ANNEXES

Annex 1. Project Human Resources

Project Team

Faculty of Health Science, American University of Beirut

The Faculty of Health Sciences (FHS) is one of six faculties at the American University of Beirut. It was established in 1954 as the first independent, self-governed school of public health in the Arab world. FHS prepares professionals in the disciplines of public health and health sciences through undergraduate and graduate programmes, and introduces future physicians to public health. It contributes to knowledge and the improvement of the public's health in Lebanon and the region by conducting scholarly and relevant research and by responding to priority health issues and training needs in collaboration with stakeholders. FHS has a long tradition of community-based research, training and service in Lebanon and the region. FHS is also actively engaged in advocacy efforts and policy dialogue in relation to public health priorities in Lebanon and the region. Students are actively involved in faculty- or student-initiated projects on a voluntary basis or as part of their practical training and course projects. FHS hosts three centres that work in synergy to respond to public health needs: The Center for Public Health Practice (CPHP); the Center on Knowledge-to-Policy for Health (K2P); and the Center for Research and Population Health (CRPH).

The Center for Public Health Practice – CPHP (previously known as the Outreach and Practice Unit)

As the practice arm of FHS, CPHP advances evidence-based public health practice in Lebanon and the Arab region while enhancing the academic experience of students and faculty. It builds solid community partnerships and develops human capabilities to impact the health of populations.

Since its inception in 2009, the CPHP has been leading a number of initiatives addressing the needs of various population groups, mainly young people and women of reproductive age. This has been made possible thanks to a rich pool of technical human resources. With respect to youth, the Center's projects have focused on the development and implementation of a programme for active and community-engaged youth in Lebanon. In Iraq, a larger youth-focused project has included the revision and validation of a national youth strategy; the development and promotion of a package and process for adolescent and youth-friendly health services; the development of the process and materials for implementing life-skills education in schools and technical institutes; and the provision of a variety of levels of support for youth at risk. The CPHP has amassed rich experience in context relevant programmes for youth in the region.

The technical team for this project consists of:

- **Rima Afifi** (Resume attached) : Technical Lead (March-December 2014)
- **Aline Germani** (Resume attached): Project Coordinator and Manager (March-December 2014)

- **Three Research Assistants:**
  - Racha Adib Abdel Wahed (June-October 2014)
  - Sarah Armoush (October –May 2015) – contributed by CPHP.
  - Bayan Jaber (October- December 2014)
- **2 Graduate Assistants (September – December 2014) - contributed by CPHP:**
  - Clara Abou Samra
  - Fatima Moussaoui
- **1 Intern – contributed by CPHP.**
  - Aaron Antonio Torres Mathieu (September – December 2014)

The project was conducted in close coordination and with the support of the UNICEF MENARO team, Ms. Veera Mendonca and Ms. Karin Schmidt Martinez.

Annex 2. Members of the UNIATTTYP That Were Contacted

Name	Title	Organization
Muhamed Abdel-Ahad	Regional Director	UNFPA
Maria Calivis	Regional Director	UNICEF
Hannan Sulieman	Deputy Regional Director	UNICEF
Aleksandar Bodiroza	Technical Adviser, Youth, HIV/AIDS	UNFPA
Veera Mendonca	Regional Adviser, Adolescent Development and Participation	UNICEF
Varsha Redkar-Palepu	Regional Coordination Specialist	R-UNDG Secretariat
Linda Haddad	Special Assistant to the Director	UNDP
Kawtar Zerouali	Regional Project Manager	UNV
Patrick Daru	Senior Specialist Skills and Employability / ILO Regional Office for Arab States	ILO
Rupa Bhadri	Youth and Social Organization Officer	UNAIDS
Raidan Al-Saqqaf	Social Affairs Officer	ESCWA
Sarah Brun		UN-Women
Sugita Seiko		UNESCO
Katja Schaefer		
Joanna Ricart	Human Settlements Officer, Arab States	UN-Habitat
Liv Elin Indreiten	Adolescent and Youth Specialist	UNICEF
Mona Moustafa	Programme Specialist	UNFPA
Nathalie Bavitch	Regional M & E Advisor	ILO
Marta Lanzoni	Programme Analyst	R-UNDG Secretariat

Annex 3. Online Survey

YE - Good practices in Adolescents and Youth Programming

WHAT IS THIS SURVEY ABOUT?

This survey aims to explore youth-oriented interventions which young people in the MENA region find effective and beneficial and document them to suggest good practices for the region. The interventions can be those implemented in the MENA region or globally. We are interested in interventions that focus on the following themes:

Employability, school to work transition, resilience building and comprehensive programming in humanitarian context, skills/competence building, innovations, social protection, youth policy development, civic engagement, education, sexuality education, and health.

0% 100%

Before you begin: Is this survey for YOU?
The following section contains questions to determine whether you are eligible to participate in our survey. If you answer no to either of the questions below, the survey will direct you to a page that thanks you for your participation and asks you to send the link to others who fit our eligibility criteria.

* **Are you aged between 10 - 30 years?**

○ Yes   ○ No

* **Do you live in one of the BELOW LISTED countries of the MENA region?**

Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Somalia, State of Palestine, Sudan, Syrian Arab Republic, Tunisia, United Arab Emirates, Yemen

○ Yes   ○ No

Resume later   Previous   Next   Exit and clear survey

YE - Good practices in Adolescents and Youth Programming

WHAT IS THIS SURVEY ABOUT?

This survey aims to explore youth-oriented interventions which young people in the MENA region find effective and beneficial and document them to suggest good practices for the region. The interventions can be those implemented in the MENA region or globally. We are interested in interventions that focus on the following themes:

Employability, school to work transition, resilience building and comprehensive programming in humanitarian context, skills/competence building, innovations, social protection, youth policy development, civic engagement, education, sexuality education, and health.

0% 100%

Information about YOU

Are you

○ Female   ○ Male

How old are you?

Choose one of the following answers

○ 10 - 13 years
○ 14 - 17 years
○ 18 - 21 years
○ 22 - 24 years
○ 25 - 30 years

What is your country of residence?

Choose one of the following answers

[Please choose... ▼]

Resume later   Previous   Next   Exit and clear survey

Good Practices 1

What is the name of the first adolescent/youth program you'd like to tell us about?

What thematic area(s) did this program focus on ?
Check any that apply
- ☐ Employability
- ☐ School to work transition
- ☐ Resilience building and comprehensive programming in humanitarian context
- ☐ Skills/competence building
- ☐ Innovations
- ☐ Social protection
- ☐ Youth policy development
- ☐ Civic engagement
- ☐ Education including sexuality education
- ☐ Health

Is this a program you participated in or heard about?

Choose one of the following answers
- ○ Initiated/Implemented
- ○ Participated in
- ○ Heard about

Where was the program implemented? If the program was implemented in more than one region, check more than one region, and indicate the specific country in the comment box.
Check any that apply
Comment only when you choose an answer.

- ☐ In the Arab region
- ☐ In North America
- ☐ In Europe
- ☐ In Africa
- ☐ In Australia
- ☐ In Asia

When was the program implemented? Please include a start and end date (month, year) if possible.

Start date
End date

What ages of young people participated in the intervention? Please feel free to check more than one box where relevant.
Check any that apply
- ☐ 10-13 years
- ☐ 14-17 years
- ☐ 18-21 years
- ☐ 22-24 years

Choose one of the following answers
- ○ Females
- ○ Males
- ○ Both

What is the name of the implementing organization? Also add a link to their webpage if you can.

Name of organisation:
Web link:

Please provide a brief description of the program

In your opinion, what made the program successful? A successful intervention can be defined in many ways, but for this survey, we are focusing on YOUR perceptions... if you felt it was successful in whatever way you define success, tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

In your opinion, what could have been improved in the program?

Please provide the contact information (name and email if possible) of the people who implemented the program so we can follow up with them and document the program comprehensively

Name
Email
Telephone

Can we contact you if we need more information about this program?

○ Yes   ○ No

- If you want to give another example of a best practice select yes. If you are done with the survey and have no other examples to suggest then select no.

○ Yes   ○ No

Resume later | Previous | Next | Exit and clear survey

YOUTH SURVEY: Good practices in Adolescents and Youth Programming

Introductory page

What is this survey about? This survey aims to explore youth-oriented interventions which young people in the MENA region find effective and beneficial and document them to suggest good practices for the region. The interventions can be those implemented in the MENA region or globally. We are interested in interventions that focus on the following themes:

Employability, school to work transition, resilience building and comprehensive programming in humanitarian context, skills/competence building, innovations, social protection, youth policy development, civic engagement, education, sexuality education, health

How can you contribute? Just describe any experience you were involved in or heard about that was focused on one of the above thematic areas and that you felt was successful, and why you felt it was. Also provide us with the contact information of the people who implemented the program so we can follow up with them and document the program comprehensively. The programs can be those you were involved in/heard about within the region, as well as those outside the region and which you wish were implemented in our region.

Before you begin: Is this survey for YOU?

1. Are you aged between 10-30 years? YES/NO

2. Do you live in one of the BELOW LISTED countries of the MENA region? YES/NO

Algeria	Morocco	Yemen
Bahrain	Oman	Mauritania
Djibouti	Qatar	Somalia
Egypt	Saudi Arabia	Comoros
Iraq	State of Palestine	
Jordan	Sudan	
Kuwait	Syrian Arab Republic	
Lebanon	Tunisia	
Libya	United Arab Emirates	

Your rights

The survey is being conducted by the Faculty of Health Sciences at the American University of Beirut (www.aub.edu.lb/fhs) in collaboration with UNICEF MENARO. You have the opportunity to provide information on up to 5 programs that you feel have been successful in our region or around the world. The survey will take approximately ten minutes of your time to complete. You can choose to answer all or some of the questions and can discontinue your participation at any time. Discontinuing participation at any time in no way affects your relationship with AUB or UNICEF. The survey is voluntary and by completing any part of the survey, we assume that you have consented to providing the information. The survey is anonymous, no identifying information is requested, and no information can be traced back to you. All data resulting from this study will be analyzed, written, and published in aggregate form. There is no direct benefit to you from completing this survey. However, information you provide will help identify interventions that might make a difference in the lives of youth in the region. If you have any questions about this survey, please feel free to send an e-mail to opuguest@aub.edu.lb.

Click to begin the survey. Clicking this link indicates that you have voluntarily consented to respond.

Information about YOU

Are you

Male

Female

How old are you?

10-13

14-17

19-21

22-24

What's your country of residence? (open)

Algeria

Bahrain

Djibouti

Egypt

Iraq

Jordan

Kuwait

Lebanon

Libya

Good practices 1

1. What is the name of the first adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

Employability

School to work transition

Resilience building and comprehensive programming in humanitarian context

Skills/competence building

Innovations

Social protection

Youth policy development

Civic engagement

Education, sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the program was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6. What ages of young people participated in the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program for females or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10.In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions... if you felt it was successful in whatever way you define success, tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

I have no other example to suggest. I am done with the survey

I want to give another example of a best practice

Good practices 2

1. What is the name of the second adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

Employment

Entrepreneurship

Protection of rights

Civic engagement

Political inclusion

Education

Sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the program was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6. What ages of young people participated in the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program for females or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions.. If you felt it was successful in whatever way you define success.. tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow-up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

I have no other example to suggest. I am done with the survey. I want to give another example of a best practice

Good practices 3

1. What is the name of the third adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

Employment

Entrepreneurship

Protection of rights

Civic engagement

Political inclusion

Education

Sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the prgoam was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6.What ages of young people participated in the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program for females or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if

you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions .if you felt it was successful in whatever way you define success.. tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow-up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

I have no other example to suggest. I am done with the survey

I want to give another example of a best practice

Good practices 4

1. What is the name of the fourth adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

Employment

Entrepreneurship

Protection of rights

Civic engagement

Political inclusion

Education

Sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the program was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6. What ages of young people participated in the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program for females or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions .. if you felt it was successful in whatever way you define success.. tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow-up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

I have no other example to suggest. I am done with the survey

I want to give another example of a best practice

Good practices 5

1. What is the name of the fifth adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on? (you can check more than one box if it tackled more than one thematic area)

Employment

Entrepreneurship

Protection of rights

Civic engagement

Political inclusion

Education

Sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the prgoam was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6. What age group was the primary target of the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program for females or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions .. if you felt it was successful in whatever way you define success.. tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow-up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

THANK YOU for participating in this survey. Please feel free to send the link to other young people who live in this region. We want to hear from as many young persons as possible.

