partly be attributed to incomplete data and tracking by the monitoring system. Additionally, the violence reduction interventions were of a shorter duration and lacked a clear focus on community engagement, which could potentially undermine the sustained results.

The Programme successfully prioritised challenges faced by adolescents (particularly employment, entrepreneurship, civic participation, and violence reduction) in the SoP and among development partners. The Programme contributed to the integration of LSCE into the national education curriculum. It also fostered support from the public sector and UN agencies, leading to the creation of the NYVSP under the aegis of the Prime Minister's Office. Despite this success, the NYVSP is not yet operational and needs further advocacy, as well as technical support, to fully realise its potential. Once active, it is expected to facilitate opportunities that enable adolescents to find networking and employment opportunities. For the above, it can be concluded that the Programme has been instrumental in highlighting challenges faced by adolescents, fostering multi-stakeholder partnerships, and promoting intersectoral collaboration.

Assessing against cross cutting evaluation criteria (OECD-DAC, humanitarian and UNICEF), the evaluation concludes that the Programme is **relevant** for using available data to inform its design, reflecting local and national contextual realities, and involving relevant public stakeholders. However, there is room for improvement in engaging with adolescents, as they were not consulted during the Programme design. The Programme is found to be **largely effective** in fully achieving two out of three outcome results (education component only). Despite data limitations, the evaluation deems the Programme **cost efficient** (for the education component only) as it achieved 76 per cent of its outputs using 68 per cent of allocated budget. The Programme's design lacked a defined impact statement, constraining impact assessment and conclusions. However, perceived **impact** on adolescents has been observed, including skill and knowledge transfer, increased self-confidence improved communication, and reduced violence. The policy-level results such as integration of LSCE in national education curriculum are likely to be **sustainable**, however others are less likely to be sustained (such as NYVSP, knowledge and skill development, and the reduction of violence in schools and homes). The Programme's **coverage** was largely effective, but gaps were identified in addressing the unique needs of male adolescents and those living in Area C. While the Programme aligns with national policies and plans, more focus is needed on

external **coherence** with other development actors to avoid duplication and address gaps. The Programme exhibits **connectedness** with other UNICEF sections and the relevance SGDs. It partially integrated and complied with UNICEF's cross-cutting priorities, **gender equality and UNICEF's equity agenda**, but fully integrates child rights. **Accountability** was embedded in the Programme's design but merits more focus on implementation.

The evaluation includes lessons learnt and recommendations (refer to subsequent sections), thus meets the evaluation objective in that respect.

Moving forward, the evaluation underlines the need for sustained focus on adolescents by all stakeholders (public sector, private entities, development partners and others). Policy interventions such as integration of LSCE and NYVSP are foundational and require continuous strategic and operational support for sustainable outcomes. The hybrid implementation model (involving public, private and CSO actors) has proven effective, particularly in facilitating the transition to remote teaching and learning, and thus merits continuity. Increased advocacy and engagement with the public sector should promote acceptance of private and CSOs' involvement for niche interventions, where these partners offer unique capacities and advantages.

Future engagement with adolescents should underpin regular interaction with them to understand their challenges, frustrations, aspirations, and potential pathways. Education interventions should emphasize infrastructure development and systemic capacities for remote/technology-based teaching and learning. This is critical to pre-empt any future disruptions (like COVID-19 and security challenges) and for engaging learning experiences. Skill building interventions must strike a balance between pre/during training and post training focus. The evaluation underscores the need for medium to long-term interventions for behaviour change, such as violence reduction, positive parenting. These require sustained messaging and community engagement for sustainability. Lastly, the next phase should prioritise an effective monitoring system for results tracking and evidence-based decision-making.

5.2 Lessons Learnt

Given the evaluation's focus on learning, this section presents key lessons learnt drawn from the evaluation findings. These lessons capture both good practices and gaps that can guide future programming. Each lesson has been articulated to underscore its wider relevance and applicability in other contexts and sectors. Lastly, these learnings have been refined, taking into account feedback from stakeholders.

- The Programme's design and implementation were underpinned by innovative approaches. One notable innovation was the use of gamification for promoting learning, particularly in LSCE. This innovative approach proved to be an effective practice, leading to tangible outcomes in increased critical thinking and problem-solving skills among adolescents. The effectiveness of this gamification strategy not only suggests the potential for its replication and scale-up within this Programme, but it also provides valuable insights for its potential application across different sectors and contexts. It stands as a promising strategy to boost adolescents' engagement and participation, making learning more interactive and stimulating.
- The ADAP Programme (Education & Adolescent component) primarily focused on providing pre/during training support to adolescents. However, the post-training support aimed at fostering and improving the broader ecosystem for job creation and entrepreneurship was not addressed. Consequently, due to this gap, there is insufficient evidence to showcase the transition from learning to earning. This learning points out a potential design deficiency, underlining the need to balance pre/during training and post-training support, including access to capital financing, job placements, market access, and self-employment. This lesson learnt is applicable across all contexts, especially in regions where the infrastructure for job placements and entrepreneurship is less developed.
- The ADAP Programme (CP component) support for behaviour change interventions (non-violent behaviours and positive parenting) had a short lifespan (six months to a year) and lacked a consistent approach to community engagement. This undermined the sustainability of these actions. Considering global evidence and feedback from participants, the lesson learned is to plan behaviour change interventions with a medium to long-term lifecycle

approach (two years or more). Moreover, these should be centred around community engagement interventions – organising and mobilising local youth groups, religious and community leaders, to enable messaging through such platforms for sustainable results. This lesson is applicable across sectors aiming for behavioural and normative changes, and contexts, where local platforms or groups (usually existing in urban and rural communities) are either readily available or could be mobilised for sustained messaging and localised accountabilities.

5.3 Recommendations

The recommendations presented below are drawn from the evaluation findings and conclusions. Stakeholders have expressed a keen interest in continuing support for adolescents' skill development and CP, as echoed during fieldwork discussions and validation workshop with the ESC members. This intention has been appropriately factored into the framing of the recommendations.

The process of developing these recommendations started during the data collection stage. Stakeholders, including UNICEF, public sector partners, IPs, and communities, were invited to propose measures for improving future design and implementation for adolescent boys and girls. Additionally, feedback received on the draft evaluation report, a validation workshop (conducted on May 30, 2023, and a meeting with the Programme team (July 10, 2023) has been considered to refine these recommendations.

The recommendations are structured on two levels: the broader recommendation, which set outs what needs to be done, followed by specific actions which expand on the 'what' and 'how'. Each action item has been purposefully linked to key findings and the relevant stakeholders (primary or secondary) who are considered responsible to implement it. Moreover, the evaluation team has assigned teach action a timeline[135] and classified its priority status as high, medium, or low.

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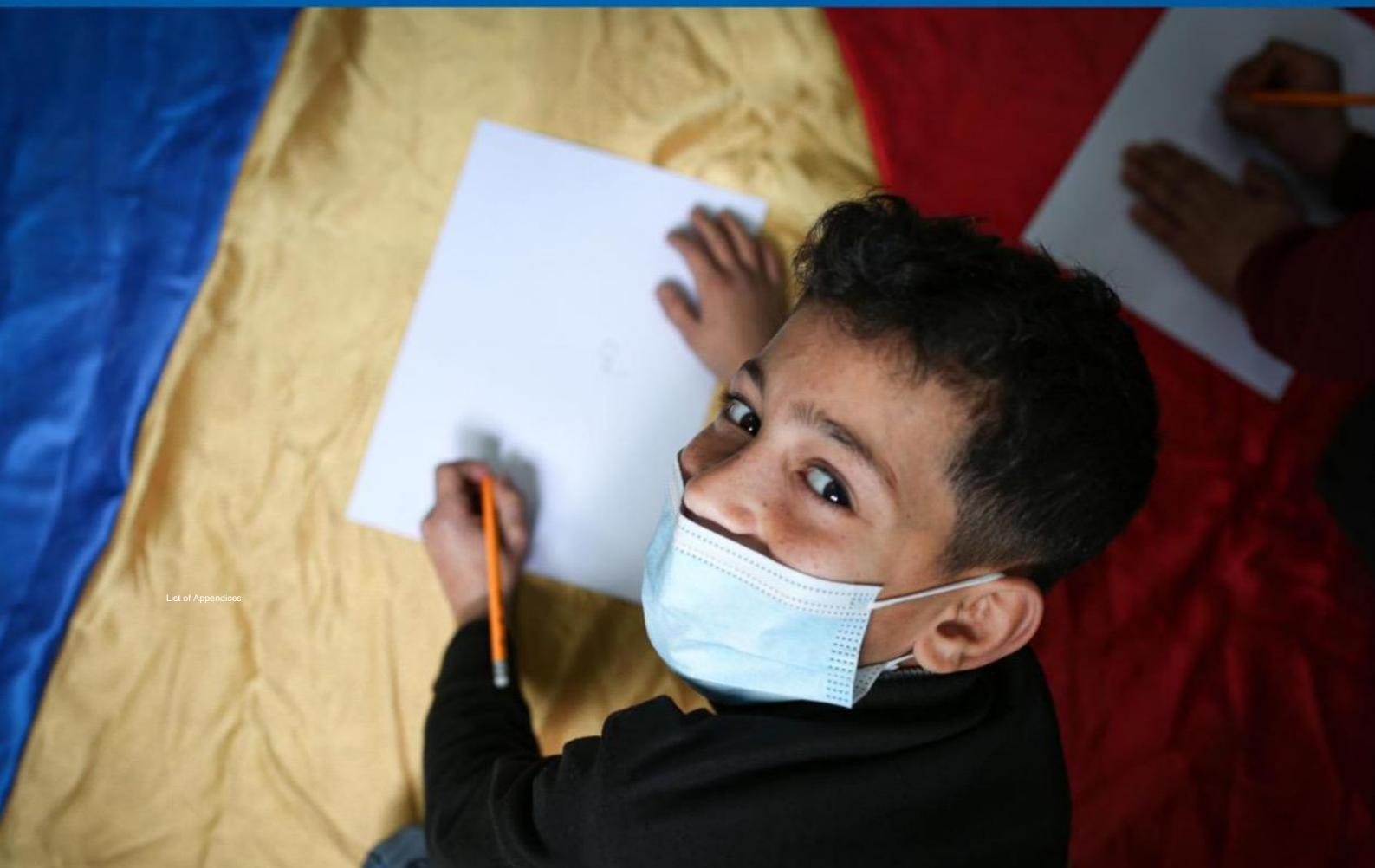
[135] Immediate: 3-6 months, Short-term: 6-12 months and Medium-term: 1 to 2 years.

Recommendations	Priority/Timeframe	Responsibility
DESIGN-LEVEL RECOMMENDATIONS		
Recommendation 1: Keeping in view the APD 2023-25 priorities for adolescent boys and girls, UNICEF SoP is advised to draft an ADAP Results Framework and ToC (covering both components such as education & skill building and CP) for future guidance to develop projects/interventions and tracking of results.		
Action # 1: Draft the ADAP Results Framework and ToC. The Results Framework must include impact statement and indicators, segregated outcomes and outputs, dedicated strategies, and underline allocation of resources for disadvantaged groups (adolescents in Area C, adolescent girls and boys, adolescent with disabilities, OOS adolescents). **[Effectiveness – Finding 22, 23, 24; Efficiency – Finding 15; Impact – Finding 28; Gender Equality – Findings 60, 64; Equity – Findings 67, 72]**	High/Short-term	Primary: UNICEF
Action # 2: The Results Framework and ToC should be endorsed by the MoE in a high-level event. The Results Framework and ToC can guide future engagement with relevant public sector partners. **[Relevance – Finding 4, Effectiveness – Finding 18]**	High/Short-term	Primary: UNICEF and MoE
Recommendation 2: Based on the learning from the previous ADAP phase, the future ADAP strategies and interventions merit a re-think and recalibration to offer better fit with the local context and achieve improved results for the vulnerable groups (adolescent boys and girls, adolescents with disabilities, and OOS adolescents)		
Action # 1: Within the Education & Adolescents component, the skills development interventions must strike balance between pre/during training and post post-training support such as access to finance, market linkages, access to employers, and business associations. If other players (public and private sectors) are involved, engage with them to provide support to trainees for the above-listed interventions. **[Impact – Finding 28, 29, Sustainability – Finding 37]**	High/Medium-term	Primary: UNICEF Secondary: MoE
Action # 2: Establish a clear vulnerability criterion to ensure the systematic inclusion of vulnerable groups in its programming. This criterion should include various aspects, including location, age, gender, disability status, etc. Specific strategies should be developed and implemented to address the unique needs of these vulnerable groups, such as providing tailored support and accommodations for disabled adolescents during trainings. **[Gender Equality – Finding 62; Equity – Finding 67 and 69]**	Medium/Immediate	Primary: UNICEF
IMPLEMENTATION-LEVEL RECOMMENDATIONS		
Recommendation 3: The future ADAP implementation should focus on building public sector capacities to deliver inclusive education and fostering opportunities for job promotion and skill development for adolescents.		
Action # 1: Place added focus on building the capacity of the public sector in remote teaching and learning to ensure uninterrupted education for adolescents. This is critical given the potential risk of future disruptions in teaching and learning activities due to the unique security environment. (Primary Responsibility: MoE, Secondary Responsibility UNICEF) **[Effectiveness - Section 4.3.2 Enabling Factors]**	High/Immediate	Primary: MoE Secondary: UNICEF
Action # 2: UNICEF should leverage its existing efforts by advocating with the MoE to integrate the remaining elements of LSCE into the national education curriculum. This should also entail supporting the MoE to train teachers to deliver LSCE appropriately. **[Sustainability – Finding 37]**	High/Short-term	Primary: UNICEF Secondary: MoE
Action # 3: Advocate for and provide support to operationalise the NYVSP. This platform can play a crucial role in promoting job creation by connecting adolescents with the private sector and CSO partners. **[Sustainability – Finding 37]**	Medium/Immediate	Primary: UNICEF Secondary: MoE
SUSTAINABILITY SPECIFIC RECOMMENDATIONS		
Recommendation 4: For improved sustainability of ADAP interventions and results, the CP interventions design and duration need a careful re-thinking and longer duration.		
Action # 1: Engage directly with the adolescent boys and girls, parents, school staff and community leaders for future Programme design (including sustainability interventions) to understand and incorporate their opinions and aspirations (in terms of differential needs, underlying causes, implications for adolescent boys and girls, available local strategies and solutions, and others) into the design to make interventions and results more sustainable. **[Relevance – Findings 3, 4 and Coverage – Finding 41]**	High/Immediate	Primary: UNICEF Secondary: MoE

Recommendations	Priority/Timeframe	Responsibility
Action # 2: Advocate with key donors for longer-term interventions (3 years or more) to support behaviour change around positive parenting, non-violent behaviours, and other areas. Form longer-term partnerships with public sector and CSO partners to implement CP interventions and assess progress towards impact. **[Impact – Finding 33]**	High/Short-term	Primary: UNICEF
Action # 3: Emphasize community engagement in the implementation of behaviour change interventions to foster community ownership and create platforms for sustained messaging and localized actions. This may involve forming and supporting community groups, including adolescents, to implement and monitor local actions. **[Sustainability – Finding 39]**	High/Short-term	Primary: UNICEF Secondary: MoSD, MoE
M&E SYSTEM RECOMMENDATIONS		
Recommendation 5: The ADAP M&E system merits reconfiguration to effectively track progress and use data/evidence for decision making and adaptive programming.		
Action # 1: The ADAP Results Framework should guide the formulation of ADAP M&E Plan. The M&E indicators should be framed in a manner that enables tracking of both qualitative and quantitative changes in the lives of adolescents, such as quality of education, adolescents' satisfaction, learning outcomes, and changes in behaviour or attitudes. The findings should be used to inform programme planning, implementation, and decision-making. [**Effectiveness – Finding 23**]	High/Immediate	Primary: UNICEF Secondary: IPs and MoE
Action # 2: Regularly review and assess the logic of the Results Framework and ToC in consultation with the MoE and IPs. Use monitoring data (received mid-year and annual reports) and other insights to re-assess and recalibrate the Results Framework and ToC (if needed). **[Effectiveness – Finding 24]**	Low/Medium-term	Primary: UNICEF Secondary: IPs and MoE
Action # 3: Undertake pre-implementation assessments and baselines, where appropriate, to inform design improvements. Data collection must include regular interaction and seeking inputs from adolescents and community groups to keep track of how interventions are affecting them and if/what design and implementation recalibrations are needed. **[Gender Equality – Finding 59, 60, 62, Effectiveness – Finding 24]**	High/Immediate	Primary: UNICEF Secondary: IPs and MoE
Action # 4: Organise regular internal/external reviews to track progress (including financial data) and use data and insights for adaptive programming/decision making. Drawing cost efficiency analysis and costs comparisons can enable prioritising strategies and interventions that are more time/cost efficient. **[Efficiency – Finding 15, Effectiveness – Finding 24]**	High/Short-term	Primary: UNICEF Secondary: IPs and MoE
Action # 5: Collect and analyse data across programming priorities such as gender, location, age, adolescents with disabilities, and OOS adolescents. Utilise this data to inform the Programme re-design to prioritise investments and interventions to meet the needs of these groups. [**Gender Equality – Finding 64, Equity – Finding 72**]	High/Short-term	Primary: UNICEF Secondary: IPs and MoE

APPENDICES

Appendix 1: Terms of Reference

Evaluation TORs UNICEF

State of Palestine

Terms of Reference

For Evaluation Consulting Firms

Title	Summative Evaluation of the Adolescents Programme in State of Palestine
Location	State of Palestine
Reporting to	Monitoring and Evaluation Specialist
Duration	Six months (working 50 per cent to allow periods for UNICEF and partner review, and to allow periods for spacing of data collection)[1]
Start and end Date	12th September 2022 – 30 April 2022

I. PART ONE – External

1. BACKGROUND

The State of Palestine (SoP) has a population of approximately 4.8 million, of which an estimated 2.9 million (60 per cent) people live in the West Bank and 1.9 million (40 per cent) in the Gaza Strip. A continuous protracted protection crisis in the State of Palestine has left many Palestinians struggling to live a life with dignity particularly women, children and people with disability. The protracted situation is exacerbated due to multiple factors; Israel's military occupation, including the closure of the Gaza Strip, lack of respect to international law, continuous internal Palestinian political divisions, economic crises, and recurrent escalations of hostilities. Consequently, the lives of 2.3 million Palestinian children and youth living in the West Bank and the Gaza Strip have been significantly affected, making them vulnerable in a country where 45 per cent of the total population is made up of children[2].

Furthermore, 29.2 per cent of the State of Palestine's population (53 per cent in the Gaza Strip and 13.9 per cent in the West Bank) live below the national poverty line. The poor households are projected to increase to 64 per cent in the Gaza Strip and 30 per cent in the West Bank according to the estimates because of the impact of the COVID-19 pandemic and subsequent Government lockdown measures. The protracted humanitarian situation, coupled with the constrained development environment have contributed to persistently high unemployment rates, particularly for young people with 41 per cent of youth aged 15 to 24 years unemployed (29 per cent in the West Bank and 61 per cent in the Gaza Strip). Girls have been affected the most as 61 per cent of female youth are unemployed compared to 36 per cent of male youth. Due to the COVID-19 pandemic, the Palestinian economy has recorded a sharp decline, with the economy contracting by 12 per cent during 2020, as the majority of the economic activities experienced setbacks. Consequently, there is a decrease in the Gross Domestic Product (GDP) per capita and a rise in unemployment rates with new segments of the population entering the poverty cycle.

Additionally, children with the disabilities have limited access to health, education, and social services according to a research study done in 2016. The spread of COVID-19 further aggravated existing vulnerabilities, affecting the children's well-being, and limiting boys' and girls' access to essential services such as education and protection. As of 20 August 2021, since the COVID-19 outbreak in March 2020, there were 353,741 confirmed cases of COVID-19.

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[1] This period has been defined for the evaluation timeframe as per the current scope of the evaluation.

[2] National Inter-sectoral Violence Against Children Strategy in the Context of COVID-19 (NIVACS), 2021-2023

1.1 INTRODUCTION OF THE SECTOR

There is a high enrollment rate for basic education in the SoP as according to the Multi-Indicator Cluster Survey (MICS) 2019/20, with a total of 96.9 per cent children attending basic school. However, there are persistent challenges in the education sector such as the drop out of adolescent boys from basic education and low enrollment in Early Childhood Education (ECE). 2.8 per cent of basic school aged children are out of school, and 21.5 per cent of secondary school aged children are not in school. Furthermore, only 34.2 per cent of children aged 36-59 months are enrolled in ECE and only 26 per cent of children in the poorest wealth quintile attend ECE (MICS 2019/20).

The education sector has been particularly hard hit by the COVID-19 pandemic, affecting over 1.4 million children specifically due to the intermittent closure of schools. The pandemic added burdens onto an already strained education system where the operationalization of protocols for the safe access to education and provision of quality learning remotely remains a significant challenge, including paying teachers' salaries in a timely manner. Addressing these challenges required a large-scale systems approach. Responding to the pandemic to limit the disruption, schools moved to distance learning programmes. However, in the Gaza Strip, the digital disadvantage facing students is profound, with more than 575,000 (over 50 per cent of the school-aged population) children and teenagers lacking access to computer equipment, reliable power supply and internet service. Additionally, only 30 per cent of households in the Gaza Strip are estimated to have access to the internet, although not often reliable.

There are multi-faceted concerns related to youth and adolescents. By age 15, nearly 25 per cent of boys and 7 per cent of girls are reported to have dropped out of school, and similarly 22.5 per cent of boys and 30 per cent of girls aged 6- 15 years with a disability have never enrolled in school. The youth unemployment rates currently reach to 30 per cent in the West Bank and 64 per cent in the Gaza Strip. Furthermore, there is a gap between educational skills currently acquired by many young people and requirements in today's job market, which in-turn affects their motivation to continue learning.

In the SOP, children are exposed to violence, exploitation, and violations within the context of the protracted humanitarian situation. 90.1 per cent of children aged between 1 to 14 years experienced violent discipline at home and 20 per cent of children experienced severe physical punishment (MICS 2019/20). Additionally, 44 per cent of children aged 12 to 17 years had been exposed to violence by a member of the household during the previous 12 months (36 per cent in the West Bank and 56 per cent in the Gaza Strip) as per the preliminary results of a study by PCBS, 2019. Furthermore, nearly two thirds (63 per cent) of children were exposed to psychological violence, 26 per cent were exposed to physical violence from their fathers, and 24.8 per cent were exposed to physical violence from their mothers. Moreover, 13.4 per cent of women aged 20-24 years were married before reaching the age of 18 years (16.5 per cent in the Gaza Strip and 11.4 per cent in the West Bank). This percentage has decreased compared to 2014 as 24 per cent of women aged 20-24 years were married before reaching the age of 18 years in 2014. The socio-economic impact of the pandemic has further increased pressure on families, increasing the chances that vulnerable children resort to negative coping mechanisms, and in some cases exposing children to increased risk of violence at home.

1.2 PROJECT OBJECTIVES

The expected outcome of the education Programme, under which the UNICEF Youth and Adolescents Programme falls, is "By 2022, more Palestinian children and adolescents, especially the most vulnerable, benefit from improved access to quality and inclusive learning opportunities in safe and protected environments and are enabled to contribute to their community and national development". Similarly, the education Programme has two outputs contributing to the above outcome: (i) Policy makers and key stakeholders have coordinated and developed evidence-based, gender-responsive education and youth reform policies; and (ii) Service providers have increased capacity to deliver quality, inclusive education and provide opportunities to adolescents to develop and practice life-skills and citizenship education, including in humanitarian settings.

1.3 PROGRAM THEORY OF CHANGE

There are three key preconditions (outcomes) identified to contribute towards the goal of Education and Adolescent Programme as illustrated in Theory of Change of Education and Adolescent Programme of SOP in below Figure 1.
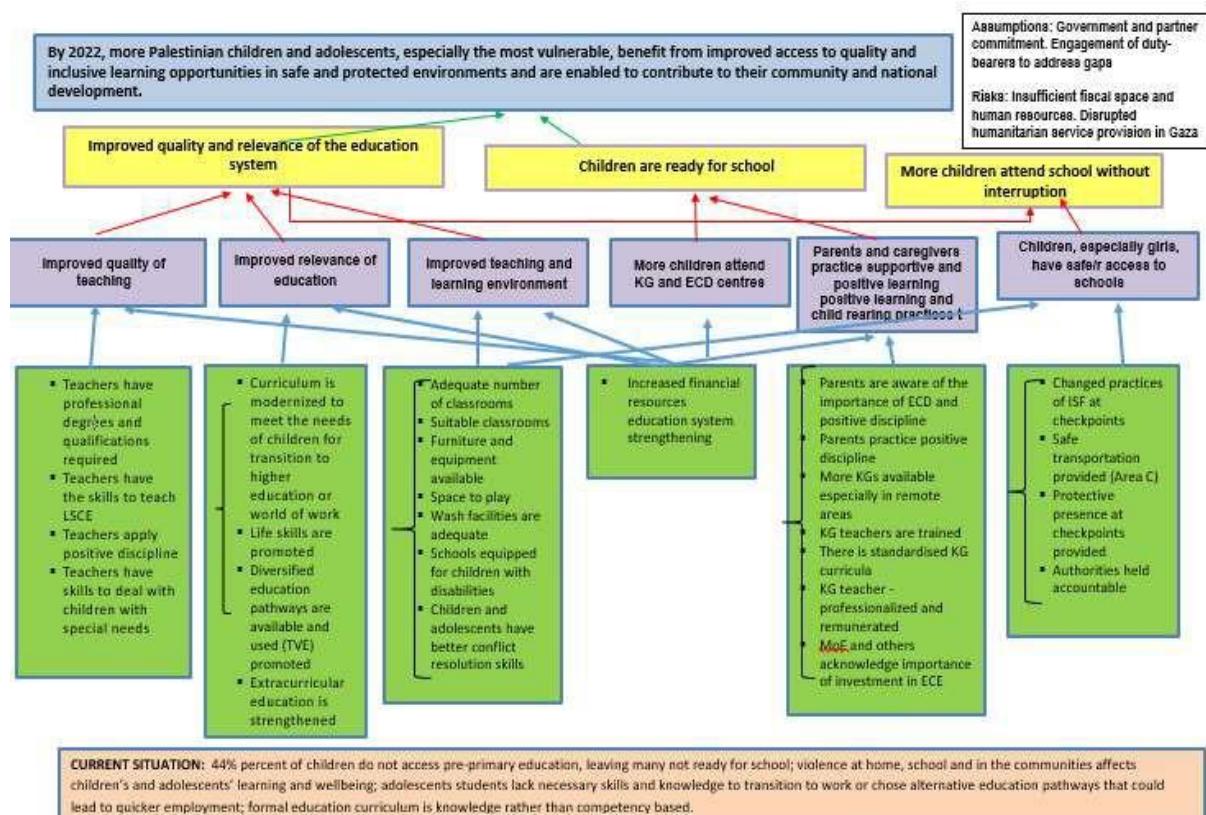
Figure 1. Theory of Change of Education and Adolescent programme

The UNICEF Education and Adolescents Programme in SoP has a strategic approach to reach out to the most vulnerable children, from early childhood through to adolescence, focusing on access to and the quality of early childhood and basic education and other learning opportunities. For the adolescents and youth age group, the life skills and citizenship education initiative has been supported to promote a knowledge society for improved education outcomes and economic and social development and improved employment and entrepreneurship. Recognizing the inequities within society, and disparities of opportunity within the State of Palestine, the strategy maintained a particular focus on children who are the most vulnerable. In relation to adolescents,

UNICEF SOP has also promoted the participation and civic engagement of adolescents, under social inclusion and communication initiatives managed by the Social Protection and Communication teams. A systematic procedure was followed to recruit the adolescents in the entrepreneurship and civic engagement skill related activities. Under the life-skills and citizenship education framework and in collaboration with schools, communities, non-governmental organisations (NGOs) and the private sector, the skills of adolescents for entrepreneurship have been developed alongside opportunities to practice.