ADULT SURVEY: Good practices in Adolescents and Youth Programming

Introductory page

What is this survey about? This survey aims to explore youth-oriented interventions which you believe to be effective and beneficial and document them to suggest good practices for the MENA region. The interventions can be those implemented in the MENA region or globally. We are interested in interventions that focus on the following themes:

Employability, school to work transition, resilience building and comprehensive programming in humanitarian context, skills/competence building, innovations, social protection, youth policy development, civic engagement, education, sexuality education, health

How can you contribute? Just describe programs you have been involved in, implemented, or heard about that focused on one of the above thematic areas and that you felt were successful, and why you felt they were. Also provide us with the contact information of the people who implemented the program (and this might be YOU) so we can follow up and document the program comprehensively. The programs can be those you were involved in/implemented/or heard about within the region, as well as those outside the region and which you wish were implemented in our region.

Information about the survey

The survey is being conducted by the Faculty of Health Sciences at the American University of Beirut (www.aub.edu.lb/fhs) in collaboration with UNICEF MENARO (add link You have the opportunity to provide information on up to 5 programs that you feel have been successful in our region or around the world. The survey will take approximately ten minutes of your time to complete. You can choose to answer all or some of the questions and can discontinue your participation at any time. Discontinuing participation at any time in no way affects your relationship with AUB or UNICEF. The survey is voluntary and by completing any part of the survey, we assume that you have consented to providing the information. The survey is anonymous, no identifying information is requested, and no information can be traced back to you. All data resulting from this study will be analyzed, written, and published in aggregate form. There is no direct benefit to you from completing this survey. However, information you provide will help identify interventions that might make a difference in the

lives of youth in the region. If you have any questions about this survey, please feel free to send an e-mail to opuguest@aub.edu.lb.

Click to begin the survey. Clicking this link indicates that you have voluntarily consented to respond.

Good practices 1

1. What is the name of the first adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

- Employability
- School to work transition
- Resilience building and comprehensive programming in humanitarian context
- Skills/competence building
- Innovations
- Social protection
- Youth policy development
- Civic engagement
- Education, sexuality education
- Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the program was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6. What ages of young people participated in the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program for females or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions... if you felt it was successful in whatever way you define success, tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

I have no other example to suggest. I am done with the survey

I want to give another example of a best practice

Good practices 2

1. What is the name of the second adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

Employment

Entrepreneurship

Protection of rights

Civic engagement

Political inclusion

Education

Sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

4. Initiated/Implemented

Participated in

Heard about

5. Where (in which country) was the program implemented? If the program was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

6. When was the program implemented? Please include a start and end date (month, year)

if possible.

Start date:

End date:

Don't remember, not sure

7. What ages of young people participated in the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

8. Was the program for females or males or both?

Females

Males

Both

9. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

10. Please provide a brief description of the program (text box).

11. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions .. if you felt it was successful in whatever way you define success.. tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

12. In your opinion, what could have been improved in the program? (text box)

13. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow-up with them and document the program comprehensively (text box)

14. Can we contact you if we need more information about this program?

Yes – e-mail

No

I have no other example to suggest. I am done with the survey

I want to give another example of a best practice

Good practices 3

1. What is the name of the third adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

Employment

Entrepreneurship

Protection of rights

Civic engagement

Political inclusion

Education

Sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the prgoam was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6. What ages of young people participated in the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program forfemales or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions .. if you felt it was successful in whatever way you define success.. tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow-up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

I have no other example to suggest. I am done with the survey

I want to give another example of a best practice

Good practices 4

1. What is the name of the fourth adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

Employment

Entrepreneurship

Protection of rights

Civic engagement

Political inclusion

Education

Sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the program was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6. What ages of young people participated in the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program for females or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions .. if you felt it was successful in whatever way you define success.. tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow-up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

I have no other example to suggest. I am done with the survey

I want to give another example of a best practice

Good practices 5

1. What is the name of the fifth adolescent/youth program you'd like to tell us about? (One-line text box)

2. What thematic area(s) did this program focus on ? (you can check more than one box if it tackled more than one thematic area)

Employment

Entrepreneurship

Protection of rights

Civic engagement

Political inclusion

Education

Sexuality education

Health

(Checkboxes)

3. Is this a program you participated in or heard about?

Initiated/Implemented

Participated in

Heard about

4. Where (in which country) was the program implemented? If the prgoam was implemented in more than one region, check more than one region, and related countries.

In the Arab region (which country?)

In North America

In Europe

In Africa

In Australia

In Asia

5. When was the program implemented? Please include a start and end date (month, year) if possible.

Start date:

End date:

Don't remember, not sure

6. What age group was the primary target of the intervention? Please feel free to check more than one box where relevant

10-13 years

14-17 years

18-21 years

22-24 years

7. Was the program for females or males or both?

Females

Males

Both

8. What is the name of the implementing organization? Also add a link to their webpage if you can. (One-line text box)

9. Please provide a brief description of the program (text box).

10. In your opinion, what made the program successful? What is a successful intervention? It can be defined in many ways, but for this survey, we are focusing on YOUR perceptions.. if you felt it was successful in whatever way you define success.. tell us! YOU are the best judges of what works and does not work. Your perceptions are those that count.

(text box)

11. In your opinion, what could have been improved in the program? (text box)

12. Please provide the contact information (name and e-mail if possible) of the people who implemented the program so we can follow-up with them and document the program comprehensively (text box)

13. Can we contact you if we need more information about this program?

Yes – e-mail

No

THANK YOU for participating in this survey. Please feel free to send the link to other young people who live in this region. We want to hear from as many young persons as possible.

أفضل الممارسات المتعلقة في برامج المراهقين والشباب (Survey in Arabic)

ما هي الإستمارة؟

تهدف هذه الإستمارة إلى البرامج الموجهة للشباب و التي يجدها الشباب مفيدة و فعّالة بهدف توثيقها و تعميمها في منطقة الشرق الأوسط و شمال أفريقيا.

قد يكون تم تنفيذ هذه التدخلات في منطقة الشرق الأوسط و شمال أفريقيا أو على الصعيد العالمي. نحن مهتمون في التدخلات التي تركز على إحدى المحاور التالية:

العمالة. المرحلة الإنتقالية من التعليم العام إلى العمل. بناء المرونة و القدرة على التأقلم و تطوير برامج شمولية في إطار تفعيل الإستجابة الإنسانية. بناء المهارات والكفاءات. الابتكارات. الحماية الاجتماعية. تطوير سياسة شبابية. المشاركة المدنية. التربية. التربية الجنسية. الصحة.

كيف يمكنك المساهمة؟

عليك مجرد وصف تجربة تركز على المواضيع التي ذكرت أعلاه و التي شاركت بها أو سمعت عنها و شعرت أنها كانت ناجحة و الأسباب لذلك. و كذلك أيضاً توفير لنا معلومات عن كيفية الإتصال بالأشخاص الذين نفذّوا البرنامج حتى نتمكن من متابعتهم و توثيق البرنامج بشكل شامل. من الممكن أن تكون شاركت أومجرد سمعت عن هذا البرنامج من ضمن هذه المنطقة. أو حتى من خارج المنطقة و و التي كنت تتمنى تنفيذها في المنطقة.

قبل أن تبدأ:

تأكد أن هذه الأستمارة موجهة إليك عبر الإجابة على هذه الأسئلة.

إذا أجبت بـ "لا" إلى أي من الأسئلة التالية. سيتم توجيهك إلى صفحة الشكر و يطلب منك إرسال هذه الإستمارة للآخرين الذين ينطبق عليهم هذه المعايير.

1. هل يتراوح عمرك بين 10-30 سنة؟ نعم / لا

2. هل تسكن في أحدى البلدان من منطقة الشرق الأوسط المذكورة أدناه ؟ نعم / لا

الجزائر. البحرين. جيبوتي. مصر. العراق. الأردن. الكويت. لبنان. ليبيا. المغرب. عمان. قطر. المملكة العربية السعودية . دولة فلسطين. السودان. الجمهورية العربية السورية. تونس. الأمارات العربية المتحدة. اليمن. موريتانيا. الصومال. جزر القمر.

حقوقك

يتم إجراء الإستمارة من قبل كلية العلوم الصحية في الجامعة الأميركية في بيروت بالتعاون مع اليونيسيف MENARO.

- لديك الفرصة أن توفر المعلومات حول 5 برامج تشعر أنكها كانت ناجحة في المنطقة أو جميع أنحاء العالم. من المتوقع أن تستغرق الإستمارة 10 دقائق من الوقت لإكمالها.

- يمكنك اختيار الرد على جميع أو بعض الأسئلة. ويمكن التوقف عن المشاركة في أي وقت. عدم إكمال الأستمارة لن يؤثر بأي شكل من الأشكال على علاقتك مع الجامعة الأميركية في بيروت أو اليونيسيف.

- إن مشاركتكم في هذه الإستمارة هي مشاركة طوعيّة و باستكمالك لأي جزء من الأستمارة نفترض أنك قد وافقت على تقديم المعلومات. كل المعلومات التي يتم جمعها خلال المقابلة تبقى سرّية

- من أجل الحفاظ على سرية أجوبتك. لن يتم الربط بين أجوبتك وإسمك أو أي معلومة أخرى يمكن أن تكشف عن هويّتك.

- سوف يتم تحليل البيانات التي تم تجميعها من مصادر مختلفة بشكل عام بحيث يتم الحفاظ على خصوصيتكم في كل التقارير الناجحة.

- لا يحظى المشارك في هذه الدراسة على أيّة منافع مباشرة. غير أنّ نتائج هذه الدراسة سوف تساعد في تحديد التدخلات التي قد تحدث فرقا في حياة الشباب في المنطقة.

إذا كان لديك أي أيّ تساؤلات حول هذه الدراسة، الرجاء إرسال بريد إلكتروني إلى opuguest@aub.edu.lb.

معلومات عنك

الجنس

ذكر

أنثى

كم عمرك؟

من 10 - 13 سنة

من 14 - 17 سنة

من 19 - 21 سنة

من 22 -24 سنة

من 25 - 30 سنة

أين تقيم؟

الجزائر

البحرين

جيبوتي

مصر

العراق

الأردن

الكويت

لبنان

ليبيا

المغرب

عمان

قطر

المملكة العربية السعودية

دولة فلسطين

السودان

الجمهورية العربية السورية

تونس

الأمارات العربية المتحدة

اليمن

موريتانيا

الصومال

جزر القمر

أفضل الممارسات 1

1. ما هو اسم البرنامج الأول الموجه للمراهقين / الشباب الذي ترغب في إخبارنا عنه؟

2. ما هو الموضوع الذي ركز عليه هذا البرنامج ؟ (يمكنك أن تختار أكثر من جواب واحد إذا كان البرنامج تناول أكثر من مجال)

العمالة

المرحلة الإنتقالية من التعليم العام إلى العمل

بناء المرونة و القدرة على التأقلم و تطوير برامج شمولية في إطار تفعيل الإستجابة الإنسانية

بناء المهارات والكفاءات

الابتكارات

الحماية الاجتماعية

تطوير سياسة شبابية

المشاركة المدنية

التربية و التربية الجنسية

الصحة

3. هل شاركت في هذا البرنامج أم سمعت عنه؟

بادرت / نفذت

شاركت

سمعت

4.أ.أين (في أي بلد) تم تنفيذ هذا البرنامج؟ إذا تم تنفيذ البرنامج في أكثر من منطقة. اختار أكثر من منطقة. و اذكر الدول ذات الصلة.

في المنطقة العربية

في أمريكا الشمالية

في أوروبا

في أفريقيا

في أستراليا

في آسيا

5. متى تم تنفيذ هذا البرنامج؟ يرجى تحديد تاريخ البدء و الإنتهاء (الشهر والسنة) إذا أمكن.

تاريخ البدء:

تاريخ الانتهاء:

لا أتذكر. لست متأكدا

6. ما أعمار الشباب الذي شاركوا في البرنامج؟ يمكنك إختيار أكثر من إختيار واحد إن كان مناسبا

من 10 ‑ 13 سنة

من 14 ‑ 17 سنة

من 19 ‑ 21 سنة

من 22 ‑24 سنة

7. هل كان البرنامج موجّه للإناث أو الذكور أو كليهما؟

الإناث

الذكور

الذكور و الإناث

8. ما هي اسم المنظمة المنفذة؟ أضاف الرابط لصفحة الويب الخاصة بهم إذا استطعت.

9. يرجى تقديم وصف موجز للبرنامج.

10. في رأيك. ما الذي جعل البرنامج ناجحا؟ ويمكنك تعريف البرنامج الناجح بطرق كثيرة، ولكن لهذه الدراسة. نحن نركز على التصوراتك الخاصة... إذا شعرت أنها كانت ناجحة بأي طريقة الرجاء قل لنا. أنك أفضل القضاة في ما يصلح وما لا يصلح. التصورات الخاصة بك هي التي نرتكز عليها.