Likewise, technical support has been continuously provided to the Ministry of Education[136] and other partners to develop the national framework for life-skills education and institutionalize humanitarian response coordination. Moreover, another strategy is establishing a strong cross-sectoral linkage with the Child Protection and Communications sectors for the reduction of violence against children and adolescents in and out of schools.

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[136] Previously the Ministry of Education and Higher Education

2. RESULTS TO DATE

UNICEF has been working with the Ministry of Education, the Youth Council, CSOs and other partners to support in improvements of adolescents' skills, knowledge and capacity in the State of Palestine. UNICEF worked with UN agencies and the private sector to leverage support from the Prime Minister's Office (PMO) to lead the Generation Unlimited (GenU) initiatives. An MoU between UNICEF, UNFPA, and UNDP has been established to support the development of a national youth volunteering programme under the PMO.

UNICEF supports national efforts to improve the quality of education in the State of Palestine while supporting the development of skills that children and young people need for employment and to cope with life challenges and promoting citizenship education (LSCE). UNICEF works to ensure that children grow-up and learn in violence-free environments and are protected when accessing school in sensitive areas of the West Bank. To combat and reduce violence in and out of schools, UNICEF uses a behavioral change approach to challenge the acceptance of violence and social disruption in society. Changes are achieved by working with parents, teachers and children to raise awareness of the impact of regular exposure to violence and the negative effect on children who are exposed to harsh emotional and physical discipline. UNICEF is also implementing Communication for Development (C4D) campaigns using social media and communication tools to promote the importance of non-violence and create behavioral change. To advance LSCE in schools, UNICEF works closely with the Palestinian Ministry of Education. Furthermore, UNICEF and its partners are developing innovative programs using gamification of learning and offering internships and career counseling with companies in the Gaza Strip and the West Bank, including East Jerusalem.

As co-lead of the Education cluster, UNICEF helps to provide children at-risk areas of the West Bank with safe access to schools. Children who suffer the effects of trauma and stress are also more at risk of falling behind in their education, so UNICEF provides critical remedial education opportunities and school supplies in the Gaza Strip to help children catch up on their education and to stay in school. Through its partner, UNICEF enabled 12,632 grades 7-9 children to continue learning during the first few months of COVID-19 by integrating its DEAL platform with the MoE portal to support learning through gamification. DEAL is an innovation that uses gamification of learning and developing coding skills for students in grades 7-9. It is a platform for interactive peer-to-peer learning and exchanges that allows students to interact and learn in groups and teachers to both deliver continuous guidance to students and monitor progress. To reach the most vulnerable children, including girls, children in marginalized areas such as Area C, H2 in Hebron, East Jerusalem, and most of the Gaza Strip, UNICEF has procured 3,496 tablets to enable children access remote learning. The children targeted faced challenges in accessing distance learning opportunities due to a lack of access to the internet and their inability to afford computers or tablets for distance learning.

Similarly, in partnership with UNESCO, UNICEF is technically engaged and seeking to use this opportunity to develop long-term comprehensive distance learning solutions. A weak life-skills focus, and predominance of remote-learning and teaching are some of the factors that drive high drop-out rates among adolescent boys (25 per cent) and difficult school-to-work transitions. The need for mainstreaming life skills and citizenship education into the national education system is recognized in the 2020 revision to the Educational Sector Strategic Plan (ESSP) for 2017-2022 of the MOE. A partnership to support youth and adolescents has been leveraged under the prime minister's leadership to support the national youth service programme. An MoU with the PMO, Higher Council for Youth and Sports, UNFPA, UNDP, and UNICEF has been established for the National Volunteer Service Programme (NYVSP) pilot phase. UNICEF has provided national UNVs (one each) based at the PMO and UNFPA offices to enhance the capacity to coordinate these initiatives.

UNICEF continued its partnership with local partners and provided 1,585 adolescents aged 10-18 (982 female) with entrepreneurial and civic engagement skills. Of these, 100 (30 Females) were Out of School Adolescents from the Gaza Strip aged 15-18 and were integrated in a one-year professional vocational diploma in six different TVET topics (smartphone repair, photography and montage, solar energy, plumbing, domestic electricity) including a two-month internship in local

companies and workshops to support their employment. UNICEF with UNFPA, UNDP, Ministry of Entrepreneurship & Empowerment, private sector and academia mentored and empowered five teams of young people to develop and implement innovative ideas to contribute to their community as part of the global Youth Challenge initiative. Initially, ten teams of young people were supported to design solutions to improve education and civic engagement, and the five best ideas were supported and mentored to develop their ideas, with the two best teams selected to compete globally with 80 other teams from 40 countries.

Due to COVID-19, teacher trainings related to COVID were prioritized. With UNICEF support, all 44,712 teachers in all 2259 PA schools (26739 Females) were trained on how to operationalize COVID-19 prevention and control in schools. This number includes 703 teachers trained to integrate life skills in their classroom teaching. The UNICEF target for 2020 was to train 4,000 teachers, and this target was over- achieved mainly due to the emerging needs with the necessary systems approach to train all teachers in the country on COVID-19 prevention and control in schools as part of the school re-opening strategy.

A list of projects directly contributing to the Adolescent Programme in the SoP are:

SN	Project Name	Implementing Partner
1	Promoting non-violent behaviour among adolescents.	IP1
2	Adolescent Empowerment Project	IP2
3	Promoting non-violent behaviour among adolescents- Change makers	IP3
4	Promoting Youth Engagement and Enhancing the Economic Opportunities for Palestinian Youth	IP4
5	DEAL – Digital entrepreneurial Adolescents Leaders	IP5
6	DEAL2 – Digital entrepreneurial Adolescents Leaders	IP5
7	Inclusion of Adolescents in the Gaza Strip in TVET Labour Market	IP2
8	Enhancing the role of Youth and the Private Sector in the Community Development - We All Belong	IP4
9	Adolescents Summer Activities/Fun Days	IP6
10	Safeguarding Children's Rights in East Jerusalem	IP1
11	Promoting Life Skills amongst adolescents through integrating DEAL platform on the MoE online platform	IP5
12	Promoting the inclusion and access of adolescents to TVET education in the Gaza Strip	IP2
13	Preparedness after COVID 19 Outbreaks in Palestinian Schools	IP3
14	Inter-Linkages – Creating Linkages Between Youth in State of Palestine to Design Social Entrepreneurship Ventures	IP7
15	GenU National Hackathon	IP8
16	Keeping Adolescents Thriving	IP9
17	Quality Education, entrepreneurial skills, and work readiness in a safe learning environment for adolescents affected by the humanitarian crisis in the Gaza Strip	IP10
18	Train 1000 adolescent and youth (500 F) on entrepreneurship and support selected young people to participate in National Hackathon	IP1
19	Integrated psychosocial support and child protection services for the most affected boys and girls in the Gaza Strip	IP3
20	Enhance Youth Local Councils' role in advocating for the SDGs & increase awareness to climate change and climate resilience	IP11
21	Building Resilience and Addressing Violence from Early years through Adolescence (BRAVE)	IP6

The below table presents a glimpse of indicators along with baseline and targets.

OUTCOME 1: By 2022, more Palestinian children and adolescents, especially the most vulnerable, benefit from improved access to quality and inclusive learning opportunities in safe and protected environments and are
enabled to contribute to their community and national development

1.	Gross enrolment ratio in pre-primary education	57.3 per cent (2015) (M 57.7 per cent-F 56.9)	70 per cent (M 70 per cent-F 70 per cent)	National Level	MOE Annual Report
2.	per centage of adolescents in areas involved in civic and economic engagement initiatives	0 per cent	20 per cent 60ctober60 on baseline[137]	National Level	Survey
3.	Transition rate between basic and secondary education	89.7 per cent (2015) (M 85.5 per cent-F 93.2 per cent)	95 per cent (M 94 per cent-F 96 per cent)	National Level	MOE Annual Report
4.	Service Delivery – Skills – Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes	2017 (4533)	2019 (2000) 2020 (18,000) 2021 (18,000)	National Level	Country Office activity monitoring templates

Note: Refer to Annex A (M&E matrix) for the detail definition of indicators and output level indicators.

Partners

The adolescent programmes were implemented by a total of 11 implementing partners in the State of Palestine. Refer to Annex B for the list of implementing partners and their work details.

3. PURPOSE OF THE ASSIGNMENT

This evaluation aims to assess the contribution of the Adolescent and Youth Programme on the priorities of the government, evaluate relevancy of Adolescent and Youth Programme and identify promising practices and lessons learnt from the ADAP and cross-sectoral partnerships in the State of Palestine (SoP).

The specific objectives of the evaluation include:

Specific Objectives:

i. Assess the project's performance using standard OECD evaluation criteria (relevance, effectiveness, efficiency, and impact and sustainability) and humanitarian action criteria (connectedness, coherence, coverage) in assessing Adolescent and Youth Programme and how cross-cutting issues such as a human rights-based approach to programming (HRBAP), gender equality and equity and disability has been addressed or recommendations of mainstreaming the cross-cutting issues mentioned.

ii. Assess and identify the gaps between the UNICEF Adolescent and Youth strategy and the National Youth Strategy in their implementation to provide evidence and recommendations for making the UNICEF Adolescent and Youth strategy more effective, efficient and result oriented. This will include how well the programme is: aligned and integrated with the UNICEF Adolescent and Youth Strategy; and embedded within national/ local policies and service delivery mechanisms.

iii. Determine the achievement of UNICEF's accountability objectives in ensuring relevance, performance and quality of the various projects to the key stakeholders.

iv. Provide evidence for UNICEF to advance its advocacy efforts in the Adolescent sector basing upon the findings around the OECD criteria of relevance, efficiency, effectiveness, impact and sustainability.

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[137] NOTE: Internal discussions have identified this as a difficult indicator to measure and may need to be suspended.

v.   Identify key lessons learnt of the ADAP project, extrapolate the scalability in light of partners' similar projects, document the issues/challenges encountered by the project and provide recommendations for such ADAP projects implemented by UNICEF and the wider youth sector stakeholders in SoP.

3.2 USE AND AUDIENCE OF EVALUATION

The findings, recommendations and lessons learned from this evaluation will be used to identify and implement strategies for enhancing the relevance, efficiency, effectiveness, and sustainability and impact of the Adolescent and Youth Programme. The evaluation's target audience will be UNICEF, the relevant Ministries, other UN agencies, donors, beneficiaries and partners.

The findings and lessons learned will be shared with local community members, actors involved in the Adolescent and Youth sector, stakeholders, implementing partners and relevant likeminded institutions. The actors and other stakeholders not directly involved or concerned with this evaluation will be the secondary audiences and users of the evaluation report such as UNICEF Regional Offices and UNICEF HQ as the lessons learnt, good/best practices would contribute to strategic thinking around integrated approaches to Adolescent and Youth programmes in the region.

4.   SCOPE OF EVALUATION

This summative evaluation will focus on the Adolescent and Youth projects implemented by UNICEF in the State of Palestine. It will cover the 21 projects mentioned under the section 2 "result to date section". The evaluation will cover UNICEF projects covering the implementation period from 2018-2021 and will incorporate all related data, information, and documentation available.

The61ctober61cen scope will assess the Adolescents projects implemented by UNICEF (as laid out in UNICEF State of Palestine Strategy Note for 2018-2022) in terms of alignment to the National Youth Strategy, other sectoral Adolescents plans and related policies, such as the National Adolescents Strategy, and the youth Sectoral Policies. The evaluation will focus on lessons learned, promising practices, areas of improvement and future strategies to broaden the Adolescents sector.

The evaluation will cover all target groups of the project and specifically direct and indirect beneficiaries of the projects, including households, stakeholders, contractors, management committees, NGOs, and ministries.

This evaluation **does not cover** UNICEF functions in Education cluster coordination in the State of Palestine.

Geographically, the evaluation will cover the selected locations in the Gaza Strip and the West Bank. The evaluation will cover all Adolescents implementing partners and donors.

In every stage of the summative evaluation, the Organisation for Economic Co-operation and Development (OECD)- Development Assistance Committee (DAC) criteria will be used (relevance, efficiency, effectiveness, sustainability, impact, coverage, coherence, and connectedness). Because of the protracted and complex situation, additional criteria for evaluating humanitarian action including connectedness, coherence, and coverage will also be considered. The evaluation will present lessons learned, promising practices and recommendations for future Adolescent's programing, while also adopting an approach that integrates the cross-cutting themes gender, human rights, disability and equity throughout the evaluation and applied across the analysis of the programmes.

5.   EVALUATION QUESTIONS

The evaluation will be aligned but not limited to all six criteria recommended by the Development Assistance Committee (DAC), of the Organisation for Economic Co-operation and Development (OECD). Below are indicative questions for each criteria and the evaluation team for this evaluation are recommended to elaborate on the list of questions during the submission of their inception report. The evaluation questions will be discussed and finalized with UNICEF and the technical

committee during the inception phase. Furthermore, the evaluation will include an additional criterion for evaluating humanitarian action, focusing on connectedness, coherence, and coverage.

Relevance

- Are all relevant stakeholders involved? Is local know-how considered?
- To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken into account when the project was designed?

Efficiency

- Were the planned results achieved within the stipulated time and given resources?
- How well the interventions were managed including financial expenditure analysis?
- Was the intervention's process often timely for reporting and monitoring at inter-agency investment and government allocations?

Effectiveness

- Does the Adolescent and Youth Programme reach the target groups?
- Were the needs and priorities of the target groups met by the adolescent and youth programme?
- To what extent were the objectives achieved / are likely to be achieved?
- Are the activities implemented to reach the goal as planned and/or described in the Log frame/project document? If deviations occur: why?
- Is the data collection adequate to follow up the program achievements? (Specially with respect to indicators) Are information and material up-to-date?

Impact[138]

- What were the effects of the intervention on lives of Adolescents and Youth (intended and unintended)?
- Was there any gender-specific impacts? Did the intervention influence the gender context?

Sustainability:

- To what extent are the benefits and achievements of the Adolescents and Youth programme likely to continue after it has ended through national Government or community ownership?

Coverage

- Did the Adolescent and Youth Programme reach to the targeted population or communities and provided assistance as per the needs of the population or communities? Particularly to most vulnerable Adolescents and Youth.
- Did the Adolescent and Youth Programme assistance consider duplication or gaps in the supported areas by other organisations?

Coherence

- To what extent was the intervention design and delivery overall in line with humanitarian principles and standards?
- Are the other programmes/projects of UNICEF SoP coherent to Adolescent programme? Are the activities and outputs of the programme consistent with the national and international guidelines and the stated overall goal/ objectives?
- To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken into account when the project was designed?

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[138] Measure, the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects (e.g., holistic and enduring changes in the systems or norms, and potential effects on well-being of Adolescents and Youth, human rights, gender equality and the environment).

Connectedness

- What have been the linkages between the intervention and any other UNICEF interventions in relief/recovery/development?
- To what extent did the ADAP programme link to any transition strategies in the context or sustainable development goals?

Cross-sectoral questions (HRBAP, Equity, and Disability)

The evaluation team should approach its work and guided by human rights conventions, equity-based approach, human rights-based approach in programming (HRBAP), AAP, PSEA, disability and gender equality focusing on the following questions which should be taken into consideration across the range of criteria above:

- Was the project aligned with UNICEF's equity agenda in addressing the needs of the target groups, ages, genders and differently abled people (i.e. to what extent has the initiative reached or engaged different groups including the most marginalized)?
- To what extent has UNICEF Adolescent and Youth Programme reduced gender-based, geographical, disability-based or economic-based inequalities?
- What measures were put in place to incorporate cross-cutting themes like gender, children's rights, disability, and accountability?

The evaluation team can propose additional sub-questions as relevant.

6. METHODOLOGICAL APPROACH

This evaluation intends to deploy a mix of a qualitative and quantitative approaches; however, the evaluation team should take account within the evaluation methodology to consider the COVID-19 pandemic. In addition, ethical approval needs to be obtained before moving to the field level activities in the evaluation. Both data generated through qualitative and quantitative data will be disaggregated by gender in order to appropriately compare to baselines and targets values. The most relevant and appropriate probability sampling should be considered for the quantitative data collection that will enable statistical inferences while purposive sampling can be used for the qualitative data collection. Additionally, the analysis should be gender sensitive by disaggregating the evaluation data by sex, age and disability to determine the benefits of the program on different gender and social categories.

An indicative methodology that can be deployed for both the quantitative and qualitative data collections are detailed below, but not restricted only to this list:

- **Secondary data:** This will include a desk review of documents which will provide empirical evidence as well as to be used in assessing the project across governorates in SoP

- **Primary data collection** through quantitative and qualitative methods. A balance of quantitative and qualitative data collection should be used for the evaluation.
  - Quantitative methods may include:
  - o Survey of beneficiary adolescents (e.g., perception or satisfaction surveys with representative sample of the beneficiaries (adolescents) into consideration total number of beneficiaries benefited from different types of ADAP intervention per district).
  - o The evaluation will use available routine monitoring data from the project database disaggregated by sex and age.
  - **Qualitative data collection methods** should be balanced based on the type of information and evaluation questions; these could include:
  - o Focus group discussion (FGD) with local partners, beneficiaries, relevant Ministries, other key stakeholders.
  - o Key informant interviews (KII) with key stakeholders' including national representativeness which will be a challenge during primary data collection. However, the sample design must include at least one district from each of the seven provinces.
  - o Structured and semi-structured interviews with relevant stakeholders.
  - o Participant observation in field visits to implementing partners, youth clubs, etc.

This evaluation will also take into consideration a rights-based approach and participatory methodology to ensure children and youth are engaged and are part of the evaluation to enhance ownership of the findings. In line with the Standards for UN Evaluation in the UN System (developed by the UN Evaluation Group), all of those engaged in designing, conducting and managing evaluation activities must aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles. The consultancy firm will follow the UNICEF Procedure for Ethical Standards in Research and Evaluation, Data Collection and Analysis. It must identify actual or potential ethical issues, as well as measures and methods adopted to mitigate these issues. The evaluation should also ensure adequate adherence to UNICEF evaluation's quality assurance criteria and processes and proper coverage of limitations.

The evaluation process will be guided by the 1989 Convention on the Rights of the Child (CRC) which spells out the rights to protection and education from all forms of child abuse, neglect, exploitation and cruelty, including the right to special protection in times of war and protection from abuse in the criminal justice system. In addition to the CRC, the evaluation process will be guided by other important treaties reinforcing rights that concern children. At the international level, these include the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which is particularly pertinent to the rights of girls, and the 2006 Convention on the Rights of Persons with Disabilities (CRPD), which the European Union ratified in 2010.

RESOURCES FOR DESK REVIEW

UNICEF will work closely with the Evaluation Consulting Firms(s) in providing primary and secondary data. This will include (but not limited) the following resources:

- Conducting a desk review of UNICEF project documents and work plans, monitoring reports including three-monthly and yearly reports, workshop reports, strategies, etc.
- All relevant project related documents disaggregated data and results.
- Reviewing UNICEF's relevant Work Plans, strategy notes and Theory of Change of Adolescents programme
- Knowledge, Attitudes and Practices (KAP) studies conducted by partners.
- Programme Cooperation Agreements and Programme Documents between UNICEF and local partners
- Contribution Agreements extensions
- Mid-term reviews and relevant formative/ summative evaluations Results-Oriented Monitoring documentation done by independent consultants.
- Project progress reports in 2018, 2019,2020 and 2021.
- All relevant project related documents, disaggregated data and results for all projects listed in the ToR. Note that the evaluation will cover the ADAP prorgramme from 2018 till end of 2021
- Programmatic records of implementing partners.
- Multiple Indicator Cluster Surveys (MICS) latest collected in 2019/20
- Socio-Economic and Food Security Survey (SEFSec) Survey (PCBS)
- UNICEF's relevant Work Plans, strategy notes and Theory of Change of ADAP programme. I will include these documents.
- Youth National Strategy.
- National Intersectoral strategy to end violence against children.
- Previous evaluation reports, including the evaluation of the non-violence projects.

6.2 EVALUABILITY AND POSSIBLE LIMITATIONS TO EVALUATION

There are several limitations to the evaluability of this project

a) The COVID1-19 pandemic posing travel restrictions, restrictions on gathering and physical contact will greatly influence on evaluability of the Adolescent and Youth Programme related projects or approaches to be designed for the evaluation.
b) The protracted crisis may constrain or restrict access during the data collection and might affect the evaluation exercise.

c) Benefits and costs that can be covered are within a certain limited range; not capturing all possible social benefits and costs either numerically or qualitatively. This evaluation recognizes that there might be a limit to the cost analysis that can be conducted on such an Adolescents' project, particularly given the long-term impacts of Adolescents projects on systems, and communities.

d) The response rate may be low in certain areas owing to the fact that some communities are conservative and may not openly participate in the evaluation questions.

e) The sensitivity of talking directly to children and households who have benefited from the various activities due to the confidentiality principle. It is suggested that the evaluation team overcome these challenges by signing non-disclosure agreements; and seeking the agreement of the implementing partners. Also, when interviewing children (minors) consent should be taken from the parents or guardians.

f) There is no database of partners' monitoring data and each partner will have their own reports. To undertake this evaluation the firm should access monitoring data from the Ministries and partners, but this may not always be available.

g) There is no reference to disaggregated baseline data.

h) Availability of staff and partners for the evaluation exercise might lead to some limitations due to heavy workloads and commitments elsewhere. Ad hoc problems caused due to difficult working conditions.

Evaluability assessments will be conducted before undertaking an intensive evaluation to assess whether reliable and credible answers can be given to the initially prioritized evaluation questions based on an assessment of information requirements and available knowledge. To conduct the evaluability assessment, the consultant team will reference country's COVID-19 situation, government rules and regulations on travel, gathering and physical contact, the logical framework, assess the availability of disaggregated baseline data, indicator, targets, output, and outcome data available through Monitoring and Evaluation (M&E) information. UNICEF SoP and the implementing partners will make available the relevant information to conduct an evaluability assessment to the consultant team members before the actual commencement of the evaluation. In the event evaluability will not be established in certain areas, the evaluator must take measures to address the problem, such as reconstructing the theory of change, readjusting the evaluation scope or timing or consulting the evaluation commissioner in order to revise the expectations.

7. DISSEMINATION STRATEGIES

The findings of this evaluation will be disseminated, made available and usable to various audiences through a wide variety of channels or formats to influence change in programs, policies, or practices. The dissemination strategies channels and formats should take into account the needs of different audiences, the type of information to be distributed and its purpose. UNICEF SoP is proposing the use of print formats, such as brochures, one-page descriptions, newsletters, executive summaries, or technical reports for the public, conference and workshop participants, or policymakers, other actors and the donor.

The company will ensure that the final draft is edited for external circulation.

8. MAJOR TASKS TO BE ACCOMPLISHED

This evaluation will be divided into 5 different phases for organisational purposes. A tentative timeline for the evaluation is provided below and is expected to be completed in three months[139]

Phase	Deliverable	**Estimated** Timeframe (including time for UNICEF review)

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[139] This is however tentative and is subject to change given the situation on the ground.

Inception (to be conducted remotely)	• Desk review:
	   ○ Conduct a comprehensive analysis of relevant primary and secondary resources,
	   ○ Participate in the initial briefings with UNICEF and partners to ensure that the evaluation team is clear on the expectations of the evaluation.
	• Inception interviews with some UNICEF SoP staff and stakeholders (IPs) to better understand scope of evaluation, expectations and requirements of inception report.
	• Develop a report structure which includes a methodological approach, and work plan for the UNICEF Adolescent and Youth programme. Share with UNICEF for review, feedback and sign-off.
	• The consultancy will submit an inception report that will include the following, among others:
	   ○ Evaluation plan including timelines and activities and people to meet.
	   ○ Methodology including a matrix with a row for each question and columns for how the judgement will be formed and methodology per question.
	   ○ Data collection tools (quantitative and qualitative). The proposed tools should be cleared by UNICEF before the start of the data collection phase.
	   ○ Ethical protocols aligned with principles outlined in ethical issues below.
	   ○ Interview and workshop plan.
	   ○ Plans for data analysis (quantitative and qualitative), report preparation and dissemination.
	   ○ Evaluation Consulting Firms adjusts based upon feedback from UNICEF SoP and shares the 2nddraft with UNICEF.
	   ○ Evaluation Consulting Firms validate the inception report with the Steering Committee Members.
	   ○ Evaluation Consulting Firms adjust the second draft of the inception report based on the feedback of the Regional Office and share the final version.
		15 days

Ethical Approval of inception report and tools	• Getting approval of inception reports consisting of different data collection tools and methodologies.	4 days

Data collection & Analysis	• Conduct field visits to collect data through a combination of data collection methods as per the proposed methodology in section 6.
	• Qualitative data will be collected from field visits of the implemented activities as well as consultative meetings with stakeholders in targeted areas of the Gaza Strip and the West Bank.
	• It is expected that the team will incorporate gender and ensure representative involvement of beneficiaries and non-beneficiaries in the evaluation. This phase will include the following procedures:
	   ○ Adapting tools and fieldwork including FGDs, KIIs etc.
	   ○ Submit primary data (the collected data files are UNICEF property and cannot be used for other purposes without written agreement from UNICEF.)
		35 days (requires consideration of spacing of data collection over time, i.e.
		
		sequencing of quantitative and qualitative data collection should be considered in the inception report)

Findings Feedback Process	• After the data collection period, a feedback process will be scheduled between the evaluator (s) and relevant UNICEF SoP staff and the key stakeholders to discuss findings and determine if any changes/recommendations need to be made prior to drafting the report. • A presentation of the preliminary findings will be made to UNICEF SoP.	7 days
Draft Report	• Data analysis and a written first draft of the report in English will be shared • Once the report is shared with UNICEF SoP and stakeholders, a comment matrix will be utilized to organize feedback on the report • Evaluator(s) shall onboard feedback/recommendations and ensure that UNICEF is satisfied with the accuracy of the information and overall quality of the report • A presentation should be organized to present findings. The final evaluation report should not exceed 40-60 pages (without annexes). The report shall be structured as per the UNICEF's Adapted UNEG Evaluation Reports Standards and will include at least the following: • Executive summary • Brief description of the program, its context, financial arrangements, areas of intervention, timing, implementation modalities and actors • Objectives, methodology, the timing of evaluation and challenges/limitations of the analysis • Results in terms of relevance, efficiency, effectiveness, impact, sustainability considering the evaluation main questions above& including humanitarian evaluation criteria. • Analysis, including reflection on gender, human rights • Lessons learned, challenges, conclusions, and recommendations • Annexes More detailed information of the UNICEF's Adapted UNEG Evaluation Reports standard is provided in the UNICEF Global Evaluation Report Oversight System (GEROS) Review Template, which will be shared at the start of the consultancy. The report shall be written in line with the UNICEF style guide, to be shared at the start of the consultancy. Evaluation team adjusts feedback of UNICEF SoP and Steering Committee[140] and other relevant stakeholders (other UN agencies, implementing partners) and shares the draft evaluation with UNICEF SoP. Evaluation team adjusts the second draft of evaluation report based on the feedback of Regional Office and share the second version in-cooperating feedback from UNICEF's SoP Special Representative.	10 days

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[140] UNICEF SoP envisioned instituting an Evaluation Steering Committee to provide technical and logistic support and oversight to this evaluation exercise. The evaluation steering committee is composed of the following members involved in implementation of the Adolescent and Youth programme: UNICEF, Implementing Partners, and External evaluation team (one member)

Summary Report	**Lay Summaries:** This is a 10-pages maximum non-technical Executive Summary, to increases general interest in the results but does not overwhelm the reader with a long document. The summary should be in Arabic to reach groups for whom the report may not be accessible due to technical language, etc.	10 days
	PowerPoint Presentation: Develop a PowerPoint presentation of evaluation results to be presented at the evaluation dissemination workshops.	
		81 days[141] in six-month period

9. ETHICAL PRINCIPLES AND PREMISES OF THE EVALUATION

The section below outlines the criteria for an ethical review checklist to indicate that this evaluation should in fact either go through an ethical review process through the Palestinian Health Research Council (Helsinki Committee) or Institutional Ethical Review Board (IRB) in HQ. The evaluation process will adhere to the United Nations evaluation norms and standards available at: http://www.uneval.org/normsandstandards/index.jsp?doc_cat_source_id=4 and ethical guidelines for evaluation

The assignment is to be carried out according to the ethical principles, standards and norms established by the United Nations Evaluation Group (UNEG).

The Evaluation team will follow the UNICEF Procedure for Ethical Standards in Research and Evaluation, Data Collection and Analysis and the United Nations evaluation norms and standards available at: http://www.unevaluation.org/document/download/2787

Additionally, the evaluation will be carried out according to the ethical principles, standards and norms established by the United Nations Evaluation Group (UNEG) outlined below:

a) **Anonymity and confidentiality**. The evaluation must respect the rights of individuals who provide information, ensuring their anonymity and confidentiality.
b) **Responsibility**. The study report must mention any dispute or difference of opinion that may have arisen among the evaluation team or between the evaluation team and the commissioner of the evaluation in connection with the findings and/or recommendations. The team must corroborate all assertions, or disagreement with them noted.
c) **Integrity**. The evaluator will be responsible for highlighting issues not specifically mentioned in the TOR, if this is needed to obtain a more complete analysis of the intervention.
d) **Independence**. Evaluation in the United Nations systems should be demonstrably free of bias. To this end, evaluators are recruited for their ability to exercise independent judgement.
e) **Incidents**. If problems arise during the fieldwork, or at any other stage of the evaluation, they must be reported immediately to the evaluation manager. If this is not done, the existence of such problems may in no case be used to justify the failure to obtain the results stipulated in these terms of reference.
f) **Validation of information**. The evaluation team will be responsible for ensuring the accuracy of the information collected while preparing the reports and will be ultimately responsible for the information presented in the evaluation report.
g) **Intellectual property**. In handling information sources, the evaluation team shall respect the intellectual property rights of the institutions and communities that are under review. All materials generated in the conduct of the evaluation are the property of UNICEF and can only be used by written permission.

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[141] The review should include around 10 days for UNICEF review

h) **Delivery of reports.** If delivery of the reports is delayed, or in the event that the quality of the reports delivered is clearly lower than what was agreed, the penalties stipulated in these terms of reference will be applicable.

In line with the Standards for UN Evaluation in the UN System, all those engaged in designing, conducting and managing evaluation activities will aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles.

10. DELIVERABLES AND DEADLINE(S) FOR SUBMISSION

	Expected Deliverable	Estimated Date
1.	Submission of desk review and quality inception report	15th October, 2022
2.	First draft of the evaluation report shared with UNICEF together with accompanying PowerPoint presentation;	30th December 2022
3.	Final quality evaluation report integrating feedback including desk review, key findings, lessons learned and recommendations.	15th January 2022
4.	Arabic Lay Summaries and PowerPoint Presentation	31st March 2022

11. ESTIMATED DURATION OF CONTRACT, TENTATIVE DATES AND LOCATION

The evaluation is planned to commence by 12 September 2022 and to be completed by 30 April 2022. Specific level of effort for the consulting firm will be based on the agreed work plan/inception report that will be finalized with the contract.

The evaluation team will not be based at the UNICEF office. The duty station is the State of Palestine, the Gaza Strip. The inception report and the desk review can be conducted remotely. Official in-country travel will be involved, as required. In light of the COVID-19 pandemic travel may not take place depending on availability of transport links and in-country quarantine restrictions.

12. TERMS of PAYMENT

By deliverables (as above):

- 20 per cent upon completion of deliverable 1
- 50 per cent upon completion of deliverable 2
- 30 per cent upon completion of deliverable 3 & 4

Recourse: UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines.

13. EVALUATION MANAGEMENT (ROLES AND RESPONSIBILITIES)

- The Chief of the Social Policy, Planning, Monitoring and Evaluation (SPPM&E) Section in UNICEF SOP will provide overall guidance for the evaluation.
- The Monitoring and Evaluation (M&E) specialist in UNICEF State of Palestine is the evaluation manager and will contribute directly to quality assurance activities and primary supervision in close cooperation with the relevant section in the UNICEF State of Palestine office in Jerusalem and the Gaza Strip field Office. The evaluation manager will serve as a liaison with respect to correspondence between the evaluators and the Technical Steering Committee. Any queries or challenges or request from the evaluation team will be channeled through UNICEF evaluation Manager.
- The UNICEF ADAP Section will make formal contacts with stakeholders as necessary as well as provide logistics and operational support in conducting interviews/focus group discussions and/or organizing the end-of-evaluation workshop.
- Evaluation team is expected to undertake field trips to selected project locations in the target areas.
- The UNICEF M&E Specialist with support from ADAP section will support in ensuring quality and ethics in field data collection.

14. QUALITY ASSURANCE

- The Technical Steering Committee from UNICEF, line ministries, other stakeholders and the evaluation team will have a major role in ensuring that all the deliverables meet the quality assurance criteria. Quality assurance will take place at different stages of the evaluation process. The Committee will assess the quality of key evaluation products, including methodology and evaluation instruments, inception and final reports. Given that it is a country-led evaluation, the M&E specialist will also ensure that the evaluation meets UNICEF quality standards and follow UNICEF global quality assurance processes.
- The UNICEF Regional Office will provide technical assistance to the UNICEF Country Office in developing the TOR for the evaluation, review of inception and final reports.
- The Evaluation Consultancy Firm will be responsible for the timely production of evidence-based evaluation, including recommendations to quality standards.

15. GENERAL CONDITIONS (PROCEDURES & LOGISTICS)

No contract may commence unless the contract is signed by both UNICEF and the evaluation team or Contractor.

- The selection process for the consultancy firm will strictly follow UNICEF's internal procurement rules.
- UNICEF will provide assistance where possible for necessary access and permits required for the evaluation.
- The firm will provide fortnightly verbal or short email progress updates and have review meetings with UNICEF on monthly basis (face to face or phone meetings).
- The firm will provide a draft report for review and amend as requested before submitting the final report.
- UNICEF may request that the Consultancy firm submit original copies of all evaluation tools, discussion and interview guides, sampling procedures, field notes, completed questionnaires and any other material related to the implementation of the evaluation.

UNICEF will not provide office space to the team. All requirements including venues for workshops, transportation, visa, health insurance, secretariat services, interpreter, translator, etc., will not be covered by UNICEF unless agreed in writing between UNICEF and the Consultant. UNICEF office will provide any documentation, letters to the government, etc., to make sure that the evaluation is conducted in good conditions.

Other stakeholders, beneficiaries and the implementing partners will support in establishing the focus and direction of this evaluation. The opinions, interests, concerns and priorities of stakeholders will be solicited early in the evaluation process. Stakeholders might include internal staff, such as program managers and officers, but should also include external stakeholders such as policy-makers, researchers, community members, professional organisations and others who have interest, experience and expertise in the program or initiative being evaluated. Additionally, the stakeholders will provide the information, or the data required for this evaluation, mobilize the interview participants, and as well provide logistical and other support required for the successful implementation of the evaluation process.

16. QUALIFICATION OR SPECIALISED KNOWLEDGE/EXPERIENCE REQUIRED

The consultancy firm should be able to demonstrate a strong track record in conducting evaluation in Adolescent and Youth Programme in fragile areas. The reports can either be that of the institution or the evaluation team members. The bid should show a demonstrable capacity to engage in evidence-based policy dialogue with Governments and other key stakeholders based on previous evaluations, studies or project implemented. This should be a section in the technical proposal.

The evaluation team should comprise a gender balanced team of technical experts with an expertise in quantitative and qualitative methods of data collection, and with the following specific qualifications. The team should be made up of international and national evaluation consultants.

Essential: The evaluation team should be composed of at least three people, and have the following specific qualifications:

Team Leader- Evaluation Specialist

- PhD or Masters in evaluation or related area and/or equivalent experience/training in Adolescent and Youth Programme or related areas preferred. S/He should have at least 10 years of documented experience in research and evaluation of development programmes/projects or a minimum of 8 years' experience in Adolescent and Youth Programme areas including Adolescent and Youth Programme /projects from developing or least developed countries.

Experience and Skills

- Working knowledge of Adolescent and Youth Programme, or related areas
- Working knowledge of research and evaluation functions.
- Working skills in statistical analysis, system programming, database design and data security measures.
- Working skills in Excel, PowerBI, Tableu and statistical programs such as SPSS, STATA and R.
- Working skills in analysis and consultation.
- Skills to communicate complex information clearly and concisely both verbally and in writing
- Ability to work effectively with a team and to engage external constituents.
- Experience working in large and complex projects in the humanitarian and development field.

Languages

- Excellent communication and report writing skills in English.
- Fluency in written and spoken English and Arabic are essential for interviews, transcription, and translation. Knowledge of Arabic language skills is preferred (please note: budget must include the hiring of local translator if Evaluation Consulting Firms lacks Arabic language skill.

Competencies

- Good analytical, facilitation and communication skills.
- Demonstrated ability to work in a multi-cultural environment and establish harmonious and effective working relationships
- Ability to take initiative and work with minimum supervision.

Second team member-Adolescent and Youth specialist or relevant position

A second team member should be a specialist in Adolescent and Youth Programme with at least 7 years of experience in research and evaluations in developing or least developed countries.

- Master's degree required, with a strong preference for a degree relevant to Adolescent and Youth or related field.
- 7+ years of demonstrated experience conducting program evaluations or research, including evaluation or implementation experience specifically in the area of Adolescent and Youth development in the State of Palestine, or a similar context.
- Demonstrated experience in conducting quantitative and qualitative research

Third team member-Gender mainstreaming evaluation expert.

Third team member should be a gender evaluation expert with at least 7 years of experience conducting thematic gender evaluations at a programme level and engaging in gender-sensitive assessments.

The third team member should include a statistician with at least 7 years of experience in evaluations:

- 7+ years of demonstrated experience conducting program evaluations or research, including evaluation or implementation experience specifically in the area of Adolescents and Youth development in the State of Palestine, or a similar context.
- Master's degree or higher in the social sciences, humanities, public policy, international relations, natural sciences or other field relevant to UNICEF's work.
- Demonstrated experience in conducting quantitative and qualitative research.

17. Application and Evaluation Process

Each proposal will be assessed on technical merits and the cost of the consultancy services which will inform UNICEF final decision for awarding the contract.

The Technical proposal should include but not be limited to the following:

- Methods and Approach: Detailed approach to the methodology and the design of the evaluation This will include the design, sample size, representativeness, external validity and consideration of target beneficiaries.
- Detailed work plan: Provide a detailed work plan which takes into consideration the timeline for the work laid out in the TOR and incorporating time for UNICEF and stakeholder review and feedback.
- Team composition should be detailed which is in line with the profile of the evaluation team as outlined in section 16.
- Reference of previous work: Details of similar assignments (minimum 2) undertaken in the last five years including the following information:
  - Title of Project
  - Year and duration of project
  - Scope of project
  - Outcome of project
  - Reference / Contact persons

CV's

  - CV of each team member (including qualifications and experience)
  - Ensure to include information related to the qualifications and experience of each proposed team member as required and outlined in section 16 of this document.
- Company/institutional Profile: Provide a company profile and/or reports (or links) that demonstrate the requirements as outlined in section 15 of this document. Include a copy of the company registration: Where the process is still ongoing, please provide evidence that the process has begun.
- The Financial proposal should include but not be limited to the following: The evaluation team should submit a financial proposal which should include the following:
- Resource costs: Daily rate multiplied by number of days of team members
- Travel Costs – in country (from/to Jerusalem, the Gaza Strip and the West Bank), visas and international travels (if applicable) All travel costs should be included as a lump sum fixed cost. For all travel costs, UNICEF will pay as per the lump sum fixed costs provided in the proposal. A breakdown of the lump sum travel costs should be provided in the financial proposal.

Bidders are required to estimate travel costs in the Financial Proposal. Please note that if anv international travel is involved this should be budgeted i) based on economy class fare regardless

of the length of travel; and ii) costs for accommodation, meals and incidentals shall not exceed the applicable daily subsistence allowance (DSA) rates, as propagated by UNICEF.

- Data collection cost. This should include a detailed breakdown from the inception and main evaluation data collection and analysis.
- Key administrative cost
- Any other cost the institution finds important to include:

The budget should take into consideration the evaluation payment plan in line with the deliverables in this TOR.

In addition, the institution should include the following:

A) A complete copy latest audited financial statements with comparative figures for the two most recent years; preferably signed by Company's accounting firm/certified external auditor. The financial statements are to include, but not limited to, the following:
- The Balance Sheet (mandatory)
- The Income Statement/Profit and Loss Statement (mandatory)
- Statement of cash flows
- Statement of changes in shareholders' equity
- The report from the external auditor, if available
- Notes to the financial statements, if available

(Where possible, please provide an English translation of financial statements if the documentation is not in English. Note that any financial documentation received is treated with confidentiality and discretion.)

B) A copy of Company certificate of legal registration.
C) Company's UN Global Marketplace (UNGM) registration number.

Your company is requested to register for, at the very least, Basic and Level 1 stages. For registration and instructions on how to, kindly refer to the UNGM site: www.ungm.org

18. EVALUATION WEIGHTING CRITERIA

Cumulative Analysis will be used to evaluate and award proposals. The evaluation criteria associated with this TOR is split between technical and financial, and it will be assessed on this basis: 70 per cent technical and 30 per cent financial

as follows:

70 per cent Technical

30 per cent Financial

_____

100 per cent Total

Below table provides a detailed breakdown of the technical evaluation criteria.

Main Criteria	Sub-components	MAX score
Team profile relevance, and experience of key staff assigned	Team leader's expertise and qualifications as per the TOR/requested qualifications	7
	Diversity of team's background/expertise	4
	Team command of English	4
	Team command of Arabic	3

[Score 25]	Team's experience in State of Palestine (data collection)	3
	Team's previous experience with UNICEF and/or with YOUTH and ADOLESCENT projects	4
	- The proposed structure and composition of the team for this assignment. The main disciplines of the assignment, the key expert responsible and proposed technical support staff along with their curriculum vitae (CVs) provided. Team composition and tasks assigned - Highlights about the company, how it is organized and a brief about its key personnel including CVs/resumes of lead resource persons and, if any, partnership arrangements - Range and depth of experience with similar projects/contracts/client	
Proposed methodology and approach [Score 25]	Adequate relevant and practical methodology proposed	10
	Quality Assurance (plan for the systematic monitoring and evaluation of the various aspects of the project to ensure that standards of quality are being met)	10
	Risk Assessment/Mitigation measures proposed	5
	- Understanding of, and responsiveness to UNICEF State of Palestine evaluation requirements based on Terms of Reference; Understanding of scope, objectives, and completeness of response; Overall concord between UNICEF requirements and the proposal; Understanding of Subject area - Thoroughness is defining research methodology and protocol, selection of scientifically valid sample and development of good, concise research tools/questionnaires	
Assessment Work Plan [Score 14]	Clarity of proposed workplan	5
	Adequate timeline for assessment workplan	5
	Adequate allocation of resources	4
	- A comprehensive work plan to deliver the overall requirement (ToR) including the main activities of the assignment, their content and duration, phasing and interrelations, milestones, key performance indicators (including interim approvals by the Client), and a list of deliverables (reports, products) within the estimated deliver timeframe and dates. - Consistency of the proposed work plan with the technical approach and methodology, showing understanding of the ToR - The level of effort for each team member articulated and staff input throughout various stages/components explicitly laid out - The plan must identify and present specific steps and component activities in a chronological manner and must have attached, a flow chart/critical path analysis, activity plans, personas etc.	
Capacity of the firm [Score 6]	Administrative capacity	3
	Demonstrated logistical capacity (including capacity for visas/travel including to go to the Gaza Strip)	2
	Registration documents	1
Total Score		70

NOTE: MINIMUM POINTS – TECHNICAL THRESHOLD IS 49 POINTS
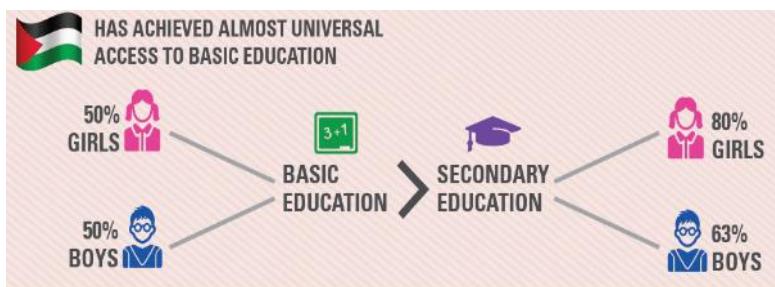
19. PRICE PROPOSAL SUMMARY

	Payment summary per deliverable	Qty	Total price in USD
1.	Submission of desk review and quality inception report	Lumpsum	
2.	First draft of the evaluation report shared with UNICEF together with accompanying PowerPoint presentation;	Lumpsum	
3.	Final quality evaluation report l=integrating feedback including desk review, key findings, lesson learned and recommendations.	Lumpsum	
4.	Lay Summaries and PowerPoint Presentation	Lumpsum	
Total Value of the Proposal in USD?			

Appendix 2: Country and Sector Contexts

The State of Palestine (SoP) is located in the Middle East and North Africa (MENA) region. The SoP consists of the West Bank, including East Jerusalem, and the Gaza Strip. The total population is approximately 4.9 million (2021),[142] of which an estimated 2.9 million people are located in the West Bank while 1.6 million[143] are located in the Gaza Strip. Almost three quarters of the population live in urban areas, compared to 17 per cent in rural areas and 9 per cent in refugee camps.[144] The population is predominantly young (39 per cent are under the age of 15 years and 30 per cent are aged 15 to 29 years), and is likely to remain so in the coming decades, given high fertility rates (3.7 in the West Bank and 4.5 in the Gaza Strip).[145] The population has almost doubled over the past 50 years and is projected to double again to roughly 9.8 million by 2050.[146] Furthermore, 29.2 per cent of Palestinian population (13.9 per cent in the West Bank and 53 per cent in the Gaza Strip), live below the national poverty line which has further estimated to increase to 64 per cent in the Gaza Strip and 30 per cent in the West Bank due to the COVID-19 pandemic and associated government lockdown measures.[147] The overall socioeconomic conditions in the Palestinian territories (West Bank and the Gaza Strip) deteriorated throughout the early months in 2021, driven by the COVID-19 pandemic, political instability, increasing tensions, and a dire development situation further worsened the situation for the habitants of the region.[148] The protracted situation in the region further exacerbated the condition due to multiple factors; Israel's military occupation, including the closure of the Gaza Strip, lack of respect to international law, continuous internal Palestinian political divisions, economic crises, and recurrent escalations of hostilities. Consequently, the lives of 2.3 million Palestinian children and youth living in the West Bank and the Gaza Strip have been significantly affected, making them vulnerable in a country where 45 per cent of the total population is made up of children.[149] Due to the COVID-19 pandemic, the Palestinian economy has recorded a sharp decline, with the economy contracting by 12 per cent during 2020, as the majority of the economic activities experienced setbacks. Consequently, there is a decrease in the Gross Domestic Product (GDP) per capita and a rise in unemployment rates with new segments of the population entering the poverty cycle.[150]

The SoP has witnessed a mixture of successes and challenges with respect to its state of development.[151] The State of Palestine has achieved the Education for all goals, with a net attendance rate of 97 per cent at basic level and 72 per cent in secondary level. Completion rates are overall good in the State

of Palestine, especially in lower grades, but decline significantly for secondary education, with only 62 per cent attending secondary school to completion. Disparities along sex, region, and socio-economic status are clearly reflected in the share of children from different groups completing each level of education.[152] There is a sharp increase in out-of-school children at the secondary level, with overall more than one fifth of children aged 16 to 17 out of school. This increase is most marked among rural children and children from the poorest quintile, who present out-of-school rates at the secondary level of 28 per cent and 30 per cent, respectively. Out-of-school rates are

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[142] https://data.worldbank.org/indicator/SP.POP.TOTL?locations=PS
[143] State of Palestine 2030 Demographic Change: Opportunities for Development - April 2017
[144] PCBS (2016), based on final results of the General Census of Population, Housing and Establishments, 2007. State of Palestine 2015. Available at: http://www.pcbs.gov.ps/site/512/default.aspx?tabID=512&lang=en&ItemID=1511&mid=3171&wversion=Staging
[145] PCBS, UNICEF and UNFPA, (2015). Palestinian Multiple Indicator Cluster Survey 2014, State of Palestine
[146] United Nations, Department of Economic and Social Affairs, Population Division (2015). World Population Prospects: The 2015 Revision, Key Findings and Advance Tables. Working Paper No. ESA/P/WP.241.
[147] Taken from evaluation ToRs
[148] THE GAZA STRIP RAPID DAMAGE AND NEEDS ASSESSMENT JUNE 2021, World Bank, EU and UN.
[149] https://www.unicef.org/mena/reports/state-State of Palestine-out-school-children
[150] PCBS, UNICEF and UNFPA (2015). Palestinian Multiple Indicator Cluster Survey 2014, State of Palestine
[151] UNCT in occupied Palestinian territory, (2016). Comprehensive Country Analysis, 2016. Leave No One Behind: A Perspective on Vulnerability and Structural Disadvantage in State of Palestine.
[152] Palestinian Central Bureau of Statistics, 2021c

higher across the board. Adolescents from the poorest wealth quintile of the population are twice as likely to be out of school than children from the richest quintile.[153]

The conflict has further contributed to creating barriers that prevent children from realizing their right to quality education with lack of schools and classrooms, psychosocial impacts of the conflict on children, attacks, and threats of attacks on schools, students and teachers, and other interferences with education (expanded further in the adjacent visual).[154] In addition, some groups in the State of Palestine are more vulnerable than others. Children with disabilities are one such group, with little access to health, education, social welfare, and other basic services. Research conducted in 2016 found that nearly 38 per cent of children with disabilities are out of school entirely and less than 45 per cent are enrolled in regular education.[155] Adolescent girls and boys are yet another group with high vulnerability, driven by factors such as patriarchal social norms, early marriage, and exposure to violence. There are many factors that prevent persons with disabilities from attending school, including inadequate infrastructure, lack of appropriate staff at schools, stereotypes, and other socio-cultural norms and practices. Accessibility to and availability of formal education for persons with disabilities is paramount.[156]

Israel's military occupation is another important factor exacerbating the overall human rights situation is the occupied Palestinian territory. Due to intermittent military operations in the Gaza Strip and West bank, the Palestinian population particularly

Causes of lack of access to quality education

Immediate causes

PHYSICAL OBSTRUCTIONS
e.g. checkpoints, settler violence on way to school in Area C and East Jerusalem

LACK OF FREE TRANSPORTATION
leaving some children to walk alongside busy roads

RECURRING ROUNDS OF CONFLICT IN GAZA
leaving some children to walk alongside busy roads

RECURRING ROUNDS OF CONFLICT IN GAZA
including for inclusive education and early-childhood education

OVERCROWDED CLASSROOMS
double shifting (Gaza)

PREVALENCE OF CORPORAL PUNISHMENT
leaving some children to walk alongside busy roads

Underlying causes
- Challenges in rolling out education reform, including; slow uptake in applying a student-centred learning approach; weak supervision and assessment; inadequate training on inclusive education; low and inconsistent pay of teachers, supervisors and principals
- Limited institutional capacity to absorb funding contributing to delays in procurement and construction
- Challenges in planning and budgeting, especially ensuring adequate budget for Gaza Strip
- Insufficient school counsellors. Weak mechanisms to resolve and follow up on cases of violence in schools.