11. في رأيك. كيف كان من الممكن تحسينه هذا البرنامج؟

12. يرجى تقديم الاسم والبريد الإلكتروني إن أمكن لمنفذي البرنامج حتى نتمكن من المتابعة معهم وتوثيق البرنامج بطريقة شمولية.

13. هل يمكننا الاتصال بك إذا كنا بحاجة إلى مزيد من المعلومات حول هذا البرنامج؟

نعم ‑ البريد الإلكتروني

لا

إن كنت تريد أن تعطي مثال آخر على أفضل الممارسات. إضغط نعم.

إن كان ليس لديك أي أمثلة لبرامج أخرى تقترحه و قد إنتهيت من الإستمارة. إضغط لا.

Annex 4. List of Networks and Individuals

Networks	World Youth Alliance Middle East, FHS faculty, HPCH alumni, FHS alumni, Arab Youth Network for Sexual and Reproductive Health and Rights, Y-PEER Network, Advisory group
Organizations	UNRWA, MDM, International Planned Parenthood Association, AUB, Bella Health, Population Council, IDRAAC, PHAW, Mouvement Social, MSF, Beyond, YMCA, Masar, World Vision, Egyptian Family Health Society, Ford Foundation, Caritas Migrant, Jordan River Foundation, UNHCR, Howard Karagheusian Association for child welfare, Amel, Oum El Nour
Institutions	Australia India Institute, University of Kinshasa, AUBMC, University of London, McMaster, King Saud bin Abdulaziz University, Alexandria Center, The Royal Children's hospital, Duke University, MOPH, Arabian Gulf University, Italian Cooperation for Development, Birzeit University
Individuals	80 individuals connected or affiliated to FHS (Ahmed Metwal , Akihiro Seita, Alena Mack, Alexandra Irani, Alia Bilal, Alissar Rady, Amitabh Mattoo, Amr Awad, Antoinette Shefu ,Patrick Kiyambe, Baptiste Hanquart, Bchara Choucair, Brigitte Khouri, Carla Daher, Carmen Barroso, Cedric Choucair, Charles Harbv, Chris Bonnel , Colette Smith, Community tool box workshop participants, Dakshitha Wickremarathne, David Lavis, Dr. Bruce, Ed Taylor , Elie Karam, Emily Field, Fadi Maalou , Fadia AlBuhairan, Farzaneh Roudi , Fatma Geel , Fayrouz Salemeh, FHS alumni network George Patton, Georgina Manok, Ghassan Hamadeh, Global health network of Maha damaj Hala Alaouie, Hana Farra, Hanaa D. Arid, Hazzaa M. Al-Hazzaa, Hiam El Zein, HLA Advisory, Ismail El-Kharbotly , Jad Melki, Jilian Grisel ,Joe Awad, Joe Haddad, Joe Hallit, John Fayyad, Josephine Boland ,Kamal Shayya, Kikelemo Taiwo , Lara el Ghaoui, Leila Dirani, M.Magdy Ahmed El Khayat, Maha Houssami, Mamdouh Wahba, Manal Kloub , Manale Benkirane, Margareth MgGrath, MCF student for Syria, Mimie Richard , Mirna Choujaa , Mona Harb, Mona Osman, Montasser Kamal, Muna Khalidi, Nada Aghar, Nico Evers, Nihaya Al-sheyab, Niveen Abu-Rmeileh, Omar Ballan, Rabih Chammai , Rafic bedoui , Rami Khouri, Randah Hamadeh, Reno Papaggallo, Rita Giacaman, Rita Rohayem, Ritsuko Kakuma , Rowaida Al-Maaitah, Salma Jaouni ,Samar Abboud, Samar Zebian, Samer Jabbour, Sara Bitar, Sazan Mandalawi ,Seraphine Zeitouni, Serop Ohanian, Shereen El Feki , Vikram Pattel, Walid Ammar, Wissam Hajj Ali, Yoke van der Meulen , Zeina Mhanna, Arab youth network for sexual and reproductive health and rights (Y-peer network)