Structural causes
- Impact of fragmentation of administration of education services, resulting in complex administrative arrangements which create significant challenges for planning and service delivery.
- Restrictions relating to the occupation impede infrastructure development, including acquisition of permits and construction materials
- Gender norms that limit options for females
- Attitudes towards disability among society, including among parents, teachers and students, can also lower expectations of and commitment to inclusive education
- Declining employment opportunities and rising poverty create pressures to drop-out of school

the children have been suffering on many fronts. According to recent news from Save the Children in occupied Palestinian territory, the number of children killed by Israeli security forces and settlers in the West Bank has doubled to 34 in 2022 as compared to 17 in 2021.[157] Year 2022 has become the deadliest year for children in the West Bank in over 15 years.[158] Recent reports from the OHCHR revealed that 261 Palestinians were killed, including 67 children during the 11-day escalation in the Gaza Strip in May 2021.[159] In August 2022, Israeli forces conducted targeted

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[153] Palestinian Central Bureau of Statistics, 2021c
[154] Taken from Situational Analysis of Children living in the State of Palestine 2016/2017.
[155] UNICEF, (2016). A much neglected cohort: understanding the needs and perspectives of children with disabilities in the SOP, 2016. State of Palestine
[156] https://www.unicef.org/mena/reports/state-State of Palestine-out-school-children
[157] 2022 becomes the deadliest year for Palestinian children in the West Bank in over 15 years – Save the Children | Save the Children International
[158] Ibid
[159] OCHA, Humanitarian Needs Overview. 2022. P 13

airstrikes in multiple locations in the Gaza Strip and retaliation from Palestinian armed groups. The escalation of hostilities resulted in the death of 49 Palestinians, including 17 children and four women, 360 injured, including at least 151 children and 58 women, and damage to approximately 2,000 housing units, among others. Structured and specialized MHPSS services for 10,500 people (50 per cent children) directly impacted by the escalation.[160]

About 19 per cent of the children attending school in the West Bank dropped out of school during the current school year (2021-2022), with 19.8 per cent of all school-aged boys and 13.6 per cent of school-aged girls reportedly dropping out. The main reasons why children reportedly dropped out were protection risks of a political character while traveling to and from school, including violence or harassment from Israeli soldiers, forces, or settlers, and school closures. Schools being demolished or under threat of demolition was provided as a reason for children to drop out of school.[161] More than half of the adolescents reported lack of interest in education as the main reason for dropping out of school. Interestingly, maltreatment by teachers is the last cited reason; however, consultations with adolescents and youth that took place for this analysis revealed that the theme of violence in school is very much present, both between students and by teachers on students.[162]

On the other hand, violence against children is also of serious concern where 23 per cent of children (31 per cent in the Gaza Strip and 17 per cent in the West Bank) are exposed to severe corporal punishment.[163] Adolescents are generally exposed to high levels of violence. Nearly half of the adolescents aged 12-17 have experienced any form of violence, with boys more likely to be the victims than girls. Violence in school is also widespread, with boys being more frequently the victims.[164] In the last 20 years, an estimated 10,000 Palestinian children have been held in the Israeli military detention system. The most common charge brought against children is stone throwing, for which the maximum sentence is 20 years. A majority reported they had endured a distressing or violent arrest or detention, in most cases at night; a coercive interrogation environment; physical and emotional abuse in detention; and a denial of essential services including an

Causes of vulnerability of children to violence, exploitation and abuse

Immediate causes
- Exposure to violence and restrictions related to the conflict and occupation
- Generalized violence within home, school and community
- Early marriage

Underlying causes
- Lack of overarching vision and policy framework
- Shortage of personnel, adequate infrastructure and logistical support
- Inconsistent implementation of standard procedures and protocols, exacerbated by growing divergence between procedures and protocols in the West Bank and the Gaza Strip
- Punitive justice system, with limited restorative measures and alternatives to detention
- Justice system lacks sufficient qualified staff, adequate infrastructure or facilities for child-friendly services
- Violence against children in the family seen as a private matter not of public concern
- Low public awareness of available child protection systems

Structural causes
- Children live in a context of protracted humanitarian crisis, characterized by high levels of violence and intimidation, restrictions to movement and obstacles to accessing basic services
- Fragmentation caused by the conflict and the occupation severely hampers both the immediate provision of services, as well as the development of an overarching policy and legal framework for child protection
- Internal political fragmentation, and evolution of duplicate administrations and parallel legal systems
- Disconnect between formal and informal mechanisms for child protection and justice
- Child protection budget inadequate and overly dependent on donor funding
- Chronic stress experienced by families and communities related to the conflict, unemployment and poverty
- Parenting approaches continue to tolerate physical punishment as a necessary disciplining tool, gender norms facilitate violence against women, and cultural dimensions of 'family honour' and privacy

adequate education – all of which constitute a breach of their rights enshrined in international law (expanded further in the adjacent visual).[165]

[160] OCHA, Occupied Palestinian Territory: Humanitarian Impact in The Gaza Strip of Escalation of Hostilities, Immediate Needs and Funding Requirement. August 2022.
[161] OCHA, Multi-Sectoral Needs Assessment (MSNA) Key Sectoral Findings - West Bank July 2022. P 10
[162] Thematic paper on the participation of adolescents in the State of State of Palestine, 2023, P 3.
[163] PCBS, UNICEF and UNFPA (2015). Palestinian Multiple Indicator Cluster Survey 2014, State of Palestine
[164] Palestinian Central Bureau of Statistics. (2020). Preliminary Results of the Violence Survey in the Palestinian Society 2019.
[165] Taken from Situational Analysis of Children living in the State of Palestine 2016/2017.

Repeated and prolonged exposure to such high levels of stress resulting from the cycles of conflict and deprivation can be detrimental, particularly to children, as it has far-reaching ramifications on their physiological and emotional well-being, as well as their behavioural and neurological development. These negative effects, in turn, reduce children's ability to learn in school and become future productive individuals. In fact, the education sector already suffers from a lack of sufficient school buildings, leading to the practice of double shifts, with total of 422 public schools operating in 299 buildings, 278 UNRWA schools operating in 179 buildings, and 64 private schools. In other words, any damage to the school building accommodating two shifts would potentially impede the education of a significant number of students.[166]

The protracted humanitarian situation, coupled with the constrained development environment have contributed to persistently high unemployment rates, particularly for young people with 41 per cent of youth aged 15 to 24 years unemployed (29 per cent in the West Bank and 61 per cent in the Gaza Strip). Girls have been affected the most as 61 per cent of female youth are unemployed compared to 36 per cent of male youth.[167] Technical and vocational educational training is not a fancied choice. In 2018, only 3 per cent of adolescents in grade 10-12 chose a vocational education.[168] The preferred specialisations are industrial for boys and home economics for girls. The industrial specialisation is by far the most popular choice. The absolute number of students with disabilities in vocational education is very low, but the exact proportion is not known.[169]

Opportunities for adolescents to actively participate and take responsibility in their communities remain limited, especially for girls who have very limited access to suitable services and safe recreational spaces, due to an environment marked by economic hardship, violence, conflict, and a lack of career prospects.[170]

[166] The World Bank Group, "The The Gaza Strip Rapid Damage and Needs Assessment (RDNA)". June 2021. P 40-41.
[167] Literature documents: Strategy Note: UNICEF State of State of Palestine, Country Programme 2018-2022.
[168] TVET opportunities tend to start from 15 years old not to get into issues with preparing younger children for the labour market.
[169] Thematic paper on the participation of adolescents in the State of State of Palestine, 2023, P 3.
[170] Thematic paper on the participation of adolescents in the State of State of Palestine, 2023, P 4.

Appendix 3: Selected Outcome and Output Indicators

OUTCOMES	INDICATORS
EDUCATION	
OUTCOME 1: By 2022, more Palestinian children and adolescents, especially the most vulnerable, benefit from improved access to quality and inclusive learning opportunities in safe and protected environments and are enabled to contribute to their community and national development	**Indicator 2:** per centage of adolescents in areas involved in civic and economic engagement initiatives
	Indicator 3: Transition rate between basic and secondary education
	Indicator 5: Service Delivery – Skills – Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF supported programmes
CHILD PROTECTION	
OUTCOME 2: By 2022, more children, especially the most vulnerable, are better protected from violence, exploitation, and grave violations	**Indicator 1:** per centage of basic and secondary students exposed to different forms of violence in schools (physical, verbal, or sexual)

OUTPUTS	INDICATORS
EDUCATION	
Output 1.1: Policy makers and key stakeholders have coordinated and developed evidence-based, gender-responsive education and youth reform policies	**Indicator 1.1.1:** Life skills and citizenship education embedded in the policy and curriculum frameworks
	Indicator 1.1.2: The national youth volunteering programme is operationalized under of the PMO
	Indicator 1.1.3: Equitable access to quality education (COVID)
Output 1.2: Service providers have increased capacity to deliver quality, inclusive education and provide opportunities to adolescents to develop and practice life-skills and citizenship	**Indicator 1.2.1:** Number of schoolteachers who received in service training provided by UNICEF
	Indicator 1.2.2: Number of adolescent boys and girls engaged in UNICEF supported entrepreneurial and civic engagement skills development programmes in districts Indicator:
	Indicator 1.2.5: Teachers and parents benefitting from capacity building on positive discipline and non-violence
	Indicator 1.2.6: Number of children and adolescents who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-support
	Indicator 1.2.7: Number of children receiving individual learning materials
	Indicator 1.2.10: Number of children and school staff benefiting from the provision of hygiene kits to prevent spread of COVID-19 infection
	Indicator: 1.2.11: Number of children participated in the summer recreational and psychosocial activities
	Indicator 1.2.12: Number of children supported with distance /home-based learning
	Indicator 1.2.14: Number of rehabilitation centres supported
CHILD PROTECTION	
Output 2.3: More parents, teachers, adolescents, and other stakeholders have increased knowledge and skills to eliminate harmful practices and better protect children (aged 0-18) from violence, exploitation, and grave violations	**Indicator 2.3.1:** Teachers and parents benefitting from capacity building on positive discipline and non-violence
	Indicator 2.3.9: Number of mothers, fathers and caregivers reached through parenting programmes

Appendix 4: Timeline and Location of ADAP Projects

Project name	IPs	Target Locations	Timeline					
		West Bank / Gaza Strip	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Promoting non-violent behaviour among adolescents.	IP1	West Bank, EJ	10/5/17 -10/03/18					
		Hebron, EJ	15/11/17 -20/05/18					
Adolescent Empowerment Project	IP2	Gaza Strip	05/09/17 – 05/07/18					
				06/07/18 – 06/02/19				
Promoting non-violent behavior among adolescents- Change makers	IP3	Gaza Strip	15/07/17 – 15/03/18					
Promoting Youth Engagement and Enhancing the Economic Opportunities for Palestinian Youth	IP4	Hebron, Jerusalem, Gaza Strip		01/07/18 – 31/03/19				
DEAL – Digital entrepreneurial Adolescents Leaders	IP5	West Bank, Jerusalem, Gaza Strip		07/06/18 – 28/02/19				
DEAL2 – Digital entrepreneurial Adolescents Leaders	IP5	West Bank and Gaza Strip			01/06/19 – 30/04/20			
Inclusion of Adolescents in The Gaza Strip in TVET Labour Market	IP2	Gaza Strip			01/05/19 – 29/02/20			
Enhancing the role of Youth and the Private Sector in the Community Development – We All Belong	IP4	West Bank			01/08/19 – 30/05/20			
Adolescents Summer Activities/Fun Days	IP6	Gaza Strip			01/07 – 30/08			
Safeguarding Children's Rights in East Jerusalem	IP1	Jerusalem			N/A			
Promoting Life Skills amongst adolescents through integrating DEAL platform on the MoE online platform	IP5	West Bank, EJ, Gaza Strip				15/10/20 – 14/12/21		
Promoting the inclusion and access of adolescents to TVET education in The Gaza Strip	IP2	Gaza Strip				16/06/20 – 14/05/21		
Preparedness after COVID 19 Outbreaks in Palestinian Schools	IP3	West Bank and Gaza Strip				01/07 – 31/10		
Inter-Linkages – Creating Linkages Between Youth in State of Palestine to Design Social Entrepreneurship Ventures	IP7	West Bank, Jerusalem, Gaza Strip				07/05 – 31/10		
GenU National Hackathon	IP8	West Bank and Gaza Strip					01/06/21 – 20/02/22	
Keeping Adolescents Thriving	IP9	West Bank and Gaza Strip					01/07 – 30/09	
Quality Education, entrepreneurial skills, and work readiness in a safe learning environment for adolescents affected by the humanitarian crisis in The Gaza Strip	IP10	Gaza Strip					13/09/21 – 28/03/22	
Train 1000 adolescent and youth (500 F) on entrepreneurship and support selected young people to participate in National Hackathon	IP1	West Bank					15/06/21 – 15/12/21	
Integrated psychosocial support and child protection services for the most affected boys and girls in The Gaza Strip	IP3	Gaza Strip					01/06 – 31/10	
Enhance Youth Local Councils' role in advocating for the SDGs & increase awareness to climate change and climate resilience	IP11	West Bank, Hebron, Jericho, Jenin, Tulkeram, Gaza Strip					26/10/21 – 30/06/22	
Building Resilience and Addressing Violence from Early years through Adolescence (BRAVE)	IP6	Gaza Strip					10/03/21 – 28/02/22	

Appendix 5: Programme Beneficiaries

No.	Project Name	Number of Beneficiaries							
		Location	Adolescents	Students	Adolescents with disability	OOSC	Teachers/Headmasters/Supervisors/National Taskforce	Caregivers / volunteers	MoE Team
1	Promoting non-violent behaviour among adolescents.	West Bank, EJ	Original: 2,000 adolescents Amendment 2: 2400 children benefited from the adolescent kits, and 2000 adolescents trained on Life skills (reached under amendment 1). Amendment 3: 60 youth				25 supervisors	800 Parents Amendment 2 - 200 new parents	
2	Adolescent Empowerment Project	Hebron, EJ	Original: 3000 adolescents Amendment #1: 1680 adolescents				25 school teachers Amendment#1 - 14 teachers	20 youth volunteer Amendment#1 - 20 youth volunteer	
3	Promoting non-violent behavior among adolescents- Change makers	Gaza Strip	Original: 2,500 adolescents Amendment 1: 500 adolescents Amendment 2: 1500 adolescents				12 school's counsellors	100 youth volunteers 300 care givers and influential persons.	
4	Promoting Youth Engagement and Enhancing the Economic Opportunities for Palestinian Youth		3700 adolescents						
5	DEAL – Digital entrepreneurial Adolescents Leaders	Gaza Strip	10,000 adolescents				411		
6	DEAL2 – Digital entrepreneurial Adolescents Leaders	Hebron, Jerusalem, Gaza Strip	5,000 adolescents				100 teachers 50 headmasters 15 supervisors 50 National Task Force 30 teachers		
7	Inclusion of Adolescents in the Gaza Strip in TVET labour Market	West Bank Jerusalem, Gaza Strip	1200 adolescence		100				
8	Enhancing the role of Youth and the Private Sector in the Community Development - We All Belong	West Bank, Gaza Strip	2560 adolescents						
9	Adolescents Summer Activities/Fun Days	Gaza Strip	1600 Adolescents						
10	Safe Guarding Children's Rights in East Jerusalem	West Bank	1700 adolescent	210			210	210	
11	Promoting Life Skills amongst adolescents through integrating	Gaza Strip	14,000 adolescents				140 teachers 70 headmasters 25 supervisors		

No.	Project Name	Number of Beneficiaries						
		Location	Adolescents	Students	Adolescents with disability	OOSC	Teachers/Headmasters/Supervisors/National Taskforce	Caregivers / volunteers	MoE Team
	DEAL platform on the MoE online platform						70 National Task Force		
12	Promoting the inclusion and access of adolescents to TVET education in the Gaza Strip (START IV)	Jerusalem	3000 adolescents			100	70		
13	Preparedness after COVID 19 Outbreaks in Palestinian Schools	West Bank, EJ, Gaza Strip		3,000					78,081 MoE team
14	"Inter-Linkages" – Creating Linkages Between Youth in State of Palestine (West-Bank, Gaza Strip & East Jerusalem) to Design Social Entrepreneurship Ventures	Gaza Strip	70 adolescents						
15	GenU National Hackathon	West Bank, Gaza Strip	3,000 youth and adolescents						
16	Keeping Adolescents Thriving	West Bank, Jerusalem, Gaza Strip	35,000 adolescents					1050 young facilitators	
17	Quality Education, entrepreneurial skills, and work readiness in a safe learning environment for adolescents affected by the humanitarian crisis in the Gaza Strip	West Bank, Gaza Strip		4000		100			
18	Design, develop and train 1000 adolescent and youth (500 F) on entrepreneurship and support selected young people to participate in National Hackathon planned in October 2021	West Bank, Gaza Strip	1000 adolescents						
19	Integrated psychosocial support and child protection services for the most affected boys and girls in the Gaza Strip, especially those impacted by COVID-19 and its repercussions on families in the Gaza Strip	Gaza Strip	1094 adolescent and Youth						
20	Enhance Youth Local Councils' role in advocacting for the SDGs & Increase Awareness to Climate Change & Climate Resilience.	West Bank	100 young person						
21	Building Resilience and Addressing Violence from Early years through Adolescence (BRAVE)	Gaza Strip	1,277 adolescents			200			
Total = 189,740			West Bank, Hebron, Jericho, Jenin, Tulkeram, Gaza Strip	7,201	100	400	1,317	2,700	78,081

Appendix 6: Programme Budget

The budget figures have been removed on UNICEF's request. Instead, percentages of the total budget have been provided to reflect the relative contribution of UNICEF and IP for each project:

No.	Project Name	Partner	UNICEF -Cash in Percentage	Supplies	CSO Contribution in Percentage
1	Promoting non-violent behaviour among adolescents.	IP1	Amendment #1: 93 per cent Amendment #2: 88 per cent Amendment #3: 71 per cent	0	Original including amendment #1: 7 per cent Amendment #2: 12 per cent Amendment #3: 29 per cent
2	Adolescent Empowerment Project	IP2	Original: 88 per cent Amendment #1: 89 per cent Total: 89 per cent	0	Original: 12 per cent Amendment #1: 11 per cent Total: 11 per cent
3	Promoting non-violent behaviour among adolescents- Change makers	IP3	Original: 95 per cent Amendment # 1: 91 per cent Amendment 2: 85 per cent	0	Original: 5 per cent Amendment # 1: 9 per cent Amendment 2: 15 per cent
4	Promoting Youth Engagement and Enhancing the Economic Opportunities for Palestinian Youth	IP4	87 per cent	0	13 per cent
5	DEAL – Digital entrepreneurial Adolescents Leaders	IP5	88 per cent		12 per cent
6	DEAL2 – Digital entrepreneurial Adolescents Leaders	IP5	85 per cent	0	15 per cent
7	Inclusion of Adolescents in the Gaza Strip in TVET labour Market	IP2	80 per cent	0	20 per cent
8	Enhancing the role of Youth and the Private Sector in the Community Development – We All Belong	IP4	34 per cent	13 per cent	53 per cent
9	Adolescents Summer Activities/Fun Days	IP6	91 per cent	0	9 per cent
10	Safeguarding Children's Rights in East Jerusalem	IP1	Original: 88.5 per cent Amendment 1: 11.5 per cent Total: 89 per cent	0	11 per cent
11	Promoting Life Skills amongst adolescents through integrating DEAL platform on the MoE online platform	IP5	78 per cent	0	22 per cent
12	Promoting the inclusion and access of adolescents to TVET education in the Gaza Strip (START IV)	IP2	84 per cent	0	16 per cent
13	Preparedness after COVID 19 Outbreaks in Palestinian Schools	IP3	100 per cent	0	0
14	"Inter-Linkages" – Creating Linkages Between Youth in State of Palestine (West-	IP7	58 per cent	0	42 per cent

No.	Project Name	Partner	UNICEF -Cash in Percentage	Supplies	CSO Contribution in Percentage
	Bank, the Gaza Strip & East Jerusalem) to Design Social Entrepreneurship Ventures				
15	GenU National Hackathon	IP8	100 per cent	0	0
16	Keeping Adolescents Thriving	IP9	88 per cent	11 per cent	1 per cent
17	Quality Education, entrepreneurial skills, and work readiness in a safe learning environment for adolescents affected by the humanitarian crisis in the Gaza Strip	IP10	89 per cent	0	11 per cent
18	Design, develop and train 1000 adolescent and youth (500 F) on entrepreneurship and support selected young people to participate in National Hackathon planned in October 2021	IP1	85 per cent (40 per cent for ADAP)	0	15 per cent
19	Integrated psychosocial support and child protection services for the most affected boys and girls in the Gaza Strip, especially those impacted by COVID-19 and its repercussions on families in the Gaza Strip	IP3	97 per cent	0	3 per cent
20	Enhance Youth Local Councils' role in advocating for the SDGs & Increase Awareness to Climate Change & Climate Resilience.	IP11	90 per cent	0	10 per cent
21	Building Resilience and Addressing Violence from Early years through Adolescence (BRAVE)	IP6	94 per cent	0	6 per cent

Appendix 7: Evaluation Matrix

Key Evaluation Questions	Sub Questions	Indicators	Data Collection and Analysis Methods	Information Sources
RELEVANCE • Are all relevant stakeholders involved? Is local know-how considered? **EQ1.1** • To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken into account when the project was designed? **EQ1.1**				
EQ1 – To what extent is ADAP design informed by national and local context and involved relevant stakeholders?	**EQ1.1:** Did ADAP design develop processes, involve relevant stakeholders and incorporate national / local context (local knowledge, beliefs, gender and cultural differences)?	**1.1.1** Evidence of: - Processes developed and implemented for relevant stakeholders (public sector and others) possible involvement in the ADAP design - Relevant stakeholders being meaningfully engaged in ADAP design - Processes developed to understand national and local context (local knowledge, beliefs, gender and cultural differences) - National and local context incorporated in ADAP design	• Document review • Descriptive Analysis	Documents: situational analysis, assessments (MICS, PCBS) among others. KIIs: UNICEF, MoE, Youth Council, IPs.
		1.1.2 Stakeholders' views (UNICEF, public sector partners and IPs) on: - Processes developed and implemented for relevant stakeholders (public sector and others) involvement in the ADAP design - Level of satisfaction amongst relevant stakeholders of being meaningfully engaged in ADAP design - Processes developed to understand national and local context (local knowledge, beliefs, gender and cultural differences) and their usefulness to understand national and local context - Level of satisfaction amongst relevant stakeholders around national and local context incorporated in ADAP design	• KIIs • Thematic Analysis	
EFFICIENCY • Were the planned results achieved within the stipulated time and given resources? **EQ2.1** • How well the interventions were managed, including financial expenditure analysis? **EQ2.2** • Was the intervention's process often timely for reporting and monitoring at inter-agency investment and government allocations? **EQ2.2**				
EQ2 – To what extent ADAP was implemented efficiently and leveraged expenditures analysis and inter-agency investments including government's allocations?	**EQ2.1:** To what extent did ADAP manage to achieve planned results (selected outputs for education and CP) within stipulated time and financial resources?	**2.1.1** Evidence of: - ADAP selected outputs' achievements within allocated time and funds - ADAP outputs affected (either way) by excess/shortage of funds and time	• Document review • Comparative Analysis	Documents: Programme financial documents (budgets, expense sheets); Progress Reports KIIs: UNICEF, IPs, donors and MoE
		2.1.2 Stakeholders views (UNICEF, public sector partners, IPs) on: - ADAP selected outputs achievements within allocated time and funds - ADAP outputs affected (either way) by excess/shortage of funds and time	• KIIs • Thematic Analysis	
	EQ2.2: To what extent did ADAP implementation remain efficient by using internal expenditures	**2.2.1** Evidence of: - Mechanisms developed and implemented to conduct financial / expenditures analysis - Mechanisms developed and implemented for tracking and analyzing complimentary inter-agency investments and government allocations	• Document review • Descriptive Analysis	

Key Evaluation Questions	Sub Questions	Indicators	Data Collection and Analysis Methods	Information Sources
	analysis and tracking / reporting of inter-agency investments including government's allocations?	- Tracking/reporting of complementary inter-agency investments and government allocations helped take timely management decisions and saved time/costs		
		2.2.2 Stakeholders (UNICEF, public sector partners, IPs) views on: - Mechanisms developed and implemented to conduct financial/expenditures analysis - Mechanisms developed and implemented for tracking and analyzing complementary inter-agency investments and government allocations - Tracking/reporting of complementary inter-agency investments and government allocations helped take timely management decisions and saved time/costs	• KIIs • Thematic Analysis	
EFFECTIVENESS				

EFFECTIVENESS
- Does the Adolescent and Youth Programme reach the target groups? **Covered under Coverage EQ6.1**
- Were the needs and priorities of the target groups met by the adolescent and youth programme? **Covered under Coverage EQ6.1**
- To what extent were the objectives achieved/are likely to be achieved? **EQ3.1**
- Are the activities implemented to reach the goal as planned and/or described in the Logframe/project document? If deviations occur: why? **EQ3.1**
- Is the data collection adequate to follow up the programme achievements (especially with respect to indicators)? Are the information and material up to date? **EQ3.2**

Key Evaluation Questions	Sub Questions	Indicators	Data Collection and Analysis Methods	Information Sources
EQ3 – To what extent did ADAP achieve (or likely to achieve) the planned results (selected outcomes for education and CP), and was the monitoring system successful in generating adequate data to inform the Programme delivery?	**EQ3.1:** To what extent did ADAP manage to achieve (or likely to achieve) the planned results (selected outcomes for education and CP)?	**3.1.1** Evidence of: - ADAP achievements against planned results (selected outcomes for education and CP) - Activities for which implementation deviated from the plan (LFA/PD) and why	• Document Review • Comparative Analysis	Documents: Programme Logframe, Progress Reports, annual assessments and others KIIs: UNICEF, MoE, Ips and Youth Council FGDs: adolescents, parents and school staff
		3.1.2 Key stakeholders' (UNICEF, public sector partners, IPs, donors, adolescents, and school officials) views on: - Achievements vs planned results (only for education and CP) - Activities for which implementation deviated from the plan (LFA/PD) and why	• KIIs • FGDs • Thematic Analysis	
	EQ 3.2: To what extent did the monitoring system generate adequate data to inform implementation and enabled ADAP achievements?	**3.2.1** Evidence of: - ADAP monitoring system/s being adequate to collect information on all key outputs/outcomes (selected only) - Updated ADAP monitoring data being available in Dec 2021	• Document review • Descriptive Analysis	
		3.2.2 Stakeholders' (UNICEF, public sector partners and IPs) views on: the monitoring and evaluation framework in terms of: - ADAP monitoring system/s being adequate to collect information on all key outputs/outcomes (selected only) - Updated ADAP monitoring data being available in Dec 2021	• KIIs • Thematic analysis	

IMPACT
- What were the effects of the intervention on the lives of Adolescents and Youth (intended and unintended)? **EQ4.1**
- Was there any gender-specific impacts? Did the intervention influence the gender context? **EQ4.1**

		4.1.1 Evidence of:	• Document review	

Key Evaluation Questions	Sub Questions	Indicators	Data Collection and Analysis Methods	Information Sources
EQ4- To what extent did ADAP interventions impact lives of adolescents/ youth?	**EQ4.1:** How did ADAP interventions changed lives of adolescents and youth i.e., boys and girls (including any unintended impact)?	- Types/scale of ADAP impact on lives of adolescent and youth – boys and girls (including influence the gender context) - Types/scale of unintended impacts	• Contribution analysis	Documents: progress reports and assessments
		4.1.2 Stakeholders (UNICEF, public sector partners, IPs, donors, Adolescents, and School Officials) views on: - Types/scale of ADAP impact on lives of adolescent and youth – boys and girls (including influence the gender context) - Types/scale of unintended impacts	• KIIs • FGDs • Thematic analysis	KIIs: UNICEF and IPs FGDs: parents & school staff

SUSTAINABILITY
- To what extent are the benefits and achievements of the Adolescent and Youth Programme likely to continue after it has ended through national Government and community ownership? **EQ5.1**

Key Evaluation Questions	Sub Questions	Indicators	Data Collection and Analysis Methods	Information Sources
EQ5 – To what extent ADAP results (for adolescents and youth) are likely to continue after its completion by government and communities?	**EQ5.1:** Which results of ADAP may/likely to sustain after its completion by SoP and communities?	**5.1.1** Evidence of: - Availability and successful implementation of ADAP Sustainability / Exit / Transition plan. - Results that are likely to sustain (after completion) and what role SoP and communities may play in their continuation	• Document review • Descriptive Analysis	Documents including sustainability plan KIIs with UNICEF, MoE, IPs and Youth Council
		5.1.2 Stakeholders (UNICEF, public sector partners, IPs, donors) views on: - Availability and successful implementation of ADAP Sustainability / Exit / Transition plan - Results that are likely to sustain (after completion) and what role SoP and communities may play in their continuation	• KIIs • Thematic analysis	

COVERAGE
- Did the Adolescent and Youth Programme reach out to the targeted population or communities and provided assistance as per the needs of the population or communities? Particularly to the most vulnerable Adolescents and Youth. **EQ6.1**
- Did the Adolescent and Youth Programme assistance consider duplication or gaps in the supported areas by other organisations? **Covered under Coherence – EQ7.2**

Key Evaluation Questions	Sub Questions	Indicators	Data Collection and Analysis Methods	Information Sources
EQ6 – To what extent did ADAP target and reach out to the most deserving population and provided appropriate assistance?	**EQ6.1:** What processes did ADAP use to identify and reach out to the most deserving population and assist adolescents with appropriate interventions?	**6.1.1** Evidence of: - Processes applied to identify needs of the most deserving (including most vulnerable) adolescents - ADAP interventions/assistance being appropriate vis a vis identified needs and reached to the most deserving adolescents (10-18 years)	• Document Review • Descriptive Analysis	Documents: Progress Reports and Situational Analysis KIIs: UNICEF, MoE, IPs and Youth Council FGDs: school staff
		6.1.2 Stakeholders (UNICEF, public sector partners, IPs and school staff) views on: - Processes evolved and applied to identify needs and the most deserving (including most vulnerable) communities/groups. - ADAP interventions/assistance being appropriate vis a vis identified needs and reached to the most deserving adolescents (10-18 years)	• KIIs • FGDs • Thematic Analysis	

COHERENCE
- To what extent was the intervention design and delivery overall in line with humanitarian principles and standards? **EQ7.1**

Key Evaluation Questions	Sub Questions	Indicators	Data Collection and Analysis Methods	Information Sources
• Are other programmes/projects of UNICEF SoP coherent to Adolescent programme? Are the activities and outputs of the programme consistent with the national and international guidelines and the stated overall goal/objectives? **EQ7.1** • To what extent were the national and local context (knowledge, beliefs, gender, and cultural differences) taken into account when the project was designed? **– Question repeated – covered under EQ1.1**				
EQ 7- To what extent were ADAP interventions and implementation consistent with national and UNICEF's global guidelines for adolescent programming and with relevant humanitarian principles and standards? How well the assistance was coordinated (externally) to avoid duplications and address gaps?	**EQ7.1:** To what extent are ADAP interventions and implementation consistent with national and UNICEF's global guidelines for adolescent programming, and relevant humanitarian principles and standards?	**7.1.1** Evidence of: - Consistency of ADAP objectives/interventions with national and UNICEF's global guidelines for adolescent and youth programming. - ADAP interventions and implementation being consistent with humanitarian principles and standards (humanity, impartiality, independence, neutrality)	• Document Review • Descriptive Analysis	Documents: National Youth Strategy, Education Sector Strategy National Inter-Sectoral Violence against Children Strategy, among others. KIIs: UNICEF, MoE, Youth Council.
		7.1.2 Key stakeholders (UNICEF and public sector partners) views on: - Consistency of ADAP objectives/interventions with national and UNICEF's global guidelines for adolescent and youth programming. - ADAP interventions and implementation being consistent with humanitarian principles and standards (humanity, impartiality, independence, neutrality)	• KIIs • Thematic Analysis	
	EQ7.2: How well did ADAP implementation coordinated externally to avoid duplications and address gaps in the areas supported by other organisations?	**7.2.1** Evidence of: - Mapping of areas of work to identify duplication and gaps in youth and adolescent (10-17 age group) assistance provided by other organisations - Collaboration mechanisms established with other organisations to avoid duplication and address gaps in adolescent programming - Adaptation made in ADAP programming based on identified/potential duplications and gaps	• Document Review • Descriptive Analysis	
		7.2.2 Stakeholders (UNICEF, public sector partners and IPs) views on: - Mapping of areas of work to identify duplication and gaps in youth and adolescent (10-17 age group) assistance provided by other organisations - Collaboration mechanisms established with other organisations to avoid duplication and address gaps in adolescent programming - Adaptation made in ADAP programming based on identified/potential duplications and gaps	• KIIs • Thematic Analysis	
CONNECTEDNESS • What have been the linkages between the intervention and any other UNICEF interventions in relief/recovery/development? **EQ8.1** • To what did the ADAP programme link to any transition strategies in the context or sustainable development goals? **EQ8.1**				
EQ 8 – To what extent did ADAP interventions complement/ leveraged other UNICEF SoPCO relief/recovery /	**EQ8.1:** How do ADAP interventions relate (complement/leverage) to other UNICEF interventions for relief/recovery/ development including	**8.1.1** Evidence of: - ADAP interventions benefitting from UNICEF other interventions (relief/recovery/development). - ADAP interventions overlaps with SDGs and other transition plan	• Document Review • Descriptive Analysis	Documents: progress reports, meeting minutes, SoP M&E plan
		8.1.2 UNICEF views on: - ADAP interventions benefitting from UNICEF other interventions (relief/recovery/development).	• Key Informant Interviews • Thematic Analysis	KIIs: UNICEF

Key Evaluation Questions	Sub Questions	Indicators	Data Collection and Analysis Methods	Information Sources
development interventions and relate to transition strategies (or SDGs)?	transition strategies/SDGs?	- ADAP interventions overlaps with SDGs and other transition plan		
Cross-sectoral questions (Child Rights/Accountability, Gender Equality and Equity Agenda) • Was the project aligned with UNICEF's equity agenda in addressing the needs of the target groups, ages, genders, and differently abled people (i.e., to what has the initiative reached or engaged different groups including the most marginalized)? **EQ9.2** • To what extent has UNICEF Adolescent and Youth Programme reduced gender-based, geographical, disability-based or economic inequalities? **EQ9.1 and EQ9.2** • What measures were put in place to incorporate cross-cutting themes like gender, children's rights, disability and accountability? **EQ9.1, EQ9.2, EQ9.3**				
EQ9 – To what extent did ADAP design, implementation and monitoring integrate programming priorities of gender equality, equity and child rights (including accountability)?	**Gender Equality EQ9.1:** To what extent did ADAP design and implementation address gender-based needs?	**9.1.1** Evidence of: - ADAP design informed by gender assessment/s - Gender focus in implementation approaches / structures - Results achieved to address gender-based needs	• Document Review • Descriptive Analysis	Documents: progress reports, every child counts, child rights brief, MENA gender situational analysis, MENA generation 2030 country fact sheet and others KIIs: UNICEF, MoE, Ips and Youth Council FGDs: adolescents, parents and school staff
		9.1.2 Stakeholders views on: - ADAP design informed by gender assessment/s - Gender focus in implementation approaches / structures - Results achieved to address gender-based needs	• KIIs • FGDs • Thematic Analysis	
	Equity Agenda EQ9.2: To what extent did ADAP align to UNICEF's Equity Agenda in terms of identifying and addressing needs of most vulnerable adolescents including poor, differently abled and others?	**9.2.1** Evidence on: - Programme design been informed by equity assessment/s - Alignment with UNICEF's Equity Agenda - Equity focused implementation approaches (to target geographical, disability-based, or economic inequalities) - Results produced for different groups (to reduce geographical, disability-based or economic inequalities)	• Document Review • Descriptive Analysis	
		9.2.2 Stakeholders views on: - Programme design been informed by equity assessment/s - Alignment with UNICEF's Equity Agenda - Equity focused implementation approaches (to target geographical, disability-based, or economic inequalities) - Results produced for different groups (to reduce geographical, disability-based or economic inequalities)	• KIIs • FGDs • Thematic Analysis	
	Child Rights and Accountability EQ9.3: What measures were placed to incorporate child rights and accountability principles?	**9.3.1** Evidence of measures placed for integration of child rights and accountability in ADAP	• Document Review • Descriptive Analysis	
		9.3.2 Stakeholders views on measures placed for integration of child rights and accountability in ADAP	• KIIs • Thematic Analysis	

Appendix 8: Key Informant Interview Guides

KEY INFORMANT INTERVIEW – UNICEF

Good morning/afternoon/evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF State of Palestine country office (USoPCO), we are conducting an Evaluation of the Adolescent and Youth Development (ADAP) Programme supported by USoPCO. As part of data collection and considering the key role of your office/department/section, we would like to have an interview from you for this evaluation, in which we will ask you various questions on the ADAP Programme. We hope that you will allow us to interview you for this evaluation. As stakeholders with direct knowledge of the ADAP Programme, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help USoPCO and the Ministry of Education (MoE) to better plan and implement the ADAP Programme. This will also enable UNICEF to revisit its strategies and approaches, future plans and support MoE for improving and strengthening the education sector services and plans. The interview should take an hour to complete.

Your participation in this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

This conversation will be recorded on tape, so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in any way.

Do you have any questions about the evaluation or the interview at this time? May I begin the interview now?

INTRODUCTORY QUESTIONS

Could you tell us your position/role in UNICEF?

  a. How long have you been in the current role?
  b. Were you directly involved in ADAP Programme design and/or implementation? What was your specific role?

RELEVANCE

  1. In your opinion, were relevant stakeholders involved in the design and implementation of ADAP projects?
  a. What type of processes were put in place to ensure involvement of the relevant stakeholders in the design and implementation of ADAP projects?
  b. Do you think these processes were sufficient and proved useful to include relevant stakeholders?
  c. How you think these processes could be improved to ensure more inclusive approach to design and implementation?
  2. What type of assessments (before ADAP design/rollout) were undertaken to identify local context factors around knowledge, beliefs, gender and cultural differences for adolescent (aged 10-17 years) interventions? Instructions: Take note of the assessments and request for access to those assessments that have not been shared with the evaluation team.
  a. In your view, how did ADAP interventions design and implementation address/incorporate the local context factors, please elaborate?
  b. Can you share if there are any factors that have not been addressed by ADAP interventions, please elaborate?

EFFICIENCY

3. From 2018-2021, did the Programme have sufficient resources (time and funds) to achieve the intended results?
a. In terms of time, were there any delays in implementation and/or achievement of results?
b. What were the internal and external factors that contributed to delayed delivery? How were these factors mitigated?
c. If there was shortage of funds, how did it affect the delivery of Programme and achievement of results? Were any changes made to Programme targets/intended results?
4. What type of financial indicators or other mechanisms were placed in order to conduct ADAP's financial expenditure analysis from 2018-2021?
a. Were any decisions or course corrections made after reviewing financial expenditure analysis? Please elaborate what decisions were made and what was the outcome.
b. Was the financial tracking timely for reporting and monitoring at inter-agency investment and government allocations? Please elaborate.

EFFECTIVENESS

5. In your view, did the ADAP Programme achieve the intended results during 2018-2021?
a. Are there any results that Programme could not achieve (partly or fully), what are the reasons for low/under achievement?
b. In your view, what are some of the key enabling factors which helped the programme in implementation, management and delivering results?
c. In your view, what are some of the factors which hindered the programme progress and achievements of results? How were these hindering factors addressed?
6. Can you explain how did ADAP's monitoring system operate from 2018-2021 (Probe: ask about the indicators, frequency of data collection, who collected the data, how frequently data was reported))?
a. In your opinion, are the ADAP projects aligned to the programme indicators?
b. Were the ADAP projects implemented as per the plan to reach the goal described in the Logframe/project document? If deviations occurred, can you share why?
c. Was the monitoring data timely available? How, if at all, was it used for course correction and decision making?
d. Any suggestions/ideas around improving the monitoring mechanism?

IMPACT

7. How is impact measured for the ADAP Programme (for 2018-2021)? (Probe: ask for specific indicators that are used for impact measurement)
a. Through interventions implemented in 2018-2021, what type of long-term benefits ADAP has produced for youth and adolescents in the State of Palestine (Probe: ask the respondent to share gender and vulnerability specific benefits)?
b. Can you think of any results (both positive and negative) that the Programme did not intend to achieve? (Probe: ask the respondent to share gender and vulnerability specific results)?

SUSTAINABILITY

8. Did the ADAP programme develop a sustainability and/or exit plan for 21 projects that were implemented between 2018-2021? [ask to share copy of the plan]
a. If available, how was it developed, and can you share the progress on the plan?
b. If not available, how did the Programme plan its hand over the interventions to the local government departments?
9. In your view, what specific ADAP activities or interventions may sustain (or are likely to sustain) after the completion of the Programme?

a. What are the factors (both internal and external) that contributed or are contributing to their sustainability?
b. What interventions and results have not sustained?
c. What are the factors (both internal and external) that contributed or are contributing to their unsustainability? [ask for how those factors can be addressed]

COVERAGE

10. For 21 projects implemented during 2018-2021, what key targeting and outreach strategies were implemented to correctly identify, target and reach the target population/communities?
a. How appropriate (in terms of coverage) were the targeting and outreach strategies?
b. Are there any specific communities/areas or population groups which could not be correctly identified and reached to benefit them with ADAP interventions and for what reasons/factors?
c. What type of strategies were implemented to address the identified needs and bottlenecks of youth and adolescents (aged 10-17 years) through ADAP interventions (probe: any gaps or lessons learned for future similar interventions)?

COHERENCE

11. In your opinion, how, if at all, are ADAP objectives aligned with national guidelines for youth and adolescents programming? (Probe: ask for specific national guidelines)
a. How, if at all, is ADAP aligned with UNICEF's global guidelines for adolescent programming? (Probe: ask for specific references to UNICEF's global guidelines)
b. Do you think that ADAP objectives are consistent with humanitarian principles of humanity, impartiality, independence and neutrality? Please elaborate.
12. Please share if UNICEF conducted any mapping exercise to identify areas of duplication and/or gaps in youth and adolescent assistance provided by other organisations?
a. If conducted, how was this mapping exercise utilized to inform/adapt ADAP programming? Please share specific examples.
b. What type of collaboration mechanisms were placed to coordinate with other organisations to avoid duplication and address gaps in adolescent programming? Were these mechanisms effective, please elaborate.

CONNECTEDNESS

13. Can you please share if collaboration mechanisms were established/utilized within UNICEF to complement and support relief, recovery and development of youth and adolescents between 2018 – 2021?
a. In your opinion, what type of linkages were created to support work among different UNICEF sections (education, child protection, WASH and health)?
b. Were there any gaps in collaboration that could be improved for future programming?
c. Did the ADAP programme link to any transition strategies in the context or sustainable development goals? Please elaborate how.

CROSS-CUTTING PRIORITIES

14. Was the ADAP Programme (particularly 21 projects under the evaluation scope) informed by any gender assessment? (Instructions: ask to share the copy of the assessment if it hasn't been shared already)
a. How did it inform the Programme design, please identify any gender-specific targets/results in the Programme design?
b. What type of interventions and approaches were implemented to address different gender needs?
c. In your view, did the Programme successfully track gender results through monitoring? Please share with us evidence if any?

d. In your view, did the Programme succeed to achieve the intended gender results?

e. Any suggestions on how gender integration (at design, implementation and monitoring) could be improved for future implementation.

15. Was the ADAP Programme (particularly 21 projects under the evaluation scope) informed by any equity assessment? (Instructions: ask to share the copy of the assessment if it hasn't been shared already)

a. Please identify any equity-specific targets/results in the Programme design?

b. What type of interventions and approaches were implemented to address different differential needs of vulnerable group (such as adolescents with disabilities)?

c. In your opinion, is the ADAP Programme aligned with UNICEF's Equity Agenda? Please elaborate how.

d. In your view, did the Programme successfully track equity-specific results through monitoring? Please share with us evidence if any?

e. In your view, did the Programme succeed to achieve the intended equity-specific results?

f. Any suggestions on how equity integration (at design, implementation and monitoring) could be improved for future implementation.

16. In your opinion, how effectively the human rights approaches and principles (such as Participation, Accountability, Non-discrimination and Equality, Empowerment, Legality) were applied in design, planning, implementation, monitoring, evaluation, and reporting system of the ADAP projects?

KEY INFORMANT INTERVIEW – Government Officials (MoE, Youth Council, MoSD)

Good morning/afternoon/evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF State of Palestine country office (USoPCO), we are conducting an Evaluation of the Adolescent and Youth Development (ADAP) Programme supported by USoPCO. As part of data collection and considering the key role of your office/department/section, we would like to have an interview from you for this evaluation, in which we will ask you various questions on the ADAP Programme. We hope that you will allow us to interview you for this evaluation. As stakeholders with direct knowledge of the ADAP Programme, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help USoPCO and the Ministry of Education (MoE) to better plan and implement the ADAP Programme. This will also enable UNICEF to revisit its strategies and approaches, future plans and support MoE for improving and strengthening the education sector services and plans. The interview should take an hour to complete.

Your participation in this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

This conversation will be recorded on tape, so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in any way.

Do you have any questions about the evaluation or the interview at this time? May I begin the interview now?

INTRODUCTORY QUESTIONS

Could you tell us your position/role in the agency/ministry?

    a. How long have you been in the current role?
    b. Were you directly involved in ADAP Programme design and/or implementation? What was your specific role?

RELEVANCE

    1. In your opinion, were relevant government stakeholders involved in the design and implementation of ADAP projects?
    a. What is your level of satisfaction around stakeholder engagement in ADAP design?
    b. How you think stakeholder engagement could be improved to ensure more inclusive approach to design and implementation in the future?
    2. Before ADAP rollout, do you know if any assessments were undertaken to identify national and local contextual factors around knowledge, beliefs, gender and cultural differences for adolescent (aged 10-17 years) interventions?
    a. How useful were these processes/assessments to understand the national and local contexts (around knowledge, beliefs, gender and cultural differences)?
    b. What your level of satisfaction with the extent that the national and local contexts were incorporated in ADAP design and interventions? Please elaborate.

EFFICIENCY

    3. From 2018-2021, did the Programme have sufficient resources (time and funds) to achieve the intended results? Please explain separately for time and funds.
    a. In terms of time, were there any delays in implementation and/or achievement of results?
    b. If there was excess/shortage of funds, how did it affect the delivery of Programme and achievement of results?

EFFECTIVENESS

4. In your view, did the ADAP Programme achieve the intended education and child protection results during 2018-2021? Please explain.
   a. What is government's level of satisfaction with Programme's achievements?

IMPACT

5. What type of long-term benefits ADAP has produced for youth and adolescents in the State of Palestine (**Probe**: ask the respondent to share gender and vulnerability specific benefits)?
   a. Can you think of any results (both positive and negative) that the Programme did not intend to achieve?

SUSTAINABILITY

6. In your opinion, what specific ADAP projects/activities have sustained (or are likely to sustain) after UNICEF's support ends?
   a. What are the factors (both internal and external) that contributed or are contributing to their sustainability and unsustainability?
   b. What role State of Palestine and communities need to play to sustain results after completion of Programme?

COVERAGE

7. For 21 projects implemented under ADAP Programme during 2018-2021, what key strategies were developed and implemented to identify needs of and target the most deserving (particularly the most vulnerable) communities and groups?
   a. In your opinion, how appropriate ADAP interventions/strategies were in targeting the most deserving adolescents (10-17 years)? Please explain and share any gaps or lessons learned for future similar interventions)?
   b. Do you think that ADAP interventions/assistance managed to address the needs of the most deserving adolescent girls and boys? Please explain.

COHERENCE

8. In your opinion, how are ADAP objectives aligned with national guidelines for youth and adolescents programming? (**Probe**: ask for specific national guidelines)
   a. Do you think that ADAP objectives are consistent with humanitarian principles of humanity, impartiality, independence and neutrality? Please elaborate.

CROSS-CUTTING PRIORITIES

9. Was the ADAP Programme (particularly 21 projects under the evaluation scope) informed by any gender assessment? (**Instructions**: ask to share the copy of the assessment if it hasn't been shared already)
   a. How did it inform the Programme design, please identify any gender-specific targets/results in the Programme design?
   b. What type of gender-specific interventions and approaches were implemented to address different gender needs?
   c. What type of results did the Programme succeed to achieve to address gender-based needs?
10. Was the ADAP Programme design (particularly 21 projects under the evaluation scope) informed by any equity assessment? (**Instructions**: ask to share the copy of the assessment if it hasn't been shared already)
    a. Please identify any equity-specific targets/results in the Programme design?

b. What type of interventions and approaches were implemented to address geographic, disability based and economic inequalities among different vulnerable group (particularly adolescents with disabilities)?

c. In your view, did the Programme succeed to achieve the intended equity-specific results to address geographic, disability based and economic inequalities among different vulnerable group?

11. In your opinion, what type of interventions/measures were planned and executed to integrate child rights and accountability principles in ADAP Programme? Please elaborate and share examples.

KEY INFORMANT INTERVIEW – IPs / Private Sector

Good morning/afternoon/evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF State of Palestine country office (USoPCO), we are conducting an Evaluation of the Adolescent and Youth Development (ADAP) Programme supported by USoPCO. As part of data collection and considering the key role of your office/department/section, we would like to have an interview from you for this evaluation, in which we will ask you various questions on the ADAP Programme. We hope that you will allow us to interview you for this evaluation. As stakeholders with direct knowledge of the ADAP Programme, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help USoPCO and the Ministry of Education (MoE) to better plan and implement the ADAP Programme. This will also enable UNICEF to revisit its strategies and approaches, future plans and support MoE for improving and strengthening the education sector services and plans. The interview should take an hour to complete.

Your participation in this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

This conversation will be recorded on tape, so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in any way.

Do you have any questions about the evaluation or the interview at this time? May I begin the interview now?

NTRODUCTORY QUESTIONS

Could you tell us your position/role in this organisation?

   a. How long have you been in the current role?
   b. Were you directly involved in ADAP Programme design and/or implementation? What was your specific role?

RELEVANCE

   1. In your opinion, what type of processes were put in place to ensure involvement of the relevant stakeholders in the design and implementation of ADAP projects?
   a. What is your level of satisfaction around implementing partner engagement in ADAP design?
   b. How you think these processes could be improved to ensure more inclusive approach to design and implementation?
   2. Are you aware of any assessments (before ADAP design/rollout) that were undertaken to identify local contextual factors around knowledge, beliefs, gender and cultural differences for adolescent (aged 10-17 years) interventions?
   a. How did your project (add name/s of the project/s IP is implementing) address/incorporate the local context factors, please elaborate?
   b. Can you share if there are any gaps that could be improved in the future?

EFFICIENCY

   3. Did your project/s have sufficient resources (time and funds) to achieve the intended output level results?
   a. In terms of time, were there any delays in implementation and/or achievement of results?
   b. What were the internal and external factors that contributed to delayed delivery? How were these factors mitigated?

c. If there was shortage of excess/funds, how did it affect the delivery of the project and achievement of results? Were any changes made to targets/intended results?

4. Were any financial indicators or other mechanisms were placed to conduct financial expenditure analysis of your project?

a. Were any decisions or course corrections made after reviewing financial expenditure analysis? Please elaborate what decisions were made and what was the outcome.

EFFECTIVENESS

5. In your view, did your project achieve the intended results?

a. What were the contributory factors to the achievement of results? What hindering factors contributed to under-achievement of results?

6. What type of monitoring system was placed to monitor the project results? (**Probe**: ask about the indicators, frequency of data collection, who collected the data, how frequently data was reported))?

a. Was your project implemented as per the plan? If deviations occurred, can you share why?

b. Was the monitoring data timely available? How, if at all, was it used for course correction and decision making?

c. Any suggestions/ideas around improving the monitoring mechanism?

IMPACT

7. What type of long-term benefits your project has produced (or is likely to produce) for youth and adolescents in the State of Palestine (**Probe**: ask the respondent to share gender and vulnerability specific benefits)?

a. Can you think of any results (both positive and negative) that the Programme did not intend to achieve?

SUSTAINABILITY

8. Did your project have a sustainability and/or exit plan? [ask to share copy of the plan]

a. If available, how was it developed, and can you share the progress on the plan?

b. If not available, how did the Programme plan its hand over the interventions to the local government departments?

9. In your view, what specific activities or interventions of your project may sustain (or are likely to sustain)?

a. What are the factors (both internal and external) that contributed or are contributing to their sustainability and unsustainability?

b. What role State of Palestine and communities may play to sustain results after the UNICEF support ends?

COVERAGE

10. For your project, what key targeting and outreach strategies were implemented to correctly identify, target and reach the target population/communities?

a. How appropriate (in terms of coverage) were the targeting and outreach strategies?

b. Do you think that your project managed to address the needs of the most deserving adolescent girls and boys? Please explain.

COHERENCE

11. In your opinion, how, if at all, are ADAP/or your project objectives aligned with national guidelines for youth and adolescents programming? (**Probe**: ask for specific national guidelines)

a. Do you think that ADAP/or your project objectives are consistent with humanitarian principles of humanity, impartiality, independence and neutrality? Please elaborate.

12. Please share if any mapping exercise was conducted to identify areas of duplication and/or gaps in area of support you are providing to youth and adolescents?
   a. If conducted, how was this mapping exercise utilized to inform/adapt ADAP programming? Please share specific examples.
   b. What type of collaboration mechanisms were placed to coordinate with other organisations to avoid duplication and address gaps in adolescent programming? Were these mechanisms effective, please elaborate.

CROSS-CUTTING PRIORITIES

13. Was your project informed by any gender assessment? (**Instructions**: ask to share the copy of the assessment if it hasn't been shared already)
   a. What type of interventions and approaches were implemented to address different gender needs?
   b. In your view, did your project successfully address gender needs, please elaborate?
   c. Any suggestions on how gender integration could be improved for future implementation.
14. Was your project informed by any equity assessment? (**Instructions**: ask to share the copy of the assessment if it hasn't been shared already)
   a. What type of interventions and approaches were implemented to address different needs of vulnerable group (such as adolescents with disabilities)?
   b. In your view, did your project succeed to achieve the intended equity-specific results?
   c. Any suggestions on how equity integration (at design, implementation and monitoring) could be improved for future implementation.
15. In your opinion, what type of interventions/measures were planned and executed to integrate child rights and accountability principles in ADAP Programme? Please elaborate and share examples.

KEY INFORMANT INTERVIEW – DONOR

Good morning/afternoon/evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF State of Palestine country office (USoPCO), we are conducting an Evaluation of the Adolescent and Youth Development (ADAP) Programme supported by USoPCO. As part of data collection and considering the key role of your office/department/section, we would like to have an interview from you for this evaluation, in which we will ask you various questions on the ADAP Programme. We hope that you will allow us to interview you for this evaluation. As stakeholders with direct knowledge of the ADAP Programme, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help USoPCO and the Ministry of Education (MoE) to better plan and implement the ADAP Programme. This will also enable UNICEF to revisit its strategies and approaches, future plans and support MoE for improving and strengthening the education sector services and plans. The interview should take an hour to complete.

Your participation in this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

This conversation will be recorded on tape, so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in any way.

Do you have any questions about the evaluation or the interview at this time? May I begin the interview now?

NTRODUCTORY QUESTIONS

Could you tell us your position/role in this organisation/agency?

    a. How long have you been in the current role?
    b. What was your role in the design and implementation of ADAP Programme?

RELEVANCE

    1. How is the ADAP Programme aligned with your organisation's mandate/agenda?
    2. In your opinion, were relevant stakeholders involved in the design and implementation of ADAP projects?
    a. How you think these processes could be improved to ensure more inclusive approach to design and implementation?

EFFICIENCY

    3. From 2018-2021, did the Programme have sufficient resources (time and funds) to achieve the intended results?
    a. What were the internal and external factors that contributed to any delays? How were these factors mitigated?
    b. If there was shortage of funds, how did it affect the delivery of Programme and achievement of results?

EFFECTIVENESS/IMPACT

    4. In your view, did the ADAP Programme achieve the intended education and CP results during 2018-2021?
    a. What were the contributory factors to the achievement of results? What hindering factors contributed to under-achievement of results?

5. Through interventions implemented in 2018-2021, what type of long-term benefits ADAP has produced for youth and adolescents in the State of Palestine?