Annex 5. List of All Programmes Identified

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Accountability and Citizens Participation	UNDP	Sudan	The Citizens' Participation and Accountability Project purpose is to contribute to the alignment between the development interests of citizens and the political and economic priorities of the State. The project strategy is to enhance the capacities of civil society, political parties, media, legislative assemblies and other relevant government bodies to contribute to pro-poor and gender-sensitive budget planning and to monitor public spending. The project's activities focus on enhancing interrelationships between key actors in order provide institutionalized entry- points for citizens and their organizations in the budget process.	UN	civic engagement	MENA	dropped
Active Citizen Summit for Young Middle East and North African Leaders	U.S. State Department in partnership with the American Council of Young Political Leaders	MENA	Civic engagement, leadership development, and relationship strengthening	Non UN	civic engagement	MENA	dropped
Adolescent & Youth-led Community Projects	Save the Children	Lebanon	Involvement of adolescents in these community projects, identified by them, provides an opportunity for meaningful participation; builds key life and livelihood skills tailored to the 14-18 age group; contributes to improving the communities in which they live; improves social cohesion and community acceptance by bringing together different nationalities in the same group.	Non UN	civic engagement	MENA	continue to explore
Adolescent Friendly Spaces (AFS)	UNICEF	SoP, Lebanon, Syria, Jordan	In 2004, the UNICEF Middle East and North Africa Regional Office started coordinating a four-country programme with the overall goal to fulfil the rights to self-development, education, protection and participation of Palestinian adolescents (age 10-18 years) living in the State of Palestine and in refugee camps in Jordan, Lebanon and the Syrian Arab Republic. Grounded in an approach based on positive adolescent development and participation, the AFS are housed in/by youth centres, non-governmental organizations (NGOs), sports clubs and centres run by community-based organizations (CBOs), where adolescents have the opportunity to meet in a space where they can feel safe to network and socialize with their peers. These spaces offered adolescents a diverse range of skills- building programmes and activities, including life-skills training and action research. The AFS also offered adolescents recreational sports, drama, theatre and arts, and the opportunity to engage with the community, identifying issues of concern and implementing solutions through their adolescent-led activities. The different programmes offered in the AFS aimed to build adolescents' skills in critical thinking, creativity and collaboration, supporting them to become more resilient.	UN	civic engagement	MENA	good practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Adolescents Speak Up	UNICEF	Palestine	The project aims at at helping and outreaching to youth (Adolescents and young adults) in Jerusalem and Hebron (H2 area) with initiatives that provide the opportunity to acquire professional basic and advanced skills by intensive training and capacity building courses in professional media including practical implementation. The project aims to teach and promote social media to inspire under-served young people to be an active part through engaging them in activities related to media and photography. YDD is to focus on communities living in conflict (Fragmented) by empowering young people to cope with their reality and overcome social tension.	UN	civic engagement	MENA	promising practice
Arab Youth Volunteering for a Better Future	UNV	Egypt, Jordan, Tunisia, Morocco & Yemen	Launched in May 2011, the aim of the programme is to facilitate young people's participation in 5 Arab states through volunteerism as a positive and sustainable mechanism for social change. The programme's specific activities are developed in a youth-led participatory approach. The programme strenghtens infrastructures necessary to build the skills and capacities of youth in the region. National consultations took place in 2012 with youth to shape the strategic directions of the programme.	UN	civic engagement	MENA	promising practice
Bader le Dostourak (Initiate for your Constitution)	UNFPA	Egypt	UNFPA supported Etijah in 2013 to incorporate youth aspirations and hopes throughout Egypt in the constitutional reforms. The initiative engaged closely with members of the constitutional committee. The 2 months initiative included placing constitution suggestion boxes in 100 secondary schools, mostly outside Cairo. School students with no voting power had an opportunity to get their voices out and clear on how they want the constitution to look like.Focus group discussions were held all over Egypt to ensure all suggestions are effectively discussed and agreed upon via consensus. In addition, questionnaires with close-ended questions were disseminated physically and via social media platforms (mainly Facebook). The discussions tackled all the sections of the constitution; namely, the basic constituents of the state, the rule of law, the social constituents, the economic fundamentals, rights and freedoms and public duties and the state's policy towards young people.	UN	civic engagement	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Building knowledge of active civic participation, gender and Human Rights among youth and adolescents at local and regional level".	Bus Citoyen (The Citizen Bus)	Tunisia	The training package about youth civic engagement aims at informing young people all over Tunisia about citizenship, gender equality and human rights. This should result in the creation of a network of young educators in charge of promoting human rights including reproductive rights, and gender equality. The package includes a basic knowledge manual, a training of trainers manual and a peer educators manual. The basic knowledge manual called "Citizenship: what I have, what I give" has just been edited. It defines the concept of citizenship (principles and values, rights and guarantees) and gives some of the ways to practice an active citizenship (legal framework, civic places, ways and tools for an active participation). This initiative will be a way of empowering young people with necessary knowledge and skills to advocate for their needs and rights and to create positive change in their lives and communities.	Non UN	civic engagement	MENA	dropped
Child protection Systems	World Vision	Latin America and Caribbean	Child protection	Non UN	civic engagement	Global	dropped
Civic Education Programme	UNICEF	Egypt	The Civic Education programme was launched in Egypt in 2006 by the former Egyptian National Council for Youth (NCY), now Ministry of Youth and Sport. Targeting adolescents (13-18 years old) and youth (18-24 years old), the programme delivers civic education workshops to young trainees with the aim of developing their knowledge and attitudes to become active citizens. To deliver the programme, a civic education manual was prepared for the Egyptian context and tailored to the adolescent and youth needs. An estimated 28,762 adolescent and youth participants have taken the programme.	UN	civic engagement	MENA	promising practice
Civic Engagement and Political Empowerment of Youth	UNDP	Iraq	To support youth active participation and engagement in policy and decision making processes. The project aimed at identifying youth activists through outreach, understand the skills building needs of the youth, organize a conference to address those needs and enhance capacities, and connect youth through social media to continue the collaboration and networks developed as a result of the training camp.	UN	civic engagement	MENA	promising practice
Crossing the Bridges	DPNA in partnership with Save the Children	Lebanon	CYD initiatives, safe spaces for youths, citizenship, active participation, democracy, skills development	Non UN	civic engagement	MENA	dropped
Education for All (EFA) Youth Challenge Grant Program	USAID	South Africa	Programme in the areas of employability and civic engagement	Non UN	civic engagement	Global	dropped
Education intervention in favor of war affected children in the district of Tyr, Lebanon (youth protection)	Naba'a: Developmental Action Without Borders	Lebanon	Naba'a's mission is to empower local communities so that they can uphold the rights of children and young people; enabling them to play an active and healthy role within their society. In this project, it aimed to restore public education services in line with the minimum standards of education in emergencies, in a way to promote a child need and child rights centered education, in 10 villages of the Tyr district, though the empowerment and active involvement of youth	Non UN	civic engagement	MENA	promising practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Enhancing Child Protection in the Beqaa and Beirut	Amel	Lebanon	Association working with child protection issues in the areas of Beqaa and Beirut, Lebanon.	Non UN	civic engagement	MENA	dropped
Enhancing the Economic Opportunities for Palestinian Youth	UNICEF	Palestine	Empowering adolescents with the needed business knowledge, 21st century skills and practical experience in which it enhances their opportunity to enter the job market as qualified employees or entrepreneurs, and to assure their active engagement within their communities. Implementing partner: Injaz	UN	civic engagement	MENA	continue to explore
Espace Dialogue des Jeunes dans le Maroc possible	Agence du Development Social	Morocco	Implemented by: Forum de la Citoyennete and supported by UNDP, working on youth participation issues.	Non UN	civic engagement	MENA	not reviewed
For the Well-being of Children	World Vision Cambodia	Cambodia	Child wellbeing	Non UN	civic engagement	Global	dropped
Get Online Project	UNDP	Egypt	Get Online Egypt is a nation-wide campaign which aims to help young people benefit from computers and the Internet through digital literacy and internet citizenship training helping develop the engaged citizens needed to build Egypt's future.The programme is a UNDP/Egypt ICT Trust Fund in partnership with Microsoft Egypt	UN	civic engagement	MENA	promising practice
Global Platform	ActionAid	Jordan, Palestine, Salvador, Kenya, Tanzania, Nepal, Myanmar, Denmark, USA	Global Platforms is a worldwide network of training hubs for empowerment and activism. It provides trainings and capacity building for organisations and young individuals who wish to take positive action in their societies.	Non UN	civic engagement	Global	dropped
IDMAJ program	International Youth foundation/ USAID	Algeria	employability, entrepreneurship, and civic engagement	Non UN	civic engagement	MENA	dropped
Inclusive and Participative Political Institutions	UNDP	Palestine	The project brought together youth through various social media tools as discussion platforms. 29 parties lists encompassing over 600 young Palestinian males and females which competed against one another in a democratic and transparent manner. They were casting ballots to elect a 132 seat Youth Palestinian Legislative Council. In the end, The Tahlef Al Watani Al Democratia (The National Democratic Union) party received the largest number of votes with 10.8% of the vote. With enthusiasm, the elected Parliament which includes about 35% females will be meeting soon and will establish a Youth Shadow Government. (Social Contract Conferences in the West Bank & Gaza Strip, Supporting young Palestinian Women Political Leaders, Establishment of the Youth Palestinian Legislative Council, Supporting Palestinian Student Councils, Youth and Social Accountability, and Strengthening the capacities of Youth Clubs)	UN	civic engagement	MENA	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Inclusive and Participative Political Institutions in Select Arab States Project - UNDP Technical Support to the Lebanese Parliament	UNDP	Lebanon	The joint United Nations Development Programme in Lebanon and Lebanese Parliament Project started in 1999, in the framework of a Cooperation Agreement signed by UNDP and the Speaker of the House of Representatives. Since 2005, the project has also benefited from the support of UNDP's Global Programme for Parliamentary Strengthening. This project supports the efforts of the Parliament in achieving its developmental objectives, reinforcing its structures, processes and human resources in order to improve the effectiveness of its legislative, oversight and representative functions. The project will support the Parliament for a period of 3 years. The project aims to implement an internship program, develop the capacities of employees and reform critical and crucial issues addressed.	UN	civic engagement	MENA	promising practice
Innovations Lab Kosovo	UNICEF	Kosovo	The Innovations Lab Kosovo is a unit within UNICEF Kosovo launched in 2010 and whose primary research direction is community engagement by making the lab an open, accesible and co-creative space. It encourages positive civic participation and professional development of youth through innovative project designs. The lab has three pillars: - BYFY (By youth, for youth). This is a mentorship programme where grants and guidance is offered to youth participants who had a project idea to make a difference in their communities. It supports youth-led ventures and experimental learning.- Design Center (in-house technology and design consultancy). Through this component, youth contribute to the development of an open-source technology hub for the region. Youth collect data and participate in the development of projects. Some include: birth registration system, a Kosovo Youth Map, a Vaccine Management, data visualizations on Kosovo municipalities. A partnership with the University of Prishtina was established for this. Through the design center, youth are offered internship opportunities in cooperation with government institutions, academia and non-profit organisations focusing on the development of open source technologies. They last three months. - YAP (Youth Advocacy Platform) It focuses on participation through youth-led public and public policy advocacy. Through this programme, youth are matched with social entrepreneurs to support the development of web-based apps and data visualization tools to amplify advocacy. An example of this is the Youth Advocacy Training Activities (in partnership with the European Youth Parliament. The training focues on advocacy skills (five days) and workshops. Each of these practices follows a model based on needs assessment.Partners of the lab are: government, NGOs, academia, private sector,	UN	civic engagement	Global	promising practice
Les Jeunes et les Parlementaires: Youth and	UNICEF	Algeria	Involve youth in policy and decision making. A forum of two days between youth and parliament representatives that took place in 2013.	UN	civic engagement	MENA	dropped