SUSTAINABILITY

6. In your opinion, what specific ADAP projects/activities have sustained (or are likely to sustain) after UNICEF's support ends?
a. What are the factors (both internal and external) that contributed or are contributing to their sustainability or unsustainability?
b. What role State of Palestine and communities may play to sustain results after the UNICEF support ends?

COHERENCE

7. In your opinion, how, if at all, are ADAP objectives aligned with national guidelines for youth and adolescents programming? (Probe: ask for specific national guidelines)
a. How, if at all, is ADAP aligned with UNICEF's global guidelines for adolescent programming? (Probe: ask for specific references to UNICEF's global guidelines)
b. Do you think that ADAP objectives are consistent with humanitarian principles of humanity, impartiality, independence and neutrality? Please elaborate.

CROSS-CUTTING PRIORITIES

8. In your view, did the ADAP Programme contribute to addressing the gender barriers? Please elaborate.
a. Any suggestions on how gender integration (at design, implementation and monitoring) could be improved for future implementation.
9. In your view, did the ADAP Programme succeed in addressing the bottlenecks faced by vulnerable groups (such as adolescents with disabilities)? Please elaborate.
b. Any suggestions on how equity integration (at design, implementation and monitoring) could be improved for future implementation.
10. In your opinion, what type of interventions/measures were planned and executed to integrate child rights and accountability principles in ADAP Programme? Please elaborate and share examples.

KEY INFORMANT INTERVIEW – UN Agencies

Good morning/afternoon/evening! Hi, my name is _____ and I work with AAN Associates, Pakistan. These are my colleagues' _____ (moderator to introduce the other member(s) present and their role in the interview). On behalf of UNICEF State of Palestine country office (USoPCO), we are conducting an Evaluation of the Adolescent and Youth Development (ADAP) Programme supported by USoPCO. As part of data collection and considering the key role of your office/department/section, we would like to have an interview from you for this evaluation, in which we will ask you various questions on the ADAP Programme. We hope that you will allow us to interview you for this evaluation. As stakeholders with direct knowledge of the ADAP Programme, your inputs are important to us, and we would very much appreciate your uninterrupted availability for this interview.

The information that you will share will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help USoPCO and the Ministry of Education (MoE) to better plan and implement the ADAP Programme. This will also enable UNICEF to revisit its strategies and approaches, future plans and support MoE for improving and strengthening the education sector services and plans. The interview should take an hour to complete.

Your participation in this interview is voluntary. If we ask you any questions you don't want to answer, let us know and we will go on to the next question. You can also stop the interview at any time.

This conversation will be recorded on tape, so that we do not miss any of your comments. Please be assured that the information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. Your responses will also be kept anonymous and not tied back to you in any way.

Do you have any questions about the evaluation or the interview at this time? May I begin the interview now?

NTRODUCTORY QUESTIONS

Could you tell us your position/role in this organisation/agency?

   a. How long have you been in the current role?
   b. What was your role in the design and implementation of ADAP Programme?

RELEVANCE

   1. How is the ADAP Programme aligned with your organisation's mandate/agenda?
   a. In your opinion, were relevant stakeholders involved in the design and implementation of ADAP projects?
   b. How you think these processes could be improved to ensure more inclusive approach to design and implementation?

EFFECTIVENESS/IMPACT

   2. In your view, did the ADAP Programme achieve the intended education and CP results during 2018-2021?
   a. What were the contributory factors to the achievement of results? What hindering factors contributed to under-achievement of results?
   b. Through interventions implemented in 2018-2021, what type of long-term benefits ADAP has produced for youth and adolescents in the State of Palestine?

SUSTAINABILITY

   3. In your opinion, what specific ADAP projects/activities have sustained (or are likely to sustain) after UNICEF's support ends?

a. What are the factors (both internal and external) that contributed or are contributing to their sustainability or unsustainability?

b. What role State of Palestine and communities may play to sustain results after the UNICEF support ends?

COVERAGE

4. For ADAP Programme implemented during 2018-2021, what key targeting and outreach strategies were implemented to correctly identify, target and reach the target population/communities?

a. How appropriate (in terms of coverage) were the targeting and outreach strategies?

b. Are there any specific communities/areas or population groups which could not be correctly identified and reached to benefit them with ADAP interventions and for what reasons/factors?

c. What type of strategies were implemented to address the identified needs and bottlenecks of youth and adolescents (aged 10-17 years) through ADAP interventions (probe: any gaps or lessons learned for future similar interventions)?

COHERENCE

5. In your opinion, how, if at all, are ADAP objectives aligned with national guidelines for youth and adolescents programming? (Probe: ask for specific national guidelines)

a. Do you think that ADAP objectives are consistent with humanitarian principles of humanity, impartiality, independence and neutrality? Please elaborate.

6. Please share if UNICEF conducted any mapping exercise to identify areas of duplication and/or gaps in youth and adolescent assistance provided by other organisations?

a. What type of collaboration mechanisms were placed to coordinate with other organisations to avoid duplication and address gaps in adolescent programming? Were these mechanisms effective, please elaborate.

CROSS-CUTTING PRIORITIES

7. In your view, did the ADAP Programme contribute to addressing the gender barriers? Please elaborate.

a. Any suggestions on how gender integration (at design, implementation and monitoring) could be improved for future implementation.

8. In your view, did the ADAP Programme succeed in addressing the bottlenecks faced by vulnerable groups (such as adolescents with disabilities)? Please elaborate.

a. Any suggestions on how equity integration (at design, implementation and monitoring) could be improved for future implementation.

9. In your opinion, what type of interventions/measures were planned and executed to integrate child rights and accountability principles in ADAP Programme? Please elaborate and share examples.

Appendix 9: List of Interviewed Stakeholders

Sr	Stakeholder	Designation	Gender
	UNICEF		
1	UNICEF	Chief of Education and Adolescent Programme	F
2	UNICEF	Adolescent Specialist	F
3	UNICEF	M&E Specialist	F
4	UNICEF	Adolescent Officer	F
5	UNICEF	Gender Focal Person	F
6	UNICEF	Chief Social Policy, Planning, M&E	M
7	UNICEF	Child Protection Officer	F
8	UNICEF	Adolescent Officer	F
	Government Counterparts		
9	Ministry of Education	Director E-Learning & Technology	M
10	Ministry of Education	General Director - Innovation, Excellence and Achievement	M
11	Ministry of Education	Head of Partnership and Projects Department	F
12	Ministry of Education	Director Comprehensive Health	F
13	Ministry of Social Development	Director General - Department of Family and Childhood Affairs	M
14	Ministry of Social Development	Director General - Department of Family and Childhood Affairs for southern governorates	M
15	Youth Council	Community Rehabilitation Counsellor	F
16	Youth Council	Project Coordinator	M
	Implementing Partners		
17	IP1	Program Manager	F
18	IP2	Project Manager	F
19	IP3	Child Protection Officer	M
20	IP4	Program Director	F
21	IP5	Program Coordinator	M
22	IP6	Education Program Director	F
23	IP8	Senior Manager Operations, Finance & Reporting	M
24	IP9	Program Manager	M
25	IP10	Project Manager	M
26	IP11	General Manager	M
	Private Partners		
27	Main TVET Institution University College of Applied Sciences	Manager	M
28	TVET Institute Abdel-Moati El-Rayes Vocational Secondary School for Girls	Principal	F
29	TVET Institute - Professional Diploma Center University College of Applied Sciences	Director Vocational Training	M
30	National Task Force	Member NTF	M
31	National Task Force	Member NTF	M
32	National Task Force	Member NTF	M
33	National Task Force	Member NTF	M
	Donors		
34	Donors - ECHO	Program Officer	F
	CBOs		
35	CBO - Altanmawea association	Board of Director	M
36	CBO - Nebras association	Executive Director	F
	Other UN Agencies		
37	UNFPA	Youth Specialist	F

Appendix 10: Focus Group Discussion Guides

FGD Guide for Adolescents

1. We want to understand the type of assistance you have received from UNICEF/IP (add the name of the IP that has worked in the selected community), can you all tell what support did you receive from 2018-2021? (**Instructions**: ensure all participants respond and identify the type of assistance they have received)
2. What type of bottlenecks/barriers adolescents' girls and boys face in this community to access education and employment opportunities (**instructions**: discuss challenges pertaining to access to education services, employment, empowerment, child protection).
a. Was the assistance provided to your community sufficient to address these bottlenecks? (**Probe**: ask them to expand on how the bottlenecks were addressed and also share if any bottlenecks were not addressed)

Instructions: Ask this question if the group has received skill development training on life skills-based education and entrepreneur and move to Q5

3. You have participated in skill development training, and we want your feedback to help them improve in the future. Please share your feedback on the following: (**instructions**: ask each of the following separately and note the feedback shared by the group)
a. Selection of participants - how were adolescents selected for the trainings and if adolescents with disabilities were included
b. Quality of trainer, venue, arrangements
c. Duration of the training - was the duration sufficient
d. Content – was the learning material interesting to the adolescents

Instructions: Ask this question if the group has received training on non-violent behavior

4. You have participated in child protection training, and we want your feedback to help them improve in the future. Please share your feedback on the following: (**instructions**: ask each of the following separately and note the feedback shared by the group)
a. Selection of participants - how were adolescents selected for the trainings and if adolescents with disabilities were included
b. Quality of trainer, venue, arrangements
c. Duration of the training - was the duration sufficient
d. Content – was the learning material interesting to the adolescents)
5. What type of skills / knowledge did you gain from the training you have attended from UNICEF / IP? (**Instructions**: ask the group to think of changes in employment, knowledge/skills on positive discipline and non-violence)
a. Was there anything related to skill development / non—violent behavior that you wished to have learned?
6. The assistance provided to you may be implemented in other communities, please share with us what should the government (along with UNICEF and IP) do to improve the support? (**Instructions**: ask the group to list 2-3 key points for improvement)?
a. Why do think these changes are important and how will they contribute to improving the assistance?
b. How can future support be improved to ensure inclusion of adolescent girls in such programmes and that they benefit from the assistance provided to them by UNICEF/IP?
7. Are you aware of any feedback/complaint mechanism where you can register/share your feedback related to the activities you have attended from UNICEF/IP (add the name of the IP providing assistance to the community)?

a. What is the mechanism? How many times have you used it? [**Instructions**: take note of how many have used it]
b. Was the feedback/response provided to you satisfactory? (**Instructions**: if the group found it unsatisfactory, ask for reasons for their dissatisfaction)

FGD Guide for Parents

1. Can you please help us understand what type of support you or your children have received from UNICEF/IP (add the name of the IP that has worked in the selected community) from 2018-2021? (**Instructions**: ensure all participants respond and identify the type of assistance they have received)
2. Thinking of 2018, can you tell us what type of bottlenecks/barriers adolescents faced in this community (**Instructions**: discuss challenges pertaining to access to education services, employment, empowerment, child protection)?
a. What were the reasons behind these challenges/bottlenecks?
b. Were there any adolescents in this community that were more vulnerable to these challenges (**Probe**: ask whether it was due to their gender, economic profile, location, disability, etc.)?
c. Was the assistance provided to you or your children appropriate to address these bottlenecks? (**Probe**: ask them to expand on how the bottlenecks were addressed and also share if any bottlenecks were not addressed)
3. Please share your feedback on the parenting programme and the trainings on positive discipline that were provided to you (**instructions**: ask each of the following separately and note the feedback shared by the group)
a. Selection of participants - how were parents selected for the training provided to them
b. Quality of trainings in terms of the trainers, duration of the training, delivery of the training
c. Content - whether it is relevant to the prevalent needs of adolescents of this community

4. What type of skills/knowledge did you receive through these trainings?
a. How did you utilize the skills/knowledge that you acquired through different trainings and parenting programme (**probe**: ask the group to share different actions that they have taken to use the skills they have learned)
b. How can the support be improved in the future?
5. Due to the support provided to parents and adolescents in this community, has the community observed any significant changes in the lives of adolescents in your community? (**Instructions**: ask the group to think of changes in employment, incidents of violence, behavior change knowledge/skills on positive discipline and non-violence and results of good parenting?
a. Are these changes similar for all adolescents in the community or are there any groups who may have not benefited (**Probe**: ask the group to identify the group/s and the reasons for not benefiting from the ADAP interventions)?
6. The support provided to you, or your children may be implemented in other communities, please share with us what should the State of Palestine (along with UNICEF and IP) do to improve the assistance? (**Instructions**: ask the group to list 2-3 key changes)?
a. Why do you think these changes are important and how will they contribute to improving the assistance?
7. Did anyone in this group or their children receive similar type of assistance from any other organisation other than UNICEF/IP from 2018 - 2021 (add the name of the IP providing assistance to this community)?

a. In case yes, please identify which organisation, when was the assistance provided and what type of assistance was provided?

8. In your community, did both boys and girls adolescents receive similar support from UNICEF/IP? (**Instructions**: if not, ask the group why they think that was the case and move to the next question)

a. Were the needs of adolescent boys and girls appropriately addressed? (**Instructions**: ask the group to expand on what specific needs male and female adolescents had in this community had and how did the programme address them)

b. How can future support be improved to ensure inclusion of adolescent girls in such programmes and that they benefit from the assistance provided to them by UNICEF/IP?

9. In your community, did adolescents with disability receive similar support from UNICEF/IP? (**Instructions**: if not, ask the group why they think they were not included and move to the next question)

a. Were the needs of adolescents with disabilities appropriately addressed? (**Instructions**: ask the group to expand on what specific needs vulnerable group had and how did the programme address them)

b. How have the lives of vulnerable groups in this community improved due to the assistance provided to them?

c. How can future support be improved to ensure their inclusion and that they benefit from the assistance provided by UNICEF/IP?

10. Are you aware of any feedback/complaint mechanism where you can register/share your feedback related to the assistance you have received from UNICEF/IP (add the name of the IP providing assistance to the community)?

a. What is the mechanism? How many have you used it? [**Instructions**: take note of how many have used it]

b. Was the feedback/response provided to you satisfactory? (**Instructions**: if the group found it unsatisfactory, ask for reasons for their dissatisfaction)

FGD Guide for School Staff

1. Can you please help us understand what type of support you have received from UNICEF/IP (add the name of the IP that has worked in the selected community) from 2018-2021? (**Instructions**: ensure all participants respond and identify the type of assistance they have received, clarification)

2. Thinking of 2018, can you tell us what type of bottlenecks/barriers adolescent boys and girls (10-18 years) faced in this community (**Instructions**: discuss challenges pertaining to access to education, employment, child protection)?

a. What were the reasons behind these challenges/bottlenecks?

b. Were there any adolescents in this community that were more vulnerable to these challenges (**Probe**: ask whether it was due to their gender, economic profile, location, disability, etc.)?

c. Was the assistance provided to your community (adolescents, parents, and school staff) appropriate to address these bottlenecks? (**Probe**: ask them to expand on how the bottlenecks were addressed and also share if any bottlenecks were not addressed)

3. Please share your feedback on the trainings (such as on life skills education, entrepreneur, non-violent behavior, and TVET) that were provided to you (**instructions**: ask each of the following separately and note the feedback shared by the group)

a. Selection of participants - were the right personnel selected for the type of assistance provided to them)

b. Quality of trainings in terms of the trainers, content, delivery of the training)

c. Duration of the training - was the duration sufficient to understand the subject matter)

d. Content - whether it is relevant to the prevalent needs of adolescents and school staff of this community)

4. What type of skills/knowledge did this group gain through these trainings? (**Instructions**: ask the group to specify the skills and knowledge gained)

a. How did you utilize the skills acquired through trainings you attended (**probe**: ask the group to share different actions that they have taken to use the skills they have learned from life skills education, entrepreneur, TVET and non-violent behavior)

b. How do you propose this training can be improved in the future?

5. We want your feedback on the assistance provided to adolescents' boys and girls in your school, first tell us what type of assistance was provided to them?

a. Do you think the assistance were appropriate and based on the needs of the adolescents? Why / why not

b. Do you think that adolescents have acquired new skills and knowledge through these training and other learning activities? (**Instructions**: ask them to elaborate on the types of skills and knowledge gained by adolescents)

c. Do you have any suggestions on how to improve assistance for adolescent boys and girls at your school? (**Instructions**: ask participants to specify reasons for the suggestions)

6. Due to the support provided to school staff, parents, and adolescents in this community, has the community observed any significant changes in the lives of adolescents in your community? (**Instructions**: ask the group to think of changes in employment, incidents of violence, behavior change knowledge/skills on positive discipline and non-violence and results of good parenting?

a. Are these changes similar for all adolescents in the community or are there any groups who may have not benefited (**Probe**: ask the group to identify the group/s and the reasons for not benefiting from the ADAP interventions)?

7. The assistance provided to your schools may be given to other communities, please share with us what should the State of Palestine (along with UNICEF and IP) do to improve the assistance? (**Instructions**: ask the group to list 2-3 areas of improvement)?

a. Why do you think this is important and how will they contribute to improving the assistance?

8. Did anyone in this group receive similar type of assistance from any other organisation other than UNICEF/IP from 2018 - 2021 (add the name of the IP providing assistance to this community)?

a. In case yes, please identify which organisation, when was the assistance provided and what type of assistance was provided?

9. In your community, did both boys and girls adolescents receive similar support from UNICEF/IP? (**Instructions**: if not, ask the group why they think that was the case and move to the next question)

a. Were the needs of adolescent boys and girls appropriately addressed? (**Instructions**: ask the group to expand on what specific needs male and female adolescents had in this community had and how did the programme address them)

b. How can future support be improved to ensure inclusion of adolescent girls in such programmes and that they benefit from the assistance provided to them by UNICEF/IP?

10. In your community, did adolescents with disability receive similar support from UNICEF/IP? (**Instructions**: if not, ask the group why they think they were not included and move to the next question)

a. Were the needs of adolescents with disabilities appropriately addressed? (**Instructions**: ask the group to expand on what specific needs vulnerable group had and how did the programme address them)

b. How have the lives of vulnerable groups in this community improved due to the assistance provided to them?

c. How can future support be improved to ensure their inclusion and that they benefit from the assistance provided by UNICEF/IP?
11. Are you aware of any feedback/complaint mechanism where you can register/share your feedback related to the assistance you have received from UNICEF/IP (add the name of the IP providing assistance to the community)?
a. What is the mechanism? How many have you used it? [**Instructions**: take note of how many have used it]
b. Was the feedback/response provided to you satisfactory? (**Instructions**: if the group found it unsatisfactory, ask for reasons for their dissatisfaction

Appendix 11: Distribution of FGDs

Location	Governorate	Place	Category	# of participants M	# of participants F	Scope
Gaza Strip	Khan Younis	Ammar Bin Yasser school	School staff	5	0	Child protection
		Ahlam Al-Harazin School	School staff	0	4	Child protection
		CBO	Parents	13	0	Child protection
		KG	Parents	0	16	Child protection
		Ahlam Al-Harazin School	Students	0	12	Child protection
		Al-Qrara Secondary school	Students	10	0	Education
		Shuhada'a Khuza'a secondary school	Students	11	0	Child protection
	Gaza City	Abdullah Aldehian Secondary school	Students	0	16	Education
		Abdullah Aldehian Secondary school	School staff	0	2	Education
		Beit Dajan Basic School for Boys	School staff	4	0	Child protection
		Beit Dajan Basic School for Boys	Students	9	0	Child protection
		CBO	Parents	8	0	Child protection
		CBO	Parents	0	11	Child protection
	Deir Albalah	CBO	Students	13	0	Child protection
		Sukaina Bint Al-Hussein school	Students	0	6	Education
		CBO	Parents	0	11	Child protection
		CBO	Parents	8	0	Child protection
		CBO	Students	0	9	Child protection
	Mixed (Khan Younis, the Gaza City, Deir Al-Balah, and other governorates)	Middle East Churches Council	OOSC	9	0	Child protection
		Middle East Churches Council	OOSC	0	13	Child protection
		UCAS	OOSC	0	5	Education
		UCAS	OOSC	7	0	Education
West Bank	Ramallah	Rammoun Secondary school for Girls	School staff	0	3	Education
		Rammoun Secondary school for Girls	Students	0	5	Education
		Deir Debawan Secondary School	School staff	2	0	Education
	Hebron	Online	Students	0	5	Child protection
	Nablus	Online	School staff	0	4	Education
	Nablus	Online	Students	0	5	Education
	Nablus & Hebron	Online	Students	3	3	Education
	Nablus & Hebron	Online	Students	2	3	Education & Child protection
	Ramallah & Nablus	Online	School staff	3	2	Education

Appendix 12: Copy of Ethical Clearance

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Research Ethics Approval

29 December 2022

Nadeem Haider, M. Phil.
AAN Associates
2nd Floor, Mandeer Square
G-8 Markaz Islamabad, Pakistan

RE: Ethics Review Board findings for: *Summative Evaluation of Adolescent Programme in State of Palestine* (HML IRB Review #658PALE22)

Dear Nadeem Haider,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 01 – 29 December 2022 This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval.**

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:
- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Emmanuel Saka, Robert Stryk, Penelope Lantz, JD

Appendix 13: Evaluation Steering Committee ToRs

1. Background

This evaluation will be summative in nature with a main purpose to evaluate the contribution of the Adolescent and Youth Programme towards the priorities of the government, to evaluate the relevancyof Adolescent and Youth Programme with the needs of the targeted adolescents and youths, and to identify good practices and lessons learnt from the ADAP and cross-sectoral partnerships in SoP. The findings, recommendations and lessons learned from this evaluation will be used to identify and implement strategies for enhancing the relevance, efficiency, effectiveness, and sustainability and impact of the Adolescent and Youth Programme. The evaluation's target audience will be UNICEF, the relevant Ministries, other UN agencies, donors, beneficiaries and partners. The findings and lessons learned will be shared with local community members, actors involved in the Adolescent and Youth sector, stakeholders, implementing partners and relevant likeminded institutions. The actors and other stakeholders not directly involved or concerned with this evaluation will be the secondary audiences and users of the evaluation report such as UNICEF Regional Offices and UNICEF HQ as the lessons learnt, good/best practices would contribute to strategic thinking around integrated approaches to Adolescent and Youth programmes in the region.

This summative evaluation will focus on the Adolescent and Youth projects implemented by UNICEF in the State of Palestine. It will cover the 21 projects mentioned under the section 2 "result to date section" in the ToR. The evaluation will cover UNICEF projects covering the implementation period from 2018-2021 and will incorporate all related data, information, and documentation available. The evaluation scope will not be limited to the National Youth Strategy but will confirm the alignment of Adolescents projects implemented by UNICEF with the Theory of Change for the Adolescents Programme as laid out in the UNICEF State of Palestine Strategy Note for 2018-2022, other sectoral Adolescents plans and related policies, such as the National Adolescents Strategy, and the youth Sectoral Policies. The evaluation will focus on lessons learned, best practices, areas of improvement and future strategies to broaden the Adolescents sector.

The evaluation will cover all target groups of the project and specifically direct and indirect beneficiaries of the projects, including households, stakeholders, contractors, management committees, NGOs, and ministries. This evaluation does not cover UNICEF functions in cluster coordination in the State of Palestine.

Geographically, the evaluation will cover the selected locations in the Gaza Strip and the West Bank. Theevaluation will cover all Adolescents implementing partners and donors. In every stage of the summative evaluation, the Organisation for Economic Co-operation and Development (OECD)-Development Assistance Committee (DAC) criteria will be used (relevance, efficiency, effectiveness, sustainability, impact, equity and human rights issues). Because of the protracted and complex situation, additional criteria for evaluating humanitarian action including connectedness, coherence, and coverage will also be considered. The evaluation will present lessons learned, best practices and recommendations for future Adolescent's programing, while also adoptingan approach that integrates the aspects of gender, human rights and equity throughout the evaluation and applied across the analysis of the programmes.

The specific objectives of the evaluation:

1. Assess the project's performance using standard OECD evaluation criteria (relevance, effectiveness, efficiency, and impact and sustainability) and humanitarian action criteria (connectedness, coherence, coverage) in assessing Adolescent and Youth Programme and how cross-cutting issues such as a human rights-based approach to programming (HRBAP), gender equality and equity has been addressed or recommendations of mainstreaming the cross- cutting issues mentioned

2. Assess and identify the gaps between the UNICEF Adolescent and Youth strategy and the National Youth Strategy in their implementation to provide evidence and recommendations for making the UNICEF Adolescent and Youth strategy more effective, efficient and result oriented. This will include how well the programme is: aligned and integrated with the UNICEF Adolescent and Youth Strategy; and embedded within national/ local policies and service delivery mechanisms.
3. Determine the achievement of UNICEF's accountability objectives in ensuring relevance,
4. performance and quality of the various projects to the key stakeholders.
5. Provide evidence for UNICEF to advance its advocacy efforts in the Adolescent sector basing upon the findings around the OECD criteria of relevance, efficiency, effectiveness, impact and sustainability.
6. Identify key lessons learnt of the ADAP project, extrapolate the scalability in light of partners' similar projects, document the issues/challenges encountered by the project and provide recommendations for such ADAP projects implemented by UNICEF and the wider youth sector stakeholders in SoP.

2. Purpose of the Evaluation Steering Committee

The Evaluation Steering Committee is intended to provide technical/logistical support and oversee the evaluation process with the key responsibilities outlined below:

- Support the evaluation consultancy firm in data collection, logistics, accessing records, keystakeholders, government line ministries and the beneficiaries.
- Support in prioritizing and determining the strategic focus of the evaluation. Specifically, ensure the evaluation effectively addresses the issues in the evaluation ToR.
- Assist in developing a robust and credible evaluation process and provide comments on the appropriateness of the evaluation methodologies.
- Ensure that the evaluation process is designed and implemented in adherence to the local and international ethical standards especially in ensuring human protection and confidentiality.
- Ensuring that the evaluation process is efficiently and appropriately implemented according to the action plans and providing support wherever needed
- Support in the identification of strategic themes arising from the initial evaluation findings and ensure the products of the evaluation to add value to the strategic/policy debates on the ECD approach and strategies
- Support in development ofappropriateand tailored findings fordissemination of strategies for different audiences, debriefing meetings and organizing dissemination workshops.
- Take lead role in ensuring the utilization of the evaluation findings and the recommendations of in future programming, policy formulations and adaptive management.
- Solicit for or support the evaluation team in the event additional external or internal expertise is required.

3. Composition

The evaluation steering committee is composed of the following members in both the Gaza Strip and theWest Bank:

Organisation	Representative
UNICEF State of Palestine	Deputy Representative, Laura Bill
	Chief Social Policy, Planning, M&E, Iain Murray
	Deputy Chair and secretariat roles
	Chief of ADAP
	ADAP Specialist
Ministry of Education	General Director of ADAP in Schools
Three Rep from IPs	TBD
External evaluation team	International Evaluator

4. Ways of working
   - The steering committee will be chaired by the UNICEF and will perform the secretariat role.
   - The steering committee will meet during the inception period, data collection phase and during the dissemination. Adhoc meetings maybe convened when necessary. Invitation for steering committee meetings will be sent one week ahead.
   - Decision making will be by consensus wherever possible. In any case where an item remains undecided, the team will vote. A majority is decided by 50 per cent members + 1.

The steering committee meetings will be convened in UNICEF SoP premises and through conference line when needed. In the event that participants cannot attend UNICEF premises other premises may be identified.

Appendix 14: Evaluation Team

Name / Position	Years of Experience/ Education	Areas of Expertise	Countries of Experience	Language
Evaluation Advisor Mr. Nadeem Haider	Over 21 Years	**Sector Expertise** Health & Nutrition, Child Rights/Protection, Social Protection, WASH, Youth/women empowerment, Education, Birth registration, Emergency preparedness, Disaster risk management, Gender equality, Equity, HRBA.	Tanzania, Pakistan, Tajikistan, Uzbekistan, Kyrgyzstan, Afghanistan, Yemen, Kenya, Nigeria, Indonesia, Jordan, Viet Nam, Cambodia, Philippines, Moldova, Iran, Somalia , Uganda , Angola, Niger, Ghana, Guinea, Guinea-Bissau, Mali, Chad , CAR, Yemen, Zimbabwe	English, Arabic, Urdu, Punjabi, Persian
	M. Phil International Relations and Political Studies MS Anthropology Certification in Social Enterprise Management	**Functional Expertise** Monitoring & Evaluation, Strategic planning, Institutional assessment, Community development/Community Engagements, Advocacy, Knowledge management, Training and facilitation, Proposal development, Mobilization, Network and resources, technical report writing		
Evaluation QA Expert / Evaluation Manager Ms. Hamna Ishaq	Over 6 Years	**Sector Expertise** Education, WASH, Health, Nutrition, Child Protection and Birth Registration.	Pakistan, Rwanda, Tanzania, Uganda, Zimbabwe, Yemen	English, Urdu
	M.Sc. Social Policy and Development	**Functional Expertise** Monitoring & Evaluation, Quality Assurance		
Technical Lead Ms. Sadia Atta	Over 26 years	**Sector Expertise** Education, Maternal Health, Adolescents and Youth, Health, Economic Growth and Empowerment, Sustainable Development, Gender	Pakistan, New York, Iraq	English, Urdu
	Master of Arts in Social Work University of Peshawar, Pakistan Diploma in Public Administration University of Peshawar, Pakistan	**Functional Expertise** Monitoring and Evaluations, Report Writing, Data Analysis, Development of Tools, Conducting trainings		
Adolescent and Youth Expert Dr Altaf Hussain	20 years PhD in Entrepreneurship, UUM Malaysia	**Functional Expertise** Monitoring & Evaluation **Sector Expertise** Research & analysis, Report writing	Bangladesh, Bhutan, Brazil, Sri Lanka, India, Maldives, Indonesia, Mexico, Nepal, Nigeria, Philippines, South Africa, Turkey and UAE.	English, French, Urdu, Sindhi
National Evaluation Expert (West Bank) Mr. Zuhair H. Allyan	Over 15 years	**Sector Expertise** Education, Youth Empowerment, Human Rights, Capacity Development, Gender Expert	State of Palestine	Arabic, English
	MSc Engineering BSc Engineering	**Functional Expertise** Monitoring and Evaluation, Research, Qualitative and Quantitative Methodologies, Data Collection		
	Over 10 years	**Sector Expertise**	State of Palestine	

Name / Position	Years of Experience/ Education	Areas of Expertise	Countries of Experience	Language
National Evaluation Expert (Gaza Strip) Ms. Samira Abu Aisha		Humanitarian Expert, Youth and Women Empowerment, Gender Expert		Arabic, English
	High Diploma of Education Rehabilitation Master of Business Administration BA in English Literature	Functional Expertise Monitoring and Evaluation, Evaluation Methodology, Designing Tools		
Evaluation Project Officer Mr. Ali Yaseen	Over 8 Years	Sector Expertise SDGs, Health, Nutrition, Education	Pakistan, Zimbabwe, Yemen	English, Urdu
	MSc Sustainable Development BSc International Development	Functional Expertise Research, Monitoring & Evaluation, Report writing, Policy formulations		
Evaluation Project Officer Ms. Zosheen Riaz	Over 7 years	Sector Expertise Human Rights, Education, Sustainable Development	Pakistan	English, Urdu
	M-Phil International Relations (IR) MSC International Relations	Functional Expertise Monitoring and Evaluation, Report Writing, Data Analysis		
Evaluation Project Associate Ms. Ayesha Javaid	Over 2 years	Sector Expertise Education, WASH, Sustainable Development	Pakistan, Tanzania, Zimbabwe	English, Urdu
	BSc Economics	Functional Expertise Research, Monitoring & Evaluations, Report Writing, Analysis		
Data Analyst Ms. Sara Anwer	05 years M-Phil Development Studies	Expertise Undertake qualitative coding of assigned interviews in MAXQDA, develop summaries against each evaluation question	Pakistan, Philippines. Sri Lanka	English, Urdu

Appendix 15: List of Documents Reviewed

Sr.	Document Name	Category
1	UNICEF - State of Palestine Operational Guidance on Accountability to Affected Populations (AAP)	Guidance Document
2	Offline Template for 2022 Outcome Reporting – National/Business Area level	Progress Report
3	Offline Template for 2022 Output Reporting – National/Business Area level	Progress Report
4	UNICEF - State of Palestine Monitoring and Evaluation Plan	Programme Document
5	The National Youth Strategy in State of Palestine	Strategy Document
6	Attitudes towards the learning of Life Skills by Gender and Cultural Capital – Palestinian Data Fact Sheet –	Project Budget
7	MENA GENERATION 2030 COUNTRY FACT SHEET	Regional Report
8	MENA GENERATION 2030	Regional Report
9	NATIONAL INTER-SECTORAL VIOLENCE AGAINST CHILDREN STRATEGY IN THE CONTEXT OF COVID-19 (NIVACS) 2021-2023	Government Document
10	Final Narrative Report- UCAS- 2019 - E Jerusalem	Project Report
11	Funding Authorization and Certificate of Expenditures- UCAS FACE and report	Project Budget
12	Promoting non-violent behavior - MAAN Report	Project Report
13	Funding Authorization and Certificate of Expenditures- MAAN FACE and report	Project Budget
14	Promoting the inclusion and access of adolescents in TVET Education in the Gaza Strip - FACE	Project Budget
15	Promoting the inclusion and access of adolescents in TVET Education in the Gaza Strip - Narrative Report	Project Report
16	Note for the Record- FACE	Project Budget
17	The vulnerable children in grades 3-5 in Public Schools- FACE	Project Budget
18	GenU National Hackathon- Standard Quartey Progress Report	Progress Report
19	Education Programme - FACE	Project Budget
20	Keeping Adolescents thriving - Standard Quarterly Progress Report	Progress Report
21	Quality Education, entrepreneurial skills and work reading in a safe learning… Progress Report	Progress Report
22	Education and Adolescent- FACE	Project Budget
23	Integrated psychosocial support and child protection… Progress Report - THE GAZA STRIP	Progress Report
24	Child Protection- FACE	Project Budget
25	Education Programme - FACE	Project Budget
26	BRAVE- Progress Report 2021	Progress Report
27	Children in the State of Palestine- UNICEF 2018	
28	Guidance Document for Informed Consent	Guidance Document
29	Ethical Consideration Children COVID	UNICEF Report
30	Guidance Document for Informed Consent	Guidance Document
31	Guidance Document for the Protection of Human Identities	Guidance Document
32	Guidance Document for the Protection of Human subject safety	Guidance Document
33	Help Desk Feedback Template	Template Document
34	Exploring Critical Issues in the Ethical Involvement of Children with Disabilities in Evidence Generation and Use	UNICEF Report
35	Consent Checklist	Consent Form
36	Informed Consent form Example	Consent Form
37	Modified Child Assent Form v2	Consent Form
38	Modified Parental Consent Form v2	Consent Form
39	Protection Protocols	Consent Form
40	Protection Protocols Template	Consent Form
41	Feedback Template- UNICEF	Template Document
42	GEROS 2020 Standard Template	Template Document
43	Evaluation Report Review Template	Template Document
44	Inception Report Review Template	Template Document
45	UNICEF procedure for Quality Assurance in Research	Evaluation Guidance Document
46	Evaluation of Family Centres in the Gaza Strip	Sample Report- UNICEF
47	UNICEF Guidance of Gender Integration in Evaluations	Evaluation Guidance Document
48	DAC Criteria Presentation 2019	Evaluation Guidance Document
49	Eval SDGs Criteria 2020	Evaluation Guidance Document
50	OECD DAC Evaluation Criteria	Evaluation Guidance Document
51	UNICEF State of Palestine- Standard Operating Procedure for Evaluations, Studies, and Research	Evaluation Guidance Document
52	UNICEF-Adapted UNEG Evaluation Reports Standards 2017	Evaluation Guidance Document
53	Gender Guidance on Gender Integration in Evaluation	Evaluation Guidance Document
54	Summative impact evaluation of the adolescent's projects implemented by UNICEF in the State of Palestine	Evaluation Guidance Document

Sr.	Document Name	Category
55	Consideration of reports submitted by States parties under article 18 of the Convention pursuant to the simplified reporting procedure- SoP 2017	UN Document
56	Concluding observations on the initial report of the State of Palestine- 2018	UN Document
57	Review of the State of Palestine's initial report by the Committee on the Elimination of Discrimination against Women	UN Document
58	Initial and second periodic reports submitted by the State of Palestine under article 9 of the Convention- 2018	UN Document
59	Joint Alternative Report to the State of Palestine's Initial Report	UN Document
60	CRC Concluding Observations Final	UN Document
61	Statement by the Independent Commission for Human Rights on the Initial report submitted by the State of Palestine to the United Nations Committee on the Rights of the Child - 2019	UN Document
62	BRIEFING ON THE STATE OF PALESTINE FOR THE COMMITTEE ON THE RIGHTS OF THE CHILD, SESSION 83 PRE-SESSIONAL WORKING GROUP – June 2019	UN Document
63	83rd pre-sessional working group, 2019	UN Document
64	83rd Session of the Committee on the Rights of the Child- 2019	UN Document
65	AL-HAQ SUBMISSION TO THE COMMITTEE ON THE RIGHTS OF THE CHILD ON THE FIRST PERIODIC REVIEW OF THE STATE OF PALESTINE	UN Document
66	CONFIDENTIAL REPORT ON THE IMPLEMENTATION OF THE CONVENTION ON THE RIGHTS OF THE CHILD IN THE STATE OF PALESTINE	UN Document
67	Initial report submitted by the State of Palestine under article 44 of the Convention, due in 2016	UN Document
68	Initial Report 2019	UN Document
69	SDG- PALESTINIAN NATIONAL VOLUNTARY REVIEW ON THE IMPLEMENTATION OF THE 2030 AGENDA	National Report
70	The National Youth Strategy in State of Palestine	Strategy Document
71	National Strategy for Early Childhood Development and Intervention	Strategy Document
72	Education Sector Plan- 2020	Education Sector Plan
73	State of Palestine Inclusive Education Policy 2015	Policy Report
74	Understanding the needs and perspective of children with disabilities of State of Palestine- JICA 2016	Programme Document
75	National Health Strategy 2021-23	Strategy Document
76	National Policy Agenda 2017-22	Policy Document
77	Climate Resilient Transformation- with the green climate fund- 2019	National Report
78	NATIONAL POLICY AGENDA: NATIONAL PRIORITIES, POLICIES & POLICY INTERVENTIONS	Policy Document
79	Public Policy 2021-23	Policy Document
80	Estimating the Costs of Implementing the 2019 Draft Law on the Rights of Persons with Disabilities	Budget
81	Updated Social Development Sector Strategy 2021-23	Strategy Document
82	Contract b/w AAN and UNICEF State of Palestine	Contract Agreement
83	Evaluation ToRs - Summative Evaluation of the Adolescents Programme in State of Palestine	Programme Document
84	Area Programme document 2017	Programme Document
85	Area Programme Document for Palestinian Children and Women in the State of Palestine, 2018-2022	Programme Document
86	A C4D Strategy for Early Childhood Development and Children with Developmental Delays and Disabilities for State of Palestine- 2019	Programme Document
87	Fundraising Strategy – March 2014	Strategy Document
88	Planning, monitoring, and evaluation guide	Guidance Document
89	Country Programme Action Plan for Palestinian children and women in the State of Palestine 2018-2022	Programme Document
90	Strategy Note- Country Programme 2018-2022	Programme Document
91	Advocacy Strategy- UNICEF State of Palestine 2020	Strategy Document
92	UNICEF ADAP projects for Evaluation	Programme Document
93	Leave No One Behind: A Perspective on Vulnerability and Structural Disadvantage in State of Palestine- 2016	Programme Document
94	Social and Economic Situation of Palestinian Women and Girls 2018-20	Programme Document
95	United Nations Development Assistance Framework State of Palestine 2018 2022	Programme Document
96	Report on Macro Assessment of the Public Financial Management System of SoP 2021	Programme Document
97	Humanitarian Emergency Response 2017	Strategy Document
98	Humanitarian Need Overview 2018	National Report
99	Humanitarian Need Overview 2019	National Report
100	Humanitarian Emergency Response 2018	Strategy Document

Sr.	Document Name	Category
101	Humanitarian Need Overview 2020	National Report
102	Humanitarian Emergency Response 2019	Strategy Document
103	Humanitarian Need Overview 2021	National Report
	Humanitarian Emergency Response 2020	Strategy Document
104	MENA Generation 2030 Report	Regional Report
105	MENA Generation 2030 Country Fact Sheet SoP	Project Budget
106	SoP Atlas of Sustainable Development 2020	UN Document
107	Census 2017 Final Report	National Document
108	SoP Palestinian Central Bureau of Statistics- population, housing and establishment census 2017	National Document
109	Localities in Rafah Governorate by Type of Locality and Selected Indicators, 2017	National Document
110	Analytical Study- Comparison of the Status of Children in State of Palestine based on census data from 1997-2017	National Report
111	Preliminary Results of the Population, housing and Establishment Census 2017	National Document
112	Characteristics of Individuals with Disabilities in State of Palestine- Analytical Study 2007, 2017	National Document
113	Status of Children in State of Palestine based on Palestinian Census Data from 1997, 2007 and 2017	National Document
114	Access to Child Justice in State of Palestine- Assessment and Recommendations 2018	Programme Document
115	Covid19 Protection Needs Identification and Analysis in the SoP 2020	Programme Document
116	Country Report; State of Palestine 2019	Programme Document
117	Coping with COVID-19 Pandemic: Impacts and Coping Strategies among Palestinians	National Report
118	Rapid Assessment of the impact of COVID 19 pandemic on the local economy of the Gaza Strip	National Report
119	Palestinian Central Bureau of Statistics (PCBS) Issues a Press Release on the Results of COVID-19 Business Pulse Survey in State of Palestine, 2020	National Document
120	Impact of the COVID-19 Outbreak and Lockdown… 2020 (Research Paper)	National Report
121	Participatory Gender Analysis Report 2020	National Report
122	Rapid Gender Assessment 2020 (COVID impact)	National Report
123	Impact of Corona Pandemic on Social Relations in the Gaza Strip/State of Palestine	National Report
124	Inter-cluster Assessment in East Jerusalem 2020	National Report
125	Palestinian Central Bureau of Statistics (PCBS) Announces Results of Impact of COVID-19 Pandemic (Coronavirus) on the Socio-economic Conditions of Palestinian Households Survey (March-May), 2020	National Report
126	Public Opinion on Coronavirus- State of Palestine	National Report
127	Results of A Study on: 'The Impact of COVID-19 on Palestinian Society' 2020	National Report
128	Study of the Social Impacts of the COVID-19 Pandemic in State of Palestine and its Implications on Policies and Future Governmental and Non-Governmental Interventions	National Report
129	Assessing of PCBS Census Data in light of State of Palestine 2030 projections and models - working paper	Working Paper
130	State of Palestine 2030- Demographic Change: Opportunities for Development 2017	Working Paper
131	Every child counts: Understanding the needs and perspectives of children with disabilities in the SoP - 2016	National Report
132	Early Childhood Development Investment Case, Costing and Financing Strategy for children from 0 to age 8 in the West Bank and the Gaza Strip - 2021	Programme Document
133	Report: Baseline Knowledge Attitudes and Practices (KAP) Study…. 2019	Programme Document
134	Assessing Situation and Services for People with Disabilities (PWD)	National Report
135	Country Data Sets	National Report
136	Attitudes towards the learning of Life Skills by Gender and Cultural Capital - Palestinian Data Fact Sheet	National Report
137	MICS-Education Analysis for Global Learning and Equity) Increasing Equity and Inclusion	National Report
138	MICS-Education Analysis for Global Learning and Equity) Increasing Equity and Inclusion - Data tables 2021	National Report
139	The Gaza Strip Rapid Damage and Needs Assessment 2021	Programme Document
140	IMAGERY ANALYSIS: 28 May 2021 PUBLISHED: 07 June 2021 V1.2	
141	IMAGERY ANALYSIS: 20 May 2021 PUBLISHED: 20 May 2021	
142	Situational Analysis of Women and Girls in MENA and Arab States Region - Regional Report	Regional Report
143	Palestinian Multiple Indicator Cluster Survey 2014	National Report
144	MICS State of Palestine- Governorate Tables	National Report
145	Palestinian Multiple Indicator Cluster Survey 2019-2020	National Report
146	OPT MSNA Key Analysis Findings 2021	National Report

Sr.	Document Name	Category
147	The Gaza Strip Nutrition Multi-Sectoral Assessment	National Report
148	Report of the Nutrition multi-sectoral assessment conducted in the vulnerable areas of the Gaza Strip, State of Palestine during the period 2018.	National Report
149	NUTRITION MULTISETORAL ASSESSMENT- 2018	National Report
150	Promoting non-violent behavior among adolescents' program 2019	Programme Document
151	Interactive Atlas Of Poverty, 2017	National Report
152	Poverty map for the Palestinian Territories 'PECS and Census 2017'	National Report
153	Multiple Indicators from Census 2017	National Report
154	Child Poverty in the Arab States: Analytical Report of Eleven Countries	National Report
155	Household Expenditure and Consumption Survey 2016-17	National Report
156	Poverty Profile in State of Palestine, 2017	National Report
157	Cash Transfers in State of Palestine: Building Blocks of Social Protection 2019	National Report
158	MEASURING POVERTY IN WEST BANK AND THE GAZA STRIP; Methodology Review - 2018	National Report
159	PUBLIC EXPENDITURE REVIEW OF EDUCATION IN STATE OF PALESTINE- Final Report 2013	Programme Document
160	SITUATION ANALYSIS OF CHILDREN LIVING in the SoP, 2016/17 (Summary)	Programme Document
161	2022 End of year Results summary Narrative	Donor and Annual Reports
162	Final Report to the Government of Japan for Assistance through FY2020 Supplementary Budget	Donor and Annual Reports
163	Improving Education Quality in the West Bank in the State of Palestine	Donor and Annual Reports
164	Building Resilience and Addressing Violence from Early Years through Adolescence (BRAVE) in the State of Palestine	Donor and Annual Reports
165	Summary of UNICEF's 2020 Education Results	Donor and Annual Reports
166	PCBS Socio-Economic Report	National Report
167	Draft Concept note STEM	National Report
168	Mental Health and Psychosocial Support- Case Study	Case Study
169	ADAP-Guidelines for Adolescent participation and Civic Engagement	Programme Document
170	LSCE framework	National Document
171	Final Framework on joint action-UN Theme group on Young People	National Report
172	Brief from the Young UNTG on COVID-19 by UNFPA	UN Document
173	Disability Study	Case study
174	AlNayzak D.E.A.L Program ML report	Programme Document
175	APD_youth and adolescent consultation	Programme Document
176	MoE COVID 19 Plan	Programme Document
177	Signed UNICEF_UNDP Agreement	Programme Document
178	Stage 1 situational Assessment	Assessment
179	UN2UN Agreement (UNFPA-UNICEF)	Programme Document
180	ADAP Guideline for Adolescent Participation	Programme Document
182	Success story	Success Story
183	HRP 2023 Version	UNICEF Document
184	HNO 2023	UNICEF Document
185	MoU for UN support on Youth to the Prime Minister's Office	UNICEF Document
186	UN Agency to UN Agency Contribution Agreement (From 30 April 2022 to 31 October 2022)	UNICEF Document
187	Outreach for the National Youth and Volunteer Service Program (NYVSP)	Programme Document
188	UN Agency to UN Agency Contribution Agreement (From 1 June 2021 to 29 Nov 2021)	UNICEF Document
189	Updated-RAM3 Full Approved Report 2022	Programme Document

Appendix 16: Evaluation's Implementation Phases and Deliverables

Sub-Stage	Task / Activity	Revised Completion Date (1st Revision)	Revised Completion Date (2nd Revision)	Revised Completion Date (3rd Revision)
Inception				
Kick-off Meeting	Kick-off Meeting	October 3, 2022	-	-
Inception Report	Draft IR submitted to UNICEF	November 8, 2022	-	-
	UNICEF/ERC consolidated feedback on the IR	November 22, 2022	-	-
	Revised IR submitted to UNICEF	November 28, 2022	-	-
	UNICEF/ERC second round of feedback and/or approval	December 20, 2022	-	-
	Validation meeting with ESC members on IR	December 6, 2022	-	-
	Revised and final IR submitted to UNICEF	December 22, 2022	-	-
	Approval of inception report	December 26, 2022	December 30, 2022	-
Planning and Field Work (Data Collection)				
Ethical Clearance Approval	Ethical clearance secured for fieldwork	December 27, 2022	December 30, 2022	-
Training of Field Team	Training of national consultants and pre-testing	January 2 - 4, 2023	January 3 – 5, 2023	-
Field Work Execution	Field work completed (KIIs, FGDs)	January 6 – February 6, 2023	March 24, 2023	-
Data Processing and Report Writing				
Data Processing and Management	Transcription, qualitative data processing, extraction of summaries, triangulation, and analysis	February 10 – March 5, 2023	April 13, 2023	-
Preliminary Findings Session	Preliminary findings presented to UNICEF and ERC members (second meeting with ESC members)	Second week of March 2023	fourth week of April 2023	May 30, 2023
Final Evaluation Report	Draft report shared with UNICEF	April 3, 2023	May 6, 2023	May 7, 2023
	Consolidated UNICEF/ERC feedback received (1st review)	April 12, 2023	May 17, 2023	May 24, 2023
	Revised evaluation report submitted	April 18, 2023	May 26, 2023	June 4, 2023
	Second round of UNICEF/ERC feedback received (2nd review)	April 23, 2023	June 4, 2023	June 15, 2023
	Revised evaluation report submitted	April 18, 2023	May 26, 2023	June 23, 2023
	Third round of UNICEF/ERC feedback received (3rd review)	April 23, 2023	June 4, 2023	July 6, 2023
	Revised evaluation report submitted	April 18, 2023	May 26, 2023	July 14, 2023
	Fourth (last) round of UNICEF/ERC feedback received (4th & last review)	April 23, 2023	June 4, 2023	July 22, 2023
	Final evaluation report submitted	April 27, 2023	June 9, 2023	July 27, 2023
	Arabic evaluation summary	April 30, 2023	June 13, 2023	July 31, 2023

Appendix 17: Efficiency Analysis

Methodology:

- A Likert scale was developed to measure the achievement of each indicator, ranging from 1 (not achieved) to 5 (fully achieved), with corresponding per centage ranges:

Fully Achieved (5)	Mostly Achieved (4)	Slightly Achieved (3)	Least Achieved (2)	Not Achieved (1)
81 - 100 per cent	61 - 80 per cent	41 - 60 per cent	21 - 40 per cent	0 - 20 per cent

- Progress against each indicator was rated on the Likert scale based on the level of achievement. For examples, if an indicator was fully achieved, it was rated 5. The average Likert score was calculated for each output, as multiple indicators contribute to it. The final per centage achieved for an output was determined by adding the average scores of each indicator and dividing by the total number of indicators. For example, if an output had two indicators, the final per centage achieved would be calculated as (95.5 + 75.5) / 2 = 85.5.

- The evaluation assumed that the budget allocation for each year remained the same. Therefore, the budget for one year was subtracted to bring it within the evaluation scope of 2018-2021. The total budget utilization from 2018-2021 was provided, and the per centage of the budget utilized to achieve the set targets was calculated by dividing the total utilization by the total budget for 2018-2021.

Output	Indicator	Baseline	Target	Achievement	Assessment	Indicator Average	Output level Average	Total Budget (2018-2022) in USD	Total Budget (2018-2021) in USD	Total Utilized (USD)	per centage Achieved
Output 1.1 Policy makers and key stakeholders have coordinated and developed evidence-based, gender-responsive education and youth reform policies	Indicator 1.1.1: Life skills and citizenship education embedded in the policy and curriculum frameworks (Standard Indicator (RAM)	No	Common approach to LSCE and scale up plan developed in 2021	2021: Yes[171]	Fully Achieved	**Fully Achieved**	**Fully Achieved *74 per cent Achieved**	11,849,679	9,479,744	5,250,320	*55 per cent of the budget is utilized to achieve 74 per cent of the targets
	Indicator 1.1.2: The national youth volunteering Programme is operationalized under the leadership of the PMO	2019: No Programme in place	2020: National Youth Volunteering platform developed and endorsed by the PMO 2021: Developed and operationalized	2020: A Terms of Reference has been developed: MoU, clarifying roles and responsibilities with respect to support for youth agenda under the PMO has been developed. 2021: Programme in place – meaning it has been	Mostly Achieved	**Mostly Achieved**					

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[171] Country Programme report (RAM) 2022, pg. 9.

Output	Indicator	Baseline	Target	Achievement	Assessment	Indicator Average	Output level Average	Total Budget (2018-2022) in USD	Total Budget (2018-2021) in USD	Total Utilized (USD)	per centage Achieved
				developed but not yet operationalized.[172]							
	Indicator 1.1.3: Equitable access to quality education (COVID)	0 (2019)	Target: 30,000 (2021)	12632 (2020)[173]	Slightly Achieved	**Slightly Achieved**					
Output 1.2: Service providers have increased capacity to deliver quality, inclusive education and provide opportunities to adolescents to develop and practice life-skills and citizenship education, including in humanitarian settings	Indicator 1.2.1: Number of schoolteachers who received in service training provided by UNICEF (ST/IND)	88,000 teachers	Target: 4000 teachers/year	2019: 2,039[174]	Slightly Achieved	**Mostly Achieved**	Mostly Achieved *71 per cent Achieved	12,445,176	9,956,141	8,075,9 17	*81 per cent of the total budget is utilized to achieve 77 per cent of targets achieved
				2020: 44,712[175]	Fully Achieved						
				2021: 13,500[176]	Fully Achieved						
	Indicator 1.2.2: Number of adolescent boys and girls engaged in UNICEF supported entrepreneurial and civic engagement skills development programmes in districts	0	Target: 30,000 (50 per cent females) - 2022 Target. For 2021, 24000 is the adjusted target	2021: 18,664[177]	Mostly Achieved	**Mostly Achieved**					
	Indicator 1.2.5: Teachers and parents benefitting from capacity building on positive discipline and non-violence.	7000 in 2017	Target: 2500/year	4730[178]	Fully Achieved	**Fully Achieved**					
	Indicator 1.2.6: Number of children and adolescents who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-support.	0	Target in 2018: 2000	2018: 0[179]	Not Achieved	**Mostly Achieved**					
			Target in 2019-2022: 18,000	2019: 18,336[180]	Fully Achieved						
				2020: 11,585[181]	Slightly Achieved						
				2021: 18,664[182]	Fully Achieved						
	Indicator 1.2.7: Number of children receiving individual learning materials.	9	Target: 60,000	Over 74,000 (50 per cent girls) vulnerable children were provided with essential stationery kits and 3,019 children were provided with tablets to	Fully Achieved	**Fully Achieved**					

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[172] Country Programme report (RAM) 2022, pg. 9.
[173] Country Programme report (RAM) 2022, pg. 8.
[174] Country Programme report (RAM) 2022, pg.13
[175] Country Programme report (RAM) 2022, pg.13
[176] Country Programme report (RAM) 2022, pg.13
[177] Country Programme Full Approved Report, pg. 10 of the RAM 2021 Report
[178] Country Programme Full Approved Report – 2022, pg. 23
[179] Country Programme report (RAM) 2022, pg. 12.
[180] Country Programme report (RAM) 2022, pg. 12.
[181] Country Programme report (RAM) 2022, pg. 12.
[182] Country Programme report (RAM) 2022, pg. 12.