Manual on youth consultative committees at decentralized level (popular and communal assembly)	UNICEF	Algeria	This is a manual summarizing the experience of building a youth consultative committee in two communities	UN	civic engagement	MENA	dropped
Morocco Country Development Strategy	USAID	Morocco	US assistance to the Moroccan government to enhance the employability of targeted youth; increase civic participation in governance and enhance educational attainment for children at the primary level.	Non UN	civic engagement	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
National Youth Strategy	UNDP	UAE	Support for the development of a framework for the a National Youth Strategy	UN	civic engagement	MENA	dropped
Our Voice	Inclusion Network in partnership with Save the Children	Lebanon	Inclusion of youth with special needs	Non UN	civic engagement	MENA	dropped
Reformists Platform - 33 Ideas to Modernize Lebanon	Youth Economic Forum	Lebanon	The Reformists Platform provides a space for students, activists and young researchers from different backgrounds and regions in Lebanon to think, research, develop and advocate public interest related policies. The main output of the project is a booklet written by 63 young authors (individuals and NGOs). 293 people participated in the workshops, out of which 108 participants joined the follow-up panels to develop their own policies.	Non UN	civic engagement	MENA	promising practice
Support to Civic Engagement in Libya's Transition	UNDP	Libya	This project aims to strengthen national capacities to promote widespread participation in the transition process among the Libyan citizenry, focusing particularly on the role of youth & women. It will provide knowledge management, capacity building and technical support resources to government, civil society and religious institutions that have an existing or emerging organizational infrastructure and key role to play in bringing up the level of civic awareness and engagement in the country. The project will also support dialogue initiatives by providing expertise and technical tools necessary to improve and amplify their answer to immediate needs of the Libyan population, in particular for the electoral and constitutional processes.	UN	civic engagement	MENA	promising practice
Taabeer	DPNA in partnership with Save the Children	Lebanon	Civic engagement, skill building, expression, safe spaces	Non UN	civic engagement	MENA	dropped
The Benazir Income Support Program (BISP)	Pakistan Government	Pakistan	Social Protection	Non UN	civic engagement	Global	dropped
The Punjab Skills Development Fund (PSDF)	Pakistan Government	Pakistan	Social Protection	Non UN	civic engagement	Global	dropped
Together We Stand Program	Sharek Youth Forum in the West Bank, Palestinian Family Planning and Protection Association in Gaza, Burj Al Laqlaq and Palvision in East Jerusalem.	Palestine	Together We Stand is a pioneer program through which youth in particular, the marginalized, are involved in the design, implementation, documentation and evaluation of their own led community initiatives that enabled youth to better engage in the community and felt appreciated by the surrounded community members. The program has been implemented in 9 provinces across Palestine: East Jerusalem, Gaza Strip, Ramallah, Nablus, Jenin, Toulkarem, Hebron and Jericho & the Jordan Valley.	Non UN	civic engagement	MENA	promising practice
Training workshop	Lebanese Association for Self Advocacy (LASA)	Lebanon and Egypt	A program to train and empower young people with various disabilities to articulate their ideas and demands and be their own self-advocates The core group originated for the Our Voice project (already on the list), which I was participated in initiating.	Non UN	civic engagement	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
U Report	UNICEF	Uganda	In May 2011, UNICEF launched U-Report, a free SMS platform designed to give young Ugandans the opportunity to express opinions about issues happening in their communities and across the country. U-Report, powered by the RapidPro platform, operates in an interactive way as users respond to the weekly free SMS messages and polls they receive. In turn, they obtain results from the national polls and consultations as well as useful information for future action. The SMS communication is complemented with other traditional means of communication: radio programmes, newspaper articles and stories from the U-Report community, which are picked up and disseminated by the media. The successful experience of U-Report in Uganda inspired similar interventions in Zambia in December 2012 and Nigeria in June 2014.	UN	civic engagement	Global	good practice
UCAN	UNICEF	Jordan	UNICEF Change Agents Network (UCAN) is a youth-led network where young people can interact, learn, analyse and take actions on rights. As such, it is also a platform which builds capacity of members and prepares them to become active citizens and eventually effective change agents in their communities. The project is currently under modelling period (2014-2017)	UN	civic engagement	MENA	promising practice
Video Advocacy Action for Youth	Amel	Lebanon	Protect human rights and gain technical skills that will help youth be an active part of society	Non UN	civic engagement	MENA	continue to explore
Video Girls for Change	Population Council Guatemala, BRAC Uganda, Insightshare	Uguanda and Guatemala	The vision of the program saw adolescent girls using participatory video to assess and evaluate existing projects and programs and contribute to their development and improvement; documenting the challenges and obstacles they face within their lives; sharing their experiences and perspectives; and communicating the solutions they devise and successes they achieved. The programme run during 2011 and 2012. InsightShare trainers made 3 visits to both Guatemala and Uganda over 12 months to deliver Stages 1 to 3 of the Initiative alongside Population Council Guatemala & BRAC Uganda. Stage 4 took place at the end of the program, in May 2012, bringing together representatives of the girl trainees and representatives of respective partner organizations with InsightShare trainers at the AWID 2012 forum in Istanbul. This program aimed to enable and support Nike Foundation partners and their staff to integrate participatory video as a dynamic, engaging and ground- breaking tool for monitoring and evaluating their projects. The starting point for the program was a process of affirmation and reflection looking inward at what already exists; next evaluating the evidence and results of past programming and then setting in place a monitoring system to track future interventions that will ensure girls' ideas and insights are infused into programming, so that it is both driven by them and relevant to their changing needs.	Non UN	civic engagement	Global	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
WASL Project	UNICEF	Yemen	WASL Project - Yemen is a national project seeking voicing the issues and rights of adolescents aged 15 – 17 years. Through an interactive and participatory process a consultation and hearing campaign was held in 10 governorates reflecting the key issues of different adolescents segments. Through adolescents' empowerment initiatives, a public information campaign and consultations in the field with Yemeni adolescents, WASL gave them the opportunity to express their views, connect with other adolescents from across all Yemen, and to take the lead in change by becoming advocates of issues which affect their daily lives. The findings from consultations and hearing campaigns were compiled into a document "Basket of issues and rights"	UN	civic engagement	MENA	promising practice
WPAY - World Program of Action for Youth	ESCWA	MENA	A policy framework and practical guidelines for national action and international support to improve the situation of young people around the world. The WPAY covers fifteen youth priority areas and contains proposals for action in each of these areas.	UN	civic engagement	MENA	dropped
Young Arab Voices	British Council	Jordan, Egypt, Libya, Tunisia, Algeria and Morocco.	This program was launched right after the Arab Spring in hopes of teaching and spreading the debate culture through organized debates and peer-education. Long term goals include encouraging Arab youth to take part in the shaping of their future by providing them with the tools they need for constructive debate and logical thought.	Non UN	civic engagement	MENA	continue to explore
Youth Advocacy Process (YAP) and Youth Forum for Youth Policy	Masar Association	Lebanon	Youth Policy Development. Civic engagement	Non UN	civic engagement	MENA	continue to explore
Youth Capacity and Engagement (IYCE) Program	NetHope and USAID	Jordan	A free-Arabic language Facebook game in Jordan aimed at entertaining young people while building their skills in civic engagement. The game, called Our City, focuses on growing and running a virtual Jordanian city. Players add buildings to the city and increase its population while managing challenges, such as controlling pollution; providing energy, education, and healthcare; and ensuring sustainable growth. They also participate in various "quests" exploring ways to improve the city and receive rewards for collaborating with other players online and in the "real world."	Non UN	civic engagement	MENA	continue to explore
Youth Civic Engagement and Dialogue Program (YCED)	IREX	Romania and Moldova	The Youth Civic Engagement and Dialogue (YCED) Program brings together Roma and non-Roma students in Romania and Moldova to lead local development projects in their schools and communities. Youth become active citizens who mobilize their peers to build tolerance across ethnic divisions. Using a "community schools" model, the program trains teachers and NGO leaders to support youth and manage ethnic tensions effectively, working to incorporate active citizenship and cross-cultural understanding in schools. In the short-term, youth gain valuable skills for and attitudes toward civic engagement and tolerance that will make them agents of positive change for the remainder of their lives.	Non UN	civic engagement	Global	promising practice
Youth Civic Responsibility Project	Save the Children / INMA	Lebanon	Empower youth to make a difference as positive citizens in their community	Non UN	civic engagement	MENA	dropped
Youth Empowerment Program	Ruwwad Al Tanmiya	Lebanon, Jordan, Egypt, Palestine	civic engagement; leadership training; capacity building, youth activism, and education	Non UN	civic engagement	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Youth Participation in local governance	UNDP	Jordan	This project aims at increasing youth political participation and civic engagement in local governance using an online portal and game on local governance. Project implemented by Higher Council for Youth. The project is implemented in partnership with UNV. Programme period: 2008-12, budget: 150,000.	UN	civic engagement	MENA	promising practice
Y-PEER	UNFPA	Global	Y-PEER is a network of non-governmental organizations (NGOs), community-based organizations (CBOs) and young people that has evolved from a network focusing on the HIV pandemic among young people to one addressing other issues affecting this cohort. Today, Y-PEER is a global network of more than 2,000 non-profit organizations, governmental institutions, CBOs, institutions, youth activists, young peer educators and trainers. It has over 33,000 young members from 59 countries who work in promoting young people's sexual and reproductive health, including physical and mental health related to HIV/AIDS, maternal health, gender-based violence, youth participation, civic engagement and development of a culture of citizenship. The network has developed a methodology with standards, tools and resources that are based on peer education and outreach and which are used by the members of Y-PEER.	UN	civic engagement	Global	good practice
Action for Adolescent Girls	UNFPA	Ethiopia. Mozambique. Zambia. Guatemala. India. Niger. Sierra Leone	Action for Adolescent Girls is a 12 country initiative with the goal to protect adolescent girls' rights, in particular delay age at marriage and childbearing, and empower the most marginalized girls. Purpose of the initiative is to support governments in making targeted investments at scale in 12 countries over 5 years to reach thousands of girls at risk of child marriage and adolescent pregnancy, through interventions (primarily community-level girl groups) that provide opportunities for social participation and leadership, gaining life skills and literacy, and accessing health services for including family planning and HIV services. Initiative will simultaneously create a more favorable environment for adolescent girls at the community and national levels.	UN	health	Global	promising practice
Adolescent Friendly Services	UNICEF	Iran	UNICEF Iran Country Office, together with the Ministry of Health's Centre for Disease Control and NGOs began the implementation of Adolescent-Friendly Services (AFS) in 2006 with the aim of empowering young people through the dissemination of information on HIV/AIDS, education, counselling and referral services.	UN	health	Global	promising practice
Adolescent Health Program	Research Center La Sagesse University and World Vision Lebanon	Lebanon	Program focusing on two main concerns: substance use and sexual reproductive health, where youth were mobilized and trained to become agents of change and advocate for these two causes within their communities.	Non UN	health	MENA	not reviewed
Adolescent Reproductive Health Network (ARHN)	UNFPA	Thailand	Established in 2003 in Mae Sot, Thailand, ARHN consists of eight community-based organizations (CBOs) that collaborate to address the SRH needs of migrant adolescents from ethnic communities in Burma. Since 2008 ARHN members have collectively operated a youth center, where workshops for adolescents are held to cover the reproductive anatomy; physical and emotional changes during adolescence; family planning; sex and gender; HIV/STI transmission and prevention; and consequences of unsafe abortion.	Non UN	health	Global	promising practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Basmeh & Zeitooneh		Lebanon	Youh-led organization working with Syrian youth refugees.	Non UN	health	MENA	dropped
CATCH	Primarily National Institute of Health	USA and Canada	Physical activity and healthy food choices for students in Pre K-Grade 8	Non UN	health	Global	promising practice
Chadian Youth Fight Drug Abuse(part of PDEV II)	International Relief and Development	Chad	Drug abuse, participatory theater performances, leadership, conflict management, collective responsibility	Non UN	health	Global	dropped
Education program to combat sexual assault among youth		Australia	Programme combatting sexual assault among youth	Non UN	health	Global	dropped
Family Spirit	Johns Hopkins Center for American Indian Health	USA	Family Spirit is an evidence-based and culturally tailored home-visiting intervention delivered by paraprofessionals (trained aides who are not licensed professionals) as a core strategy to support young mothers. Initially, the programme was targeted towards parents aged 12-22 years, but now includes mothers of all ages. Through this programme, mothers are given 63 lessons from pregnancy to three years post-partum to learn the knowledge and skills needed for the optimal physical, cognitive, social-emotional and language development, as well as self-help.	Non UN	health	Global	good practice