Output	Indicator	Baseline	Target	Achievement	Assessment	Indicator Average	Output level Average	Total Budget (2018-2022) in USD	Total Budget (2018-2021) in USD	Total Utilized (USD)	per centage Achieved
				enable them access remote learning,183							
	Indictor 1.2.10: Number of children and school staff benefiting from the provision of hygiene kits to prevent spread of COVID-19 infection.	0	Target: 307,516	2020: 159,559[184] 2021: 97,376 (49,662 Males and 47,714 Females) people got hygiene kits for improved hygiene practices and COVID-19 infection prevention[185]	Slightly Achieved	**Mostly Achieved**					
	Indicator: 1.2.11: Number of children participated in the summer recreational and psychosocial activities	0	Target: 55,000	In response to the May escalation in the Gaza Strip, UNICEF and partners provided recreational activities to support the well-being and Mental Health and Psychosocial Support (MHPSS) for over 55,000 children and adolescents[186]	Fully Achieved	**Fully Achieved**					
	Indicator 1.2.12: Number of children supported with distance /home-based learning	0	Target: 836,084	2020: 13,582[187] 2021:	Not Achieved No information	**Not Achieved (2020)**					
	Indicator 1.2.14: Number of rehabilitation centres supported	0	Target: 7	UNICEF also completed the rehabilitation of 26 damaged schools[188]	Fully Achieved	**Fully Achieved**					

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[183] Country Programme Full Approved Report – 2021, pg. 4
[184] Country Programme full approved report 2021 (RAM), pg. 56
[185] Country Programme full approved report 2021 (RAM), pg. 53
[186] Country Programme full approved report 2021 (RAM), pg. 2
[187] Country Programme full approved report 2022 (RAM), pg. 8
[188] Country Programme full approved report 2022 (RAM), pg. 2

Appendix 18: Most Disadvantaged Groups

Following table shows the adolescents specific vulnerable and disadvantaged groups, their approximate number in State of Palestine and the drivers of their vulnerability. The details have been taken from CCA 2016:

Groups	Approximate number of Palestinians	Drivers of Vulnerability and Disadvantage				
		Location	Exposure to Violence	Economic Access	Institutional and Political	Socio-cultural
Adolescent girls	530,000		x		x	x
Bedouins and herder communities living in Area C	30,171	x	x	x		
Children facing obstacles in accessing schools	50,000	x	x			
Children in labour	39,644		x	x	x	x
Children subject to violence	1,992,065	x	x		x	
Communities in Area C	297,986	x	x	x		
Hebron H2 Residents	40,000	x	x	x		
Out of school children	123,219	x	x	x	x	x
Persons with disabilities	130,045		x	x	x	x
Youth	1,440,000	x	x	x	x	x

Appendix 19: Coherence Findings

The following table provides more detailed mapping of consistency of ADAP interventions with national guidelines (for education and child protection) as well as UNICEF's global guidelines for adolescents programming.

Interventions[189]	National Guidelines	UNICEF's Global Guidelines	Analysis
Education			
Technical support to the MoE and IPs to develop national framework for life skills education; operationalize ECD and Youth Strategy and institutionalize humanitarian coordination in MoE.	• First policy priority: 'early education for our children focuses on development of early childhood development care programs that are available to all.[190] • Third policy priority: 'strengthening the wellbeing of students' is targeted towards "adequate focus on life skills and refining the student's personality in all its aspects".[191] • The Ministry of Education seeks to strengthen its monitoring and organisational role in the educational sector by institutionalizing the educational strategic planning process; ensure that the necessary legislations for the education sector's management and development are in place; ensure proper application of the national educational plans and policies, change the ministry's inputs-based approach into results and accountability–based one towards decentralization and local community participation; develop financial management towards optimal use of potential resources[192] • Taking adequate measures to confront crises, starting with emergency measures, then measures for recovery and reconstruction. Meanwhile, improving coordination of national, regional and global endeavors aimed at facing crises, and developing the capabilities necessary to comprehensively reduce and mitigate the risks of crises, in order to ensure continued provision of education during conflict and emergency situations, as well as during the post-conflict and early recovery phases.[193]	• Working closely with partners, UNICEF will use its convening power as well as available data and evidence to influence the formulation and budgeting of policies, legal frameworks, and national sectoral development plans (national and subnational) to better address the needs of adolescent girls and boys, including the most marginalized groups[194].	It is evident from the literature review of national and UNICEF's global guidelines that ADAP intervention is fully aligned with priorities/guidelines on embedding life skill education and ECD in education sector strategic planning. In SoP, UNFPA has the mandate to work with the Higher Council for Youth and Sports (HCYS) and other relevant stakeholders in the development of youth strategy. However, with the given secondary data, the evaluation team was unable to establish whether ADAP Programme has been able to provide technical support to HCYS in the development and operationalizing of the new national youth strategy for 2023-2027.
Strengthening capacities of parents, caregivers, and	• Incorporate positive parenting and violence prevention strategies in training manuals for child help line staff,	Supporting programmes on adolescent parenting (including for adolescents who are themselves parents) and providing support services to	The review of secondary data shows that ADAP intervention around capacity building of

[189] These interventions are taken from the SoP Strategy Note 2018-2022, pg. 22 and 38-39
[190] Education Sector Strategic Plan – updated strategy 2020, pg. 113
[191] Ibid, pg 114
[192] Education Sector Strategic Plan – updated strategy 2020, pg. 90
[193] Education Sector Strategic Plan – updated strategy 2020, pg 11
[194] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018, pg. 26

teachers to use ECD and apply positive discipline at home and in school.	• Integrate positive parenting messages in pre- and post-natal care services, Primary Health Units/centres, kindergartens and nurseries.[196] • Community and guardians' awareness on the significance of Early Childhood education and issues increased at an annual rate of 600 guardians.[197]	parents and caregivers (e.g., home visits for vulnerable families) to reinforce positive parent-adolescent interactions and non-violent discipline, and helping parents to support their adolescent children to develop healthy lifestyles and habits, which include online behaviour[198]	parents, caregivers, and teachers on applying positive discipline in caregiving and parenting at home and schools is fully aligned and has complementarity with National Intersectoral Violence Against Children (NIVAC) strategy and UNICEF's global guidelines for youth and adolescent programming.
Enhancing capacities of teachers to promote life skills through active learning teaching methodologies and innovative approaches.	• Under National Policy Agenda: National priority 8; Improving Primary and Secondary Education – there is a policy intervention that focuses on providing continuing training programmes for teachers and support staff.[199] • Sector goal 2: under education sector strategic goals and targets; focuses on developing a student-centered teaching and learning pedagogy and environment by ensuring teachers and educators good employment conditions and appropriate professional training[200] • Encourage educational institutions to adopt practical and interactive methods in the educational process.[201] • National youth strategy: strategic objective 1 under theme 1 'education, training and capacity building'; promote life skills in curricular and extracurricular activities in schools and universities.[202]	• Supporting gender-responsive and inclusive curricula, pre-service and in-service teacher training where teachers are supported in developing the skills and attitudes to enable girls and boys from all backgrounds (including those on the move or in humanitarian settings) and adolescents with disabilities to participate equally in the classroom[203] • Increased capacity of frontline workers (e.g., teachers, health workers, social workers, legal professionals) to deliver equitable social services that address adolescent priorities[204]	Literature review suggest that ADAP intervention on building teachers' capacity to promote life skills through innovative and active teaching methodologies in consistent with national priority 8 under national policy agenda; sector goal 2 in education sector strategic plan, and strategic objective 1 under theme1 of the national youth strategy. The intervention is fully aligned with UNICEF's global guidelines on adolescent and youth programming.
Strengthening adolescents' skills for entrepreneurship and citizenship education for smooth transition	• Align TVET and higher education with development and labour market needs, with equitable access to these opportunities[205].	• UNICEF works closely with national governments and partners to progressively realize the objective of SDG 4 to provide quality education from pre-primary to	ADAP intervention is fully aligned with various national strategies such as education sector strategic plan – updated strategy 2020, national policy

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[195] National Intersectoral violence against children strategy pg 38

[196] Ibid.

[197] Education Sector Strategy pg 124

[198] UNICEF Programme Guidance for the Second Decade – 2018, pg. 18

[199] National Policy Agenda 2017-2022 (SoP) pg. 41

[200] Education Sector Strategic Plan – updated strategy 2020, pg. 89

[201] The National Youth Strategy in State of Palestine 2017-2022, pg. 41

[202] Ibid, pg.41

[203] UNICEF Programme Guidance for the Second Decade – 2018, pg. 16

[204] Ibid, pg.32

[205] National Policy Agenda 2017-2022 (SoP), pg. 41

to work and faster employment (TVET).	• Integrate practical and behavioral skills-building into extracurricular activities for youth[206]. • Encourage female youth to engage in training programs in CSOs[207] • Promote the paths and initiatives that support vocational work[208] • Provide vocational training opportunities for youth to enhance their skills[209] • Strengthen and build the capacity of youth vocational rehabilitation centers[210] • Increase the number of TVET centers and schools and diversify their specializations[211] • Developing a student-centered teaching and learning pedagogy and environment which will enhance the creativity and knowledge and ensure the acquisition of basic literacy skills, analytical skills, and problem-solving skills[212]	secondary with a focus on equity, gender and learning outcomes[213] • The three measures UNICEF will take towards meeting the goal of all adolescents learning relevant skills are increasing access to education, increasing learning outcomes, and increasing skills development. 1) Increase and sustain access to education for adolescent girls and boys. 2) Increase learning outcomes for adolescent girls and boys. 3) Increase access to skills development for disadvantaged adolescents. • Foster innovation with and for adolescents: Using innovation and technology provides an opportunity for increased engagement by and with adolescents, and improved outreach, specifically for those who are hardest to reach. In addition, technology serves as a platform to meet the need for adolescents for continuous social connection and validation.	agenda (2017-2022), and national youth strategy (2017-2022). In national youth strategy, the intervention is coherent with strategic objective 2 & 3 under theme 1 'education, training and capacity building' and strategic objective 1 & 2 under theme 2 'economic empowerment and combating poverty'. The intervention is also consistent with UNICEF global guidelines.
Child Protection			
Collaborate with partners to ensure positive change in parents, teachers, communities, and education officials to prevent violence against children and other harmful practices.	• Communities, community-based organisations, faith-based organisations, and civil society have greater awareness of children's rights to promote positive social norms children's and grow up free of violence and discrimination, regardless of age, sex / gender, disability or any other social or economic disadvantage[214]. • Fathers, mothers, and other caregivers (FMoC) have strengthened awareness of the children's rights and have greater access to information services and support for	• Supporting programmes on adolescent parenting (including for adolescents who are themselves parents) and providing support services to parents and caregivers (e.g., home visits for vulnerable families) to reinforce positive parent-adolescent interactions and non-violent discipline, and helping parents to support their adolescent	The literature review ascertain that ADAP intervention on ensuring positive change in parents, communities, teachers and education officials to counteract harmful practices and violence against children is fully aligned with NIVAC and UNICEF programme guidance for adolescents.

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[206] The National Youth Strategy in State of Palestine 2017-2022, pg. 41
[207] Ibid, pg.41
[208] Ibid, pg.41
[209] Ibid, pg. 41
[210] Ibid, pg. 41
[211] Ibid, pg. 41
[212] Education Sector Strategic Plan – updated strategy 2020, pg. 89
[213] UNICEF Programme Guidance for the Second Decade, pg. 15
[214] National Inter-Sectoral Violence Against Children Strategy in the Context Of COVID-19 (NIVACS) 2021-2023, pg. 35

	positive parenting and child development with a gender and rights approach[215] • Children and adolescents (CA) have been empowered through knowledge about (a) rights, sexuality, healthy relationships, (b) non-violent conflict resolution, non-discrimination, life-skills and (c) livelihoods[216]. • Ensuring safe, inclusive, and equitable access to education at all levels of the system, it includes providing safe access to schools and educational institutions as well as a safe and violence free educational environment for students and teachers, particularly in the areas threatened by the Israeli occupation military and settlers; such as "Area C", and the Old City of Jerusalem and Hebron where that need to feel safe and protected is most vital[217]. • Ensure that all education provision is free from violence and provides a protective environment for all students[218]	children to develop healthy lifestyles and habits, which include online behaviour[219] • Strengthening the capacity of social welfare systems across government ministries and investing in the child protection workforce including retaining qualified professionals and paraprofessionals[220] • Establishing adolescent-friendly and safe community-based complaint mechanisms and referral pathways including on how/where to access age-appropriate clinical management for survivors of sexual violence[221] • Community engagement to address negative social norms[222]	

The following table provides more detailed mapping of consistency of ADAP interventions with humanitarian principles.

Humanitarian Principles	ADAP Interventions/Actions/Implementation
Humanity Neutrality Impartiality Independence	Education Component: Output 1.1: Evidence-Based, Gender-Responsive Education & Youth Reform Policies • In response to the May escalation in the Gaza Strip, UNICEF and partners provided recreational activities to support the well-being and Mental Health and Psychosocial Support (MHPSS) for over 55,000 children and adolescents. With UNICEF support, over 74,000 (50 per cent girls) vulnerable children were provided with essential stationery kits and 3,019 children were provided with tablets to enable them access remote learning, while 20 schools damaged during the the Gaza Strip escalation were rehabilitated providing safe learning environment for 46,200 children.[223] • UNICEF provided a consultant to the MoE to enhance the MoE's capacity in planning and responding to education in emergencies. In response to COVID-19 the consultant supported the development of the Recovery and Protection Priorities (2021-2022) plan for the MoE which was launched in September 2021. Access to education is also impacted by the hostilities between Israel and State of Palestine. Establishment of a protection thematic working group has been prioritized in the Recovery and Protection plan.[224]

[215] National Inter-Sectoral Violence Against Children Strategy in the Context Of COVID-19 (NIVACS) 2021-2023, pg. 35
[216] National Inter-Sectoral Violence Against Children Strategy in the Context Of COVID-19 (NIVACS) 2021-2023, pg. 35
[217] Education Sector Strategic Plan – updated strategy 2020, pg. 89
[218] State of Palestine inclusive Education Policy – 2015, pg. 14
[219] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018, pg. 18
[220] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018, pg. 18
[221] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018, pg. 21
[222] UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents – 2018, pg. 29
[223] Country Programme full approved report 2018 -2022, pg 2
[224] Ibid, pg 5

		• 51 laptops and 51 computers have been provided to marginalized schools in the West Bank to support teachers in providing distance learning.[225]

- 51 laptops and 51 computers have been provided to marginalized schools in the West Bank to support teachers in providing distance learning.[225]
- 4,610 children from Area C, Hebron H2, and East Jerusalem, facing violence during their daily school commutes were supported with comprehensive safe access interventions including psycho-social and recreational activities in the targeted areas serving as safe hubs.[226]
- UNICEF, as cluster lead coordinated the Gaza Strip escalation response into three key thematic groups of (i) Rehabilitation, (ii) Data and assessments (iii) Summer activities and MHPSS. UNICEF coordinated the rehabilitation group and successfully mobilized resources from partners for all the rehabilitation of all the damaged public schools.[227]
- As Education Cluster lead, UNICEF successfully coordinated the Gaza Strip escalation response plan, education component of MSNA, HNO/HRP. Through the education cluster, UNICEF also advocated for children's safety and facilitated safe access to schools through protective presence partners in the H2 area of Hebron.[228]
- UNICEF provided technical and financial support to the development and roll out of the NIVACS which was launched in 2021. The NIVACS offers a framework for comprehensive, inter-sectoral and coordinated procedures to prevent and address violence against children.[229]
- The UNICEF target for 2021 was to train 4,000 teachers. However, this target was over-achieved mainly due to an emerging need because of the 11 days of hostilities in May 2021 and necessitated training all teachers in The Gaza Strip on PFA (psychological first aid) to identify and support children requiring PFA.[230]
- With UNICEF technical and financial support, at least 18,664 adolescents aged 12-30 years (57 per cent females) from marginalized communities were equipped with digital (2,334 adolescents), entrepreneurial, and civic engagement skills.[231]

Child Protection Component:
- In the Gaza Strip, 2,280 teachers and supervisors (2088) principals (96) and counsellors (96) were trained on positive discipline and non-violence; and 1,331 teachers (1,210) and school counsellors (121) were trained on rights of children with disabilities including preventing violence against children with disabilities. Additionally, UNICEF strengthened the capacity of families to prevent violence against children at home, reaching 3,175 caregivers (78 per cent female) in the Gaza Strip with parental awareness sessions on positive discipline and non-violence plus 928 parents of young children (84 per cent female); and 103 mothers of children with disabilities in the West Bank.[232]
- UNICEF continued to improve protection of children from grave violations and continued to coordinate un-vetted documentation and verification of grave violations against children, manage the CAAC database and lead drafting of high quality CAAC reports. In 2021, 1,735 incidents including grave violations were verified, affecting 6,534 children (as of Q3), compared to 2,334 incidents affecting 3,102 children in the same period in 2020. This included the verified killing of 85 Palestinian and 2 Israeli children and injury of a further 320 Palestinian and seven Israeli children in conflict-related incidents. Data on grave violations informed the Humanitarian Needs Overview and UNICEF programming and was used in briefings and advocacy to improve the situation of children.[233]

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[225] Ibid
[226] Ibid
[227] Ibid, pg 6
[228] Ibid, pg 2
[229] Ibid, pg 5
[230] Ibid, pg 8
[231] Ibid
[232] Country Programme full approved report 2018 -2022, pg 25
[233] Ibid, pg 25

Appendix 20: Connectedness Findings

The following table provides overlaps of ADAP interventions with relevant SDGs (for education and child protection):

ADAP interventions	SDGs/Targets[234]	Comments/Analysis
Alignment of ADAP Education Component with SDGs		
Output 1: Technical support to the MoE and IPs to develop national framework for life skills education; operationalize ECD and Youth Strategy and institutionalize humanitarian coordination in MoE.	**SDG target 4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.	**SDG 4:** target 4.4 is aligned to ADAP interventions under Output 1. UNICEF is supporting the acquisition of technical and vocational skills of young people, contributing to their employability.
Output 2: Strengthening capacities of parents, caregivers, and teachers to use ECD and apply positive discipline at home and in school.	**SDG target 5.1:** End all forms of discrimination against all women and girls everywhere.	The intervention of strengthening capacities of parents, caregivers, and teachers to use ECD and apply positive discipline is somewhat aligned with target 4.C which focuses on providing continuing training programs for teachers and support staff and target 5.1 on non-discrimination against women and girls.
Enhancing capacities of teachers to promote life skills through active learning teaching methodologies and innovative approaches.	**SDG target 5.1:** End all forms of discrimination against all women and girls everywhere. **SDG target 10.3:** Ensure equal opportunity and reduce inequalities of outcome.	ADAP intervention contributing to fulfilment of SDG 4.C by supplying qualified and trained teachers to promote life skills using active learning teaching methodologies and innovative approaches and target 5.1 on non-discrimination against women and girls.
Strengthening adolescents' skills for entrepreneurship and citizenship education for smooth transition to work and faster employment (TVET).	**SDG target 4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. **SDG target 4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. **SDG target 5.1:** End all forms of discrimination against all women and girls everywhere. **SDG target 8.5:** By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.	UNICEF in partnership with the MoE and IPs is working to enhance the skills of adolescents, including entrepreneurship and citizenship education, through active learning methodologies and innovative approaches. Additionally, UNICEF is supporting the integration of vocational and technical education into general education and working to reduce gender disparities in education, thus contributing to these SDGs.
Alignment of ADAP Child Protection Component with SDGs		
Output 1: Collaborate with partners to ensure positive change in parents, teachers, communities, and education officials to prevent violence against children and other harmful practices.	**SDG target 4.a:** Build and upgrade education facilities that are child, disability, and gender sensitive and provide safe, nonviolent, inclusive, and effective learning environments for all. **SDG target 5.1:** End all forms of discrimination against all women and girls everywhere. **SDG target 5.2:** Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation. **SDG target 16.2:** End abuse, exploitation, trafficking, and all forms of violence against and torture of children.	This intervention overlaps with SDG 4a, 5.1, 5.2, and 16.2. By collaborating with partners, UNICEF is working towards creating positive change in the attitudes and behaviours of key stakeholders towards violence prevention and promoting child protection.

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[234] THE 17 GOALS | Sustainable Development (un.org)

Appendix 21: ADAP Compliance with UN-SWAP

The Programme is assessed against the 17 performance indicators to see whether it 'Approaches requirements', 'Meets requirements' or 'Exceeds requirements. Of the 17 performance indicators, only six (6) could be assessed due to limited information or it was beyond the scope of the evaluation.

No.	Performance Indicators (PI)	Evaluation Team's Commentary & Assessment
Results-based management		
1	PI-1: Strategic planning gender-related SDG results.	The Programme had limited gender-disaggregated indicators or targets (where it was possible), however the IPs had gender-disaggregated targets. Hence, the Programme is meeting this performance target.
2	PI-2: Reporting on gender-related SDG results	The Programme reported some gender-related results, especially for those indicators that had gender-disaggregated targets. Therefore, is assessed as compliant to this indicator.
3	PI-3: Programmatic gender-related SDG results.	Similar to the commentary above, although the reporting is limited, the Programme reports gender-related results (for male and female) where possible. Thus, it is meeting the performance target.
Oversight		
4	PI-4: Evaluation	Not assessed. Assessment of the UNICEF's evaluation functions is beyond the scope of the evaluation.
5	PI-5: Audit	Not assessed. Assessment of the audit systems is beyond the scope of the evaluation.
Accountability		
6	PI-6: Policy	Not assessed. The evaluation team does not have adequate evidence on policy level directors of the Programme or the organisation-level policy interventions at SoPCO to conclude or comment on this indicator.
7	PI-7: Leadership	Not assessed. The evaluation team does not have adequate evidence on senior managers in the Programme internally or publicly championing gender equality.
8	PI-8: Gender-responsive performance management	Not assessed. The evaluation team does not have details related to gender equality and the empowerment of women integrated into core values and/or competencies for all staff, with a particular focus on levels P4 or equivalent and above.
Human and Financial Resources		
9	PI-9: Financial resource tracking	The Programme lack a resource- tracking mechanism to quantify disbursement of funds to promote gender equality and women's empowerment to some extent. Thus, it is not meeting this performance target.
10	PI-10: Financial resource allocation	As there is no financial disbursement or benchmark to promote gender equality and women's empowerment to some extent. Thus, it is not meeting the performance target.
11	PI-11: Gender architecture	Not assessed. It is beyond the scope of this evaluation to assess the presence of focal points at HQ, regional or country level.
12	PI-12: Equal representation of women	Not assessed. It is beyond the scope of this evaluation to assess representation of women staff at the country office level.
13	PI-13: Organisational culture	Not assessed. Assessment of the organisational culture, whether it fully supports promotion of GE is beyond the scope of the evaluation.
Capacity		
14	PI-14: Capacity assessment	Not assessed. This is beyond the scope of the evaluation.
15	PI-15: Capacity development	Not assessed. This is beyond the scope of the evaluation.
Knowledge, Communication and Coherence		
16	PI-16: Knowledge and communication	The Programme is not complaint to this aspect with regards to internal production and exchange of information on gender equality and women's empowerment.
17	PI-17: Coherence	Not assessed. Assessment of USoPCO's coherence structure is beyond the scope of the evaluation.

Appendix 22: Compliance to UNEG & UNICEF Norms and Standards for Evaluation

Norms	Description	Compliance Measures
Independence	Independence consists of two key aspects: • **Behavioural Independence:** the ability to evaluate without undue influence by any party. • **Organizational Independence:** independence from management functions & availability of adequate resources to conduct its work	• The evaluation team played no role in the design and implementation of ADAP projects. • Importantly, the Evaluation Team has enough experience (with prior experience of conducting several evaluations with different UNICEF offices) to tackle outside influence. The Evaluation Team took UNICEF on board for issues that could have possible effect on the independence of the evaluation. • The agreement (available in terms of the contract) between parties, at an implicit level, was indicative of sufficient resources (by the Evaluation Team) to plan and implement a well-designed evaluation.
Impartiality	Three key elements of impartiality: **objectivity, professional integrity**, and **absence of bias**	• The Evaluation Team had an in-built culture of working with impartiality and objectivity at the time of evaluation design, data collection, data analysis, and report writing. • The potential of conflict had been considered while forming the team and was considered for field data collection, though the Evaluation Team plans on having females as part of data collection for ease of data collection from female respondents.
Credibility	Credibility is based on **independence**, **impartiality,** and **rigorous methodology**	• Along with following independence and impartiality, the Evaluation Team remained fully transparent by making the final report public (UNICEF Evaluation Database). • The Evaluation Team cautiously used the available data. The Evaluators validated and triangulated the data using both quantitative and qualitative analysis.
Utility	Utility of an Evaluation is determined through the clear intention to use the results, conclusions, or recommendations to **inform decisions** and **future actions**. Subsequently, the Evaluations can be used to generate knowledge and empowering stakeholders, other than contributing to the work of an Organisation.	• To enhance the utility of the evaluation, after preliminary literature review, a kick-off meeting was initiated, so that the Evaluation Team and UNICEF are on the same page. • Evaluation team also conducted a national consultative workshop that further explored internal and external factors that influenced the Programme implementation strategies, adopted process, targeted groups and results.
Human Rights and Gender Equality	The universally recognized values and principles of human rights and gender equality need to be integrated into all stages of an evaluation.	• The evaluation complied to UN-System Wide Action Plan (UN-SWAP) on Gender Equality and the Empowerment of Women (GEEW) • The evaluation also accounted for HRBA as per the 2003 UN's convention and where relevant United Nations Evaluation Group 2014 (UNEG) guidelines on "Integrating Human Rights and Gender Equality.

Norms	Description	Compliance Measures
Professionalism	Key aspects of professionalism include access to knowledge; education and training; adherence to ethics and to these norms and standards; utilization of evaluation competencies; and recognition of knowledge, skills, and experience.	• The Evaluation Team was consisted of professionals who have worked with multiple donors like UNICEF, USAID, FCDO, and others. The team is well groomed professionally and have extensive experience of working in local and international projects. • Furthermore, by including associate partners (for field data collection), the Evaluators were confident of professional conduct of the team deployed. • AAN employed a series of internal checks and quality assurance mechanisms, which enabled compliance to the best international practices and standards.