Girls Inc. Friendly PEERsuasion	Girls Inc.	USA and Canada	Girls Inc. Friendly PEERsuasion® develops girls' skills to resist pressure to use harmful substances, such as drugs, alcohol, tobacco, and household chemicals. After learning healthy ways to manage stress and to deflect peer, media, and other pressures that contribute to substance use, girls become peer educators (PEERsuaders) for younger girls.	Non UN	health	Global	dropped
Girls Inc. Mind + Body	Girls Inc.	USA and Canada	Girls Inc. Mind+Body supports and promotes the whole health of girls ages 5/6 to 18, using a philosophy which recognizes that many factors, including physical and mental wellness, contribute to girls' health. Consequently, the Initiative focuses on four critical content areas:	Non UN	health	Global	dropped
Gulu Youth Center (GYC)	Straight Talk Foundation	Uganda	Youth Center established in the peri-urban setting in Gulu, where clients are internally displaced. Currently primarily returnees. Context is conflict transitioned to post-conflict setting.The Straight Talk Foundation (STF), a national NGO, established the GYC in 2004 to provide SRH information and services to adolescents amidst the conflict in northern Uganda. GYC in Gulu town receives roughly 70,000 clients annually, including referrals from many CBOs and government institutions such as Gulu prisons. 50,000 of the clients are reached by health dialogues, and 20,000 receive SRH information and services, including HIV counseling and testing (HCT), family planning, STI diagnosis and treatment, male circumcision, post-rape care and post-exposure prophylaxis (PEP) for HIV. While initially, the target group was 10-24 years, parents of adolescents and children of adolescents also seek services at GYC. Model: 'Talk+Services+Livelihoods'Challenges mentioned: funding priorities, commodity security, community resistance, reduced clientele in a changing environment, low female attendance. Solutions are provided in the reportSuccesses: combination of prevention approaches, infotainment/edutainment outreach, motivated peers, catering to diverse needs, institutional capacity strengthening	Non UN	health	Global	promising practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Health Education Program for Underserved Community Youth	0	N/A	Health fair and interactive health lesson	Non UN	health	Global	dropped
Infographics	UNFPA	Egypt	Utilizing social media to outreach young people on HIV, FGM, child marriage and breast self-examination. Utilizing animations (dynamic infographics) to enforce positive social norms among young people through social media and television in Egypt	UN	health	MENA	promising practice
Kenya Adolescent Reproductive Health Program (KARHP) - Tuko Pamoja	PATH	Kenya	PATH-Program for Appropriate Technology in Health and the Population Council's Frontiers in Reproductive Health Program (FRONTIERS) launched the Kenya Adolescent Reproductive Health Project (KARHP). The project tested a public sector, multisectoral approach to enhance young people's knowledge and behaviour on reproductive health and HIV prevention through interventions in communities, schools and health facilities. In the pilot phase, which ran until 2003, KARHP was introduced in two districts of the Western province – Vihiga and Busia – and targeted adolescents aged 10-19 years. The design and implementation of this pilot phase involved and brought together three ministries: the Ministry of Health (MoH); the Ministry of Education, Science and Technology (MoEST); and the Ministry of Gender, Sports, Culture and Social Services (MGSCSS).As a multisectoral programme, KARHP intervened at the government level, working with the partner ministries and providing them with technical assistance on the introduction of adolescent sexual and reproductive health (ASRH) strategies and incorporation of life skills into the national curriculum. At the community level, it organized awareness and sensitization campaigns with community leaders, parents and out-of-school-youth peer educators. At the school level, it introduced the 34-part school curriculum known as Tuko Pamoja (We are One), extracurricular youth clubs, a life-skills curriculum for out-of-school youth and sensitization campaigns for parents and teachers. The establishment of spaces where youth could access youth-friendly services and information material on reproductive health was also part of the programme.	Non UN	health	Global	good practice
Ma3looma	UNFPA	Egypt	The programme is a project within One World's Mobile4Good portfolio. It is funded by the Ford Foundation and receives UNFPA support in financial/technical terms. Ma3looma provides young people, mainly in Egypt, with accurate and timely information on their sexual and reproductive health, through different social media platforms. These platforms include a short sms number at the normal sms price, a facebook page, a website, ask.fm, twitter, youtube, instagram and other platforms such as the utilization of radio spots. The initiative includes counselors from the Y-PEER network who have been trained as counselors (for sms and ask.fm services) and are provided with mentorship from SRHR experts. UNFPA supports the program technically and financially. The initiative started in late 2012 and was fomally launched in 2014.	UN	health	MENA	promising practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Making Proud Choices!A Safer Sex Approach to Prevention of STDs, HIV and Teen Pregnancy	Select Media Inc. and uPenn	USA	An eight-hour, multi-module, sex decision-making intervention which was designed to be educational and, at the same time, entertaining and culturally sensitive. It was designed to provide young adolescents with the knowledge, confidence, and skills necessary to reduce their risk of sexually transmitted diseases (STDs), HIV, and pregnancy by abstaining from sex or using condoms if they choose to have sex. It is based on cognitive-behavioral theories, findings from focus groups, and the authors' extensive experience working with youth. It is an adaption and extension of the Be Proud! Be Responsible! (BPBR) curriculum (also listed on PPN), integrating teen pregnancy prevention in addition to the HIV/STD prevention components.	Non UN	health	Global	Continue to explore
Maternal child health Integrated Program	Save the Children	Global	Maternal, newborn, and child health	Non UN	health	Global	dropped
Meeting Adolescents Reproductive Health Needs in Egypt	UNFPA	Egypt	Establishment of youth friendly services in Egypt. A total of 12 YFCs were established in three batches in eight governorates. The clinics were planned to deliver both educational and medical services focusing on youth sexual and reproductive health. EFPA model of delivering YFS has several dimensions; physicians, peer educators, quality of delivered services, targeted beneficiaries, monitoring & evaluation and behavior change and communication. The objective was to increase young people's access to appropriate sexual and reproductive health information and education through continue provision of both youth friendly health services, information and health services regarding sexual and reproductive health and rights (SRHR) for young people. It also provided tools and methods to help adolescents through this critical transitional phase of life and to empower them, especially girls, through increased access to sexual and reproductive information and services, offering them community roles and increasing their knowledge of their bodies.	UN	health	MENA	promising practice
Operationalizing Child Protection and Adolescent/ Youth Friendly Services	UNFPA	Lebanon	The project component on "Operationalizing Youth Friendly Services" will be implemented in partnership with the Centre Universitaire de Santé Familiale et Communautaire (CUSFC) at the University of Saint Joseph (USJ). It will aim at assisting selected pilot service delivery points in Mazaraa, Burj Hammoud, Tyre, Baalbeck, and Rashaya to provide youth friendly services (YFS) to young people, including Sexual and Reproductive Health (SRH). Effective youth participation in the development and operationalizing the service package was ensured building on UNFPA's support to the Y-PEER network in 2009 as well as partnership with key youth NGOs who played a major role in the assessment of the youth friendly characteristics of the service delivery points as well as the capacity development needs of the health care providers.	UN	health	MENA	dropped
PASS it on – Peers&Parties And Senior Students	Parent Action on Drugs	Canada	Is a one day workshop to focus on the consequences of partying with alcohol /other drugs by senior high school students as they see it, and arriving at a communications / social marketing strategy to draw attention to ways to reduce these harms.	Non UN	health	Global	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Peer Education Sessions	Standing Committee on Reproductive Health and AIDS Lebanese Medical Students' International	Lebanon	Sexuality education sessions are given to youth by youth.	Non UN	health	MENA	continue to explore
Peer sexual health education: Interventions for effective programme evaluation			Sexual Education	Non UN	health	Global	dropped
Planning for life	International Youth Foundation	India, Dominican Republic, Jordan, Kenya, the Philippines, Saint Lucia, Senegal, Sri Lanka and Tanzania	Reproductive health and family planning	Non UN	health	Global	continue to explore
Project Unbreakable	Independent (photographer Grace Brown)	Global	The project encouraged victims of sexual assault to speak up and to show that they overcame the abuse and its consequences enough to face the words of their attackers and even show the world via a photograph what their attackers had said, hence showing they will not be silenced due to the shame or stigma surrounding such forms of abuse and that they are, as the project title suggests "unbreakable."	Non UN	health	Global	dropped
Project Voice	0	Global	Project Voice hopes to establish a resource of sharing and support, and convey that abortion is a choice many women have made, and continue to make, for a variety of reasons.	Non UN	health	Global	dropped
Qadeeroon	AUB FHS	Lebanon	Skill building intervention to promote mental health of Palestinian refugee children; community-based and participatory.	Non UN	health	MENA	promising practice
Raise Project Colombia	Profamilia	Colombia	Profamilia has worked for over 25 years to deliver comprehensive SRH services for all persons, and specifically youth. Programs directed towards IDPs within Colombia started in 1995 with the national government's creation of the National Program for Comprehensive Attention to the Population Displaced by Violence. In the late 1990s Profamilia, with support from the Reproductive Health Response in Crises (RHRC) Consortium (then Reproductive Health for Refugees Consortium), launched programs directed towards promoting SRH services among IDPs. In the early 2000s, the SRH program began targeting IDP adolescents and youth. Profamilia pooled knowledge of best practices from its 22 years of experience working with this age group to develop a health outreach and youth-led peer education model for this crisis-affected region. Profamilia provides mobile health brigades and adolescent-led peer education network in the coastal region, identified as an area most affected by conflict and displacement. Six health clinics were established to provide comprehensive SRH services.Model: mobile health brigades and community education (youth educators providing education and sensitization on ASRH to their peers. Recruitment taking place from within the communities.	Non UN	health	Global	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
SALSA (Students As LifeStyle Activists)	Australia: Rooty Hill High School, the Mt. Druitt and Blacktown Medical Practitioners' Association, the University of Sydney and Western Sydney Local Health District (WSLHD). Jordan: Jordan University of Science and Technology, Ministry of Education, Ministry of Health.	Australia, Jordan, China and Germany	The program seeks to motivate and guide young people, the wider school community, and participants' families, to make well-informed choices about general health, nutrition and physical activity levels, creating a "Ripple Effect" within the school and community . The program uses an innovative student-centered approach, whereby university students and high school students participating in the program become the drivers of both the teaching and the learning process. This occurs when SALSA Champions (e.g. General Practitioners) train university students (SALSA Educators) from Faculties of Health and Education Faculties to coach Year 10 students (15-16 year olds) as Peer Leaders, who then coach their younger Year 8 peers (13-14 year olds) through four structured lessons as part of the school curriculum. The coaching uses a video, interactive games and group activities to engage students of all abilities. Ultimately, the Year 8 students develop their own SMART (Specific, Measurable, Achievable, Realistic, Time-frame) healthy lifestyle goal and create a School Action Plan.	Non UN	health	Global	good practice
Saving New Born Lives (SNL)	Save the Children	Global	Reduce neonatal mortality	Non UN	health	Global	dropped
Service learning: Health education program for community youth	Creighton University School of Pharmacy and Health Professions	USA (Nebraska)	Awareness for health behaviors, health issues in community, and career options in health	Non UN	health	Global	dropped
Sex & Ethics Sexuality and Violence Prevention Program	University of Western Sydney and Rape and Domestic Violence Services Australia	Australia	It is an interactive program of 6 sessions of 2-3 hours each. It aims to teach young women and men aged 16-25 years of age skills in ethically negotiating sexual relationships that are based on mutual consent, and pleasure. The program provides information and skills around sexuality and sexual assault prevention as well as other forms of gender based violence.	Non UN	health	Global	dropped
Sisters, Informing, Healing, Living, Empowering (SIHLE)	Midwest Prevention Intervention Center of the African American Prevention Network (MPIC-APIN)	USA	The SIHLE (Sisters Informing Healing Living and Empowering) intervention is a social-skills training intervention aimed at reducing HIV sexual risk behavior among African American teenage girls, ages 14 to 18, who have been sexually active. It consists of four 3-hour sessions delivered by 2 near-peer facilitators and an adult facilitator in a community-based setting. Near-peer facilitators are young women aged 18 to 21 who are more mature than the intervention target audience but share common experiences around popular culture. More info: https://www.effectiveinterventions.org/Files/SIHLE_Procedural_Guide_	Non UN	health	Global	dropped

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Standing Committee on Medical Education (SCOME)	International Federation of Medical Students' Associations (IFMSA)	Global	The Standing Committee on Medical Education (SCOME) is every medical students' chance to have a voice in the educational system of his/her faculty and gain knowledge on different aspects of medical education. In many countries, the teaching methods are old-fashioned and based on a "teacher-centered education" rather than "learner-centered education", the curriculum is old and not updated, the assessment methods are not made to improve students but rather to judge them, and the learning environment is not ideal. We, in SCOME realize that this is going to change by educating current students who will be the future healthcare educators. We organize workshops, webinars, sessions, and interactive talks at the international, regional, national and local levels to provide a sustainable, capacity building program that is reproduced in different areas in the world and modified slightly to fit every different countries unique needs. Such efforts introduce medical students to the basics of an effective medical education system, and what role they can play in creating change. We also have different programs with sub activities that address different concerns of youth such as students' rights in universities, access to medical education, integration of extracurricular activities and non-formal education and their recognition by medical schools, and introducing global health education within the curriculum. We don't stop at educating and training, but work on advocacy by influencing policies to ensure more youth representation in decision-making process of medical school and medical curricula. Finally, through our collaboration with international bodies like the World Health organization and the World Federation of Medical Education, create international activities and provide medical students an opportunity to attend conferences, or other provide them with opportunities in medical education such as internship and capacity building or networking events.	Non UN	health	Global	continue to explore
STARS for Families (Start Taking Alcohol Risks Seriously)	Center for Drug Prevention Research, University of North Florida, College of Health	USA	STARS for Families is a health promotion program that uses health care providers and parent prevention materials to prevent alcohol use among at-risk youth.	Non UN	health	Global	dropped
Strengthening Families for Parents and Youth (SFPY)	Parent Action on Drugs (PAD)	Canada	SFPY is an adapted, shortened variant of Dr. Karol Kumpfer's 14-week Strengthening Families Program (http://www.strengtheningfamiliesprogram.org), a program that was originally devised for parents and 7-11 year olds. It takes a whole family approach (parent/caregiver and teen together) using a skills acquisition and practice learning model to improving family functioning, parent-youth communication and empathy, joint problem-solving and negotiation. The program operates weekly with a team of 4 professional facilitators, includes a family/communal meal followed by separate sessions where parents and teens focus on similar topics, and brings the parents and youth together for a final hour of activities and discussion on the theme of the evening. The SFPY variant was developed for and tested with Ontario families, to produce a curriculum with an increased degree of activity-based learning, particularly for youth and families. The learning model developed within the SFPY variant is "tell, show do" for parents with an emphasis on skill application while the youth model emphasizes 5 E's: Engage, Explain, Explore, Experience, Empower.	Non UN	health	Global	good practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
The Minnesota Heart Health Program: Education for Youth and Parents	National Heart, Lung and Blood institute	USA	Health education	Non UN	health	Global	dropped
Triple A (Adolescent Asthma Action)	Western Sydney Local Health District and the University of Sydney, Sydney, Australia. Jordan University of Science and Technology through Deanship of Scientific Research Fund.	Australia, USA, Jordan and Germany	Through the program, university students and high school students are able to learn through teaching, increase their health literacy around asthma and smoking and develop their communication, leadership, and teamwork skills. The program uses a series of structured lessons, to educate younger peers about asthma, asthma management and how to resist peer pressure related to tobacco smoking. Triple A educators and trained university students, choose volunteers from the students of high school to learn about the program during one day of work/shop and then the Peer leaders deliver four lessons to Year 7 students using the peer leader's manual as a guide, so anyone who wants to learn about the program and then teach can do it but first have to pass that process, they try to make a chain effect. These lessons (around 45 min ech one) involve games, activities, videos and a quiz show.	Non UN	health	Global	promising practice
Unplugged	EU-DAP	Global	This program has been implemented in Lebanon, in Libya (Tripoli), in Iraq (Baghdad), and very soon in Mauritania. Also in Iraq, Palestine, Kuwait, Croatia, Kyrgyzstan, Lithuania, Romania and Russia. In Europe has been implemented in Italy (Turin, Novara, L' Aquila), Germany (Kiel), Spain (Bilbao), Austria (Wien), Sweden (Stockholm region, excl. Stockholm municipality), Greece (Thessaloniki) and Belgium (Gent).Unplugged is a school-based drug prevention program for the adolescents which uses the "life-skills" approach and integrates theoretical methods based on several related areas and studies. It provides key facts about alcohol, drugs and tobacco. It also includes methods for problem solving; enhancing critical thinking and effective decision making; communication and goal setting skills. It has shown effective outcomes in the delay of the onset of drug use among the age groups involved and a reduction in the use of alcohol, tobacco and cannabis among them. Are 12 seminars at which they learn how to socialize, develop critical and creative thinking, defend their own point of view, recognize the influence of their contemporaries and find out about the harm inflicted by the use of alcohol, tobacco and narcotics. The seminars are conducted by class masters, social pedagogues and psychologists who have received special education in 2.5 days seminars.	Non UN	health	Global	good practice
What's with weed	Parent action on Drug	Canada	What's with Weed was developed from a project to develop and test an intervention for a peer-led approach to address problemative marijuana use in secondary schools in Ontario. The core activity is an assembly for senior students to recruit peer leaders followed by the delivery of a workshop by trained peer leaders from the senior grades to grade 9 students. The assembly, subsequent one day peer leader training workshop and the grade 9 workshop aimed to increase awareness among both senior and junior students of the risks associated with continued marijuana use. Peer leaders developed messages about marijuana based on their consideration of the risks and choices associated with the drug.	Non UN	health	Global	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Youth and healthy living	Arab resource collective and mawared	Lebanon, Jordan, Palestine, Yemen, Egypt	Production of Arabic user friendly kit addressing Arab preteens on issues of sexual, reproductive and social health from 2001-2003	Non UN	health	MENA	continue to explore
Youth friendly health services	UNFPA	MENA	Health services clinic	UN	health	MENA	promising practice
Adolescent Community Engagement Through Drama	UNICEF	Palestine	Through partnership with ASHTAR, Forum Theatre was used as a tool to empower adolescents (age 16-18) to lead dialogue with peers over cultural taboos; domestic violence; gender roles and substance abuse. Adolescents developed and presented 16 theatre performances in schools and community events on which gave the opportunity for exchanging ideas among adolescents and community members.	UN	other	MENA	continue to explore
Adolescents and youth participation in UNICEF planning process 2015-2019	UNICEF	Tunisia	UNICEF Tunisia identified, trained and coached a group of young researchers who are responsible for conducting the analysis on the situation of adolescents and youth in a participatory approach in order to collect their views. Information collected will be considered in the process of planning for 2015-2019 that will be launched in September 2014. This consultation process has the aim of ensuring in all aspects of program components for adolescents and young people, particularly with regard to health, education, protection and social policy.	UN	other	MENA	dropped
Baddawi youth club		Lebanon	Social club - combining work with university students and youth from camp	Non UN	other	MENA	continue to explore
Engaging Tunisian Youth to Achieve the MDGs	Joint	Tunisia	The joint programme targets three regions that were selected based on their needs and potential development capacities. These are larger Tunis, Le Kef, and Gafsa governorates. In such areas, there is an urgent need to design new and innovative employment creation programmes. The programme's priority is to target the neediest and those with the lowest employment opportunities. The purpose is to improve employment opportunities for the hardest to employ, who are the youth with few/least valued skills, and those who live in the most marginalized regions/zones. The programme proposes differentiated interventions adapted to the varying needs of two target groups i) unemployed university graduates and ii) unemployed unskilled youth. This will be achieved through: 1) enhancing national and regional capacities to develop, implement, coordinate and monitor regional employment and migration policies and programs; 2) innovative entrepreneurship promotion and job creation schemes including a circular migration mechanism for the targeted youth of the pilot regions. The UN will implement the programme through a network of governmental and non-governmental partners, with capacity building cross-cutting all interventions. Implementing agencies: FAO, ILO, IOM, UNDP, UNIDO	UN	other	MENA	dropped
Harnessing the potential of youth in marginalized West Bank communities	UNICEF	Palestine	In cooperation with Palestinian Vision, adolescents are empowered to become a source of positive change by voicing their needs in a peaceful constructive method. A sense of ownership is created where national partners, including the private sector fund some of these initiatives.	UN	other	MENA	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Jasa.kg	International Youth Foundation	Kyrgyzstan	In response to this history of political and economic instability, IYF proposes a holistic approach to youth development in Kyrgyzstan. IYF designed the package of services available through the Jasa.kg program to support young people to become leaders; to engage actively on pressing social issues; and to build sustainable livelihoods for themselves, their families, and their communities. Launched in 2011, Jasa.kg aims to catalyze a generation of youth to actively engage in building a stable, prosperous, and democratic Kyrgyzstan. They have the potential to usher in promising advances for the country, and Jasa.kg offers pathways and guidance.	Non UN	other	Global	promising practice
Jerusalem Talented Students Incubators by Al-Nayzak	Al Nayzak	Palestine	Support talented students into becoming entrepreneurs	Non UN	other	MENA	continue to explore
Know about Business	ILO	Global	Know About Business (KAB) is a classroom-based entrepreneurship education programme developed by the International Labour Organization (ILO) and implemented in partnership with national counterparts – ministries of education and labour and relevant education institutions. The overall goal of the programme is to contribute to the creation of a culture of enterprise by strengthening the capacities of Governments and tripartite constituents to provide entrepreneurship education to youth, raise their awareness about the opportunities and challenges of entrepreneurship and promote self-employment as a potential career option. The KAB training package, which is designed to be delivered in 80-120 hours, comprises eight modules, each representing a key lesson in entrepreneurship, accompanied by support materials for the learner and instructors.	UN	other	MENA	good practice
Markaz AL Jaleel	Markaz AL Jaleel	Beqaa, Lebanon	Community youth center	Non UN	other	MENA	dropped
Markaz An-Naqab	Markaz An-Naqab	Lebanon	Community youth center	Non UN	other	MENA	dropped
Nokia-IYF Global Youth Development Initiative	International Youth Foundation	Global	From 2000-2011, Nokia and IYF managed a robust portfolio of youth development initiatives. The company's investment of nearly US$50million has supported education, employability, and civic engagement programs in 68 countries. Country programs, each tailored to meet locally-identified needs, provide a means of achieving important youth development outcomes such as improved school performance, increased literacy, finding and maintaining employment, and active citizenship. Today, as a result, young people in Eastern Europe have fueled a wave of volunteerism in the region; formerly unemployed youth in Latin America now have the skills they need to get and keep jobs; students in the Philippines and Tanzania have improved access to science and math education through the introduction of mobile technology in the classroom; and young social entrepreneurs across the globe are exercising enhanced leadership skills. Outcomes: Over 11 years, the Nokia-IYF partnership reached more than 650,000 young people directly and another 5.4 million children, youth, adults, and community members indirectly, with a number of programs continuing their efforts to support positive youth development through pursuing new partnerships and funding opportunities.	Non UN	other	Global	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Palestinian Science and Technology Entrepreneurship Program by Al-Nayzak	Al Nayzak	Palestine	Support entrepreneurs in applied science, engineering, and technology	Non UN	other	MENA	continue to explore
Peace Fellowship - Germany (The DO School)	The Do School	Germany	During the Peace Challenge the Fellows worked together to develop methods of telling stories of local peace builders from around the world. We know that grassroots peace initiatives are springing up like mushrooms all over the planet, yet only a minute fraction of them are visible through popular media. Western media tends to focus on violence and conflict and our Fellows aimed to shift some perspective of that coverage.	Non UN	other	Global	dropped
Strengthening micro entrepreneurship disadvantaged youth in the informal sector project	The World Bank	Morocco	The project will adopt a locally-based approach to provide non-financial support services to young informal sector workers and other disadvantaged youth along the lifecycle of a micro-enterprise. The project will foster local public-private-NGO-partnerships that can provide an integrated support model for youth self-employment at the local level. Specifically, the project will bring together local civil society champions (NGOs and CBOs) with the relevant public sector institutions that have a strong local presence, such as the Ministry of Youth and Sports (through its "Maisons de Jeunes" and "Foyers Féminins"), Entraide Nationale(through its "Centres d'Education et Formation" and "Centres de Formation par Apprentissage"), and INDH (grants program), while also leveraging the local private sector in project delivery. In addition to increasing the opportunities for self-employment among youth beneficiaries, the project seeks to generate the necessary knowledge on how to best provide entrepreneurship support for disadvantaged youth and build the institutional architecture for a national program.	UN	other	MENA	promising practice
Tanzania Youth Scholars (TYS)	International Youth Foundation	Tanzania	Launched in May 2011, Tanzania Youth Scholars(TYS) is a five-year initiative funded by USAID and the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the Youth: Work mechanism. TYS provides Tanzanian orphans and vulnerable children (OVC) with scholarships to help them to attend school or skills training and access to the job market, while equipping them with the education and life skills necessary to make positive contributions within the workforce, their families, and their communities. TYS provide capacity building support to local organizations to manage scholarship programs that support OVC and deliver comprehensive youth skills training.	Non UN	other	Global	continue to explore
Taqeem Fund for Evaluation in Youth Employment	ILO	MENA	The Taqeem Community of Practice (CoP) is a group of fifteen youth employment organizations pioneering new approaches to build capacity in the MENA region to measure and monitor the impact of national programmes. This is a PPP (public-private partnership)	UN	other	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Youth Employment Strategy Green (YES Green)	UNDP	Morocco	This project supported Morocco in its ongoing endeavors to increase employability among young men and women, with a focus on poverty alleviation, young women's economic empowerment, and overall the improvement of standards of living in order to advance human development and accelerate the achievement of the Millennium Development Goals (MDGs). The Project supported this overall outcome through three entry points: (i) developing and implementing a nationwide green employment strategy and an operational plan in to-be-identified target areas with the highest unemployment rates and the best potential for the green economy; (ii) establishing a capacity development plan based on market demand for green jobs and implementing it with both direct young male and female beneficiaries and key employment-generation actors; and (iii) increasing access to financial services for green businesses benefiting the most vulnerable youth groups in target areas.	UN	other	MENA	promising practice
Youth Entrepreneurship Development	International Youth Foundation	Palestine	Entrepreneurship, skills, employability services	Non UN	other	MENA	continue to explore
YouthActionNet®	International Youth Foundation	Global	Implemented in: Afghanistan, Argentina, Armenia, Australia, Bangladesh, Bosnia-Herzegovina, Brazil, Cambodia, Cameroon, Canada, Chile, China, Colombia, Czech Republic, Egypt, Ethiopia, Finland, Georgia, Ghana, Guatemala, Haiti, Honduras, Hungary, India, Indonesia, Israel, Italy, Jordan, Kenya, Kyrgyzstan, Latvia, Malawi, Mexico, Moldova, Namibia, Nepal, Netherlands, Nicaragua, Nigeria, Pakistan, Palestine, Peru, Philippines, Portugal, Romania, Russia, Rwanda, Serbia, Singapore, Slovenia, Somalia, South Africa, Tanzania, Togo, Uganda, Ukraine, United Kingdom, United States, Uruguay, Vietnam, Zimbabwe. YouthActionNet, the flagship of the International Youth Foundation's citizenship programs, works to strengthen and expand the impact of youth-led social ventures around the globe. Over 13 years, it has created one of the world's largest networks of young social entrepreneurs comprising more than 900 young leaders in over 80 countries. To identify and support the efforts of accomplished young change-makers, YouthActionNet operates a global and local Fellowship programs. At the global level, 20 young founders/CEOs are selected annually as Laureate Global Fellows. Each benefits from advanced leadership training, coaching/mentoring, advocacy, funding, and networking opportunities. At the local level, YouthActionNet maintains a network of national/regional youth leadership institutes that provide similar supports and services to emerging leaders, while developing the youth leadership sector in their respective countries.	Non UN	other	Global	continue to explore
Access to Quality Basic Education for All Children in Emergencies	UNICEF	Bolivia	Non-formal education was provided to children and adolescents in 2008 in the regions affected by natural disasters - rivers, landslides, hailstorms etc. The emergency intervention was mainstreamed into regular programming.	UN	resilience development	Global	continue to explore
Life skills, HIV/AIDS and participation for Sahrawi adolescents	UNICEF	Algeria	In partnership with the Sahrawi Ministry of youth and Sports, UNICEF initiated its first programme towards youths to help break with idleness and reinforce their positive role in community. The International Committee for the Development of People (CISP) and Academie de Foot Amadou Diallo (AFAD), UNICEF made the camps' five youth centres more attractive and safe for youths to meet, discuss and practice sports. Play areas were rehabilitated with adequate materials and sport equipment and film clubs were established.	UN	resilience development	MENA	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Alternative paths to building the resilience of school children Project 1: Advocacy and Capacity Building for Psycho-Social Support before and During Emergencies.	UNICEF	Iran	Natural Disasters	UN	resilience development	MENA	dropped
Building the Resilience of Youth	War Child Canada	Sudan	The youth development programming aims to increase the commitment and capacity of youth to take action to promote peace and development. Through delivery of a comprehensive life-skills curriculum, the programme improves the conflict management skills and attitudes of diverse youth. Life-skills programming is implemented using the War Child Canada 'Youth 2 Youth' methodology (Y2Y), through which youth receive the above-mentioned training, in addition to training on how to design, implement and manage community and youth development. Following their training, youth are formed into groups and provided with small grants to develop, execute and manage projects which contribute to a culture of peace and trust within their communities. Projects have included sports days and community clean-up days. The educational programming targets out-of-school IDPs, nomadic and working youth. The skills-building programming provides youth with vocational training based on market assessments, in addition to basic financial training and business development skills.	Non UN	resilience development	MENA	promising practice
CBITS - The Cognitive Behavioral Intervention for Trauma in Schools followed by Support for Students Exposed to trauma	RAND, UCLA, and LAUSD	USA	The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based group and individual intervention designed to reduce symptoms of posttraumatic stress disorder (PTSD), depression, and behavioral problems; improve peer and parent support; and enhance coping skills among students exposed to traumatic life events, such as community and school violence, physical abuse, domestic violence, accidents, and natural disasters. CBITS employs many cognitive behavioral therapy (CBT) strategies including: psycho-education, relaxation skills, cognitive restructuring, trauma narrative, safety planning, affect modulation, as well as in vivo mastery of trauma reminders. CBITS is delivered on school campuses to students who have been exposed to trauma and exhibit symptoms of PTSD in the clinical range (see Stein et al., 2003 for details). During one-hour weekly group sessions over the course of about 10 weeks, students learn the core components of cognitive behavioral skills. Approximately, one to three individual sessions with the child are provided. Additionally, separate psycho-educational sessions for parents and teachers are also offered. CBITS has been studied in a quasi-experimental trial (Kataoka et al., 2003) with students from fourth through eighth grade and a randomized controlled trial (Stein et al., 2003) with six grade students. In both trials CBITS was delivered by school-based clinicians. CBITS has been shown to result in improvements in posttraumatic stress disorder (PTSD) and depression among pre-adolescent and early-adolescent students exposed to violence. It is also associated with improved school performance (Kataoka et al., 2011). CBITS has also been used with high-school aged students.				

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Child-Friendly School Reconstruction post-cyclone Nargis	UNICEF	Myanmar	Natural Disasters	UN	resilience development	Global	dropped
Community Resilience Development Programme (CRDP)	UNDP	Palestine	The programme is designed to address the challenges in Area C and East Jerusalem. Its objective is to empower local stakeholders, through the most suitable partners, to respond with resilience to threats that affect their sustenance on the land. To this end, the programme will contribute to: Preventing the erosion of living conditions of Palestinians in Area C and East Jerusalem that undermine their development capital; Protecting Palestinian land and property in Area C and East Jerusalem; and; Mitigating and ideally reversing migration flow from Area C and East Jerusalem by enhancing human security and livelihood of Palestinians.	UN	resilience development	MENA	continue to explore
Conflict Prevention and Peace Building in North Lebanon	Joint	Lebanon	A Millennium Development Goals Achievement Fund (MDG-F) program on Conflict Prevention and Peace Building in Northern Lebanon was implemented by UNICEF with other UN agencies: ILO, UNDP, UNESCO, UNRWA and UNFPA) and in close collaboration with the Ministry of Education and Higher Education, as well as other national partners between 2009 and 2012. The programme focused on conflict prevention and peace building techniques in primary public schools as well as UNRWA schools and with out-of-school Lebanese and Palestinian youth.	UN	resilience development	MENA	dropped
Construction of Youth Centers	UNDP	Palestine	No information was provided	UN	resilience development	MENA	continue to explore
Disaster Risk Reduction in the Education system	UNICEF	Madagscar	Natural Disasters	UN	resilience development	Global	dropped
Drama-Theater	Ajial Social Communication Center; Ein el Helweh youth center.	Lebanon	The program is developed and implemented in Ein el Helweh refugee camp in Lebanon, but have had performances and workshops in both Saida and Beirut.Ajial SCC has the vision to support an influential, inspiring and aware youth movement within the Palestinian camps and gatherings who are able to fight for their social and civic rights in Lebanon, and through the implementation of the program Drama-theater the youth get experience and a chance to research on their situation, to practice various means of expression, to go through a period of group work and cooperation while developing the play in all its details, and finally getting a possibility to express themselves and their perspectives to a wide and listening audience.	Non UN	resilience development	MENA	promising practice
Fostering Youth resilience	UNDP	Kuwait	The current project, "Fostering Youth Resiliency", is intended as a response to the increasing incidences of violence among school-age youth, with an ultimate goal of decreasing the dysfunctional behaviors, including violence and physical abuse, by encouraging more healthy lifestyles through self-awareness, and social skills enhancement.	UN	resilience development	MENA	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Golombiao - The Game of Peace	UNICEF	Colombia	Golombiao, an educational methodology based on a sports game, promotes peaceful co-existence and conflict resolution and gender equality among 14- to 25-year-olds. The strategy was developed in 2003 in partnership with governmental entities and international cooperation agencies. It uses football and other sports to strenghten the skills and territorial capacities, especially of adolescents and youth. The goal is to promote participation, gender equity, coexistence and peaceful resolution of conflicts, bringing the state closer to the young person and the young person closer to the state. In addition to the game itself, there is a dialogue committee that discusses key topics including the prevention of recruitment. Around 200,000 children and youth have participated since it began. The methodology is based on four modules: 1. establishment of coexistence agreements and agreement on players. 2. playing the game. 3. evaluation of the game. 4. complementary recreational activities (workshops, meetings, exchanges of experiences).	UN	resilience development	Global	promising practice
Humanitarian and Livelihoods Programme	UNDP	Syria	The Humanitarian and Livelihoods program is designed to respond to the basic needs for humanitarian assistance and livelihoods creation and/or stabilization in affected areas, for both IDPs and hosting communities who have overstretched their resources. Additionally, the project is aimed at contributing to building the resilience of the Syrian people to cope with the consequences of the conflict.	UN	resilience development	MENA	dropped
Hygiene Awareness and Cholera Prevention Training	UNICEF	Zimbabwe	Natural Disasters	UN	resilience development	Global	dropped
Increased education sector contribution to better 'prediction, prevention and preparedness' for emergencies	UNICEF	Angola	Natural Disasters	UN	resilience development	Global	dropped
Madgalena Medio Peace and Development Programme	Magdalena Medio	Colombia	The Magdalena Medio Peace and Development Programme (PDPMM) aims to create opportunities for peace and development in a war-ravaged area. The PDPMM sees peace and sustainable development as intimately intertwined, with the active participation of the local population crucial to both	Non UN	resilience development	Global	dropped
Making school buildings safer; helping children, teachers reduce risk	UNICEF	The Philippines	Natural Disasters	UN	resilience development	Global	dropped
Mobilization of young people in emergency and humanitarian context	UNFPA	MENA	Training course and curriculum for community mobilization of young people in emergency and humanitarian context	UN	resilience development	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Palestinian Youth Sports League (PYSL).	UNDP	Palestine	Construction of a multi-purpose sports facility in the Ramallah district. Expected outcomes: advance peace by increased participation in positive recreational activities by Palestinian youth; enhance Palestinian cultural life and dynamics; improve gender equality; improve governance and peaceful community mobilization. Project from 2008-2009 and USD 1 million.Programme is part of a larger strategy to develop the individual and team sport sector in oPt. The center was used to start up the pilot Palestinian Youth Sports League	UN	resilience development	MENA	continue to explore
Peace Building Project (Phases I-III)	UNDP	Lebanon	The Peace Building in Lebanon Project was launched in 2006 and its aims at understanding the underlying causes of conflicts and initiating social structural change. It works on enhancing mutual understanding and social cohesion in a participatory approach with youth, educators, media, NGOs, municipal council members, mukhtars and other local actors. The project empowers these different key stakeholders and assists them in promoting reconciliation through conflict prevention and peace building skills training and supports these groups in developing both medium and long- term strategies for peace building. In response to the impact of the Syrian crisis on Lebanon, the project is implementing the third component of the newly developed programme by UNDP, the "Stabilization and Recovery Programme", which focuses on promoting Social Cohesion. The project integrated in its already exiting outputs key activities aiming at alleviating growing tensions, whether between Lebanese themselves or between Lebanese and Syrians and which resulted from the high influx of Syrian refugees to the country. It creates "safe spaces" for local identity groups (youth, high school teachers, media, NGOs, municipal council members and mukhars) to discuss their concerns openly and enhance mutual understanding of the "other". Social cohesion was enhanced at the local, community and national levels between civil society (youth, educators, media, NGOs and religious leaders) and relevant local public (municipal council members and mukhtars) actors. Through training programs, advocacy work and enhanced networking, stakeholders were better equipped to actively and harmoniously contribute to peace building, community dialogue and ensure a more effective bottom-up impact of efforts.The fourth phase has four outputs: 1. Education promoting social cohesion supported; 2. Media empowered to promote balanced and conflict sensitive media coverage; 3. Local level peace building	UN	resilience development	MENA	promising practice
Peace Through Development II (Pdev II)	IRD	Chad, Niger, Burkina Faso	The Peace through Development II (PDev II) program works directly with vulnerable young men and women to empower youth, promote moderate voices, and strengthen civil society and local government. The program will directly benefit 500,000 people in targeted communities in Niger, Chad, and Burkina Faso. Communities were carefully selected using risk assessments, community-level interviews, and insights gained from other successful community stabilization programs. Dev II is funded by the USAID and implemented by IRD with partners Search for Common Ground, Equal Access International, and the Salam Institute for Peace and Justice. The program is scheduled to run from November 2011 through October 2016.	Non UN	resilience development	Global	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Prevention and Risk Reduction in the Education system	UNICEF	Algeria	Natural Disasters	UN	resilience development	MENA	dropped
Protecting School Children through Preparedness and Response Plans	UNICEF	Jamaica	Natural Disasters	UN	resilience development	Global	dropped
Resilience building and comprehensive programming in humanitarian context	Peace and Friendship		Program in the area of peace (Peace said) organizes across regions flaming publishes peace between addressing ethnic, religious and sectarian thought and dissemination of awareness among the youth program is a summer camp combines different spectrum of young people with a diversity of thought and culture	Non UN	resilience development	MENA	continue to explore
School Resilience to Earthquakes	UNICEF	USA	Natural Disasters	UN	resilience development	Global	dropped
Child protection programmes	The Concerned for Working Children	India	The Concerned for Working Children is a not-for-profit secular, democratic development agency based in Bengaluru, India. Active since the late 1970s, it is one of the first organisations in India to focus on working children and their needs.	Non UN	resilience development	Global	continue to explore
Strengthening Preparedness for Natural Disasters	UNICEF	Uzbekistan	Natural Disasters	UN	resilience development	Global	dropped
Tiempo De Juego	Fundación Tiempo de Juego	Colombia	The aim of Tiempo de Juego is to fill up this free time with meaningful recreational activities grounded in the methodology of "Fútbol para la Paz" (Football for Peace), a psychosocial technique for building cooperation, critical thinking, confidence, and other skills necessary to counter negative societal influences.	Non UN	resilience development	Global	continue to explore
Several programmes	Canaan Institute of New Pedagogy	Palestine		Non UN	resilience development	MENA	continue to explore
Writing for Recovery in Gaza	Children and War Foundation (Ida Lange-Nielsen), Child and Family Training and Counseling Center	Palestine	Writing for Recovery'' (WfR), a new manual-based group intervention developed by the Children and War Foundation, is aimed at adolescents between 12 and 18 years of age who have a history of trauma . The researchers planned to use the manual in a trial with adolescents affected by the war in Gaza.	Non UN	resilience development	MENA	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Youth for Change Initiative	Joint	Somalia	Joint programme between UNICEF, UNDP and ILO.Building on the Youth at Risk joint initiative implemented over 2011 and 2012, the Youth for Change (Y4C) joint initiative is a comprehensive multi-partner 24 month programme which includes twelve months of rehabilitation and reintegration activities with an additional 12 months of monitoring and follow up of the case management system. This joint initiative is aimed to contribute to longer term stabilisation of the three regions of Somalia. More specifically, it will empower Somali authorities and affected communities to have the means to sustainably reintegrate and rehabilitate children and youth caught in the cycle of vulnerability, crime and violence, resulting in a measurable reduction in crime and insecurity. It builds from the 'Youth at Risk' initiative through incorporating an improved programme design, customised per location and for needs of the various target groups. Further, the Y4C is designed with the longer term vision of strengthening the justice and security sectors within the wider communities it serves. Programme uses a community-led approach. Note as well that the name was changed on beneficiaries request as they felt the programme's name had a negative perception. The programme uses a 'staged approach' of three processes: outreach and registration; rehabilitation and personal development; economic integration	UN	resilience development	MENA	promising practice
Youth for Social Reconciliation.	UNDP	Palestine	No information was provided	UN	resilience development	MENA	continue to explore
Youth to Youth	Mentor Arabia	MENA	Resilience. Social protection. Health. Education + sexuality	Non UN	resilience development	MENA	continue to explore
Youth Volunteers rebuilding Darfur	UNDP	Sudan	In cooperation with the Federal Ministry of Finance "Darfur Development Programme", UNDP, UNV, ILO and Sudanese Universities, this project provides an approach to fill the enormous business and financial skills capacity gap among youth and women in Darfur, while at the same time contributing to the employment of skilled graduates. It promotes self-employment, small business expansion and market participation for women and youth. The programme is training and equipping young graduates to work as trainers and business brokers in communities ofvulnerable groups. Additional youth volunteers will serve 45 communities, providing training in natural resourcemanagement, environmentally sustainable income generation and green business opportunities for women and youth.	UN	resilience development	MENA	dropped
A Right for An Equal Life	Ebtessama Foundation	Egypt	The program was implemented in Egypt in the following Governorates: Cairo Governorate, Giza Governorate, Suez Governorate, Red Sea Governorate, South Sinai Governorate. The Ebtessama Foundation was established in 2007 by Ms. Magda Samy with the aim of supporting people with disabilities and their families to acquire equal opportunities in life and tackle problems they face; raise the quality of needed services; and support their inclusion and integration in society. The programme aims at empowering and employing young adults (18-30) with mental disabilities, support their inclusion and integration in the work sphere, grant them decent jobs and help them to become productive members of society in order to secure their futures.	Non UN	skills development	MENA	good practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
AJI Morocco - Acces des jeunes a l'Informatique	UNICEF	Morocco	The "Youth Access to Information Technology" (AJI) project is a joint initiative between the Multinational Dell, the Ministry of Youth (MoY) and UNICEF Morocco, to enhance vulnerable Adolescents and Youth competencies in ICT, which contributes to their social inclusion and integration. Since 2010, more than 15 000 vulnerable Adolescents and Youth, were trained and certified in MS office and web tools. The trainings started in 10 youth centers in Casablanca region, which were totally equipped by DELL IT material. Then the project was extended to 39 centers, in 4 regions: Casablanca, Rabat, El Jadida, El Gherb.	UN	skills development	MENA	promising practice
Alternative Learning Programme Sudan	UNICEF	Sudan	Accelerated Learning is a systematic approach to teaching the whole person, containing specific core elements that, when used together, empower students to learn faster, more effectively and joyfully towards a fulfilled lifeFocused on lifelong learning and social inclusion; Linked to the formal system…. minimum learning hours, exams, resources, practicality of transfer systemProvides shorter courses with less contact hours ….has the challenge of assuring quality in seeking to achieve the same outcomes in shorter time (work load and resources); Targets people who have time constraints or have other responsibilities (work, family, household chores, cattle herding etc); Is a temporary response to gaps and shortages/education system's lack of capacity to respond to demand.An out of school programme was implemented in North Sudan with a good coverage of learners.	UN	skills development	MENA	promising practice
Alternative Livelihood to Piracy	UNDP	Somalia	The project aims to reduce piracy off the coast of east Africa through local economic development, job creation, training, and business development grants on-shore in one of the world's poorest countries. A shipping initiative made up of Shell, BP, Maersk, Stena, NYK, MOL and "K" Line have agreed to give $1.5 million to a United Nations' Development Programme for an anti-piracy project in Somalia.Capacity building elements of the project include: social rehabilitation, employment skills and entrepreneurship training, micro-grants and start-up tools, infrastructure projects - "cash for work" schemes.	UN	skills development	MENA	continue to explore
ART GOLD Lebanon Programme	UNDP	Lebanon	UNDP ART GOLD Lebanon is being implemented in the four neediest areas where there are high poverty rates and enormous socio-economic problems, made worse by the combination of deprivation and the effects of the July 2006 war. ART GOLD Lebanon's main aim, however, is to support the Lebanese national government and local communities in achieving the UN Millennium Development Goals (MDGs). UNDP ART GOLD Lebanon utilizes a local development methodology. This methodology relies on territorial networks and partnerships, which are extremely poor in the Lebanese target areas. To this end, the first steps of the programme aimed at building-up and strengthening the relational and social capital of the target territories. As part of its overall goal, there are youth-related activities, notably capacity building and youth activities supported	UN	skills development	MENA	promising practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
ASEAN Work Programme	Association of Southeast Asian Nations	Southeast Asia	Policy development, awareness/civic responsibility; promoting employability of youth; information exchange/promoting partnerships	Non UN	skills development	Global	dropped
Life Skills Programme (BLS)	UNICEF	Jordan	The life skills programme imparted by UNICEF employ the basic life skills (BLS) manual, which uses a peer to peer approach. The programme is offered to Syrian youth in refugee camps and host communities in addition to Jordanian youth. Use of this manual will be linked with supporting joint youth actions and activities that promote social cohesion and resilience in host communities. UNICEF plans to roll out the manual through a training of trainers in Child and family protected places in both camps and in communities with an emphasis on inclusion of adolescent girls.	UN	skills development	MENA	promising practice
Bridgeit	International Youth Foundation	Philippines Tanzania	From 2007 to 2012, Bridgeit improved the quality of teacher instruction and increases primary school student achievement in math, science, and life skills by leveraging the power of cell-phone technology. After a successful launch in the Philippines under the name text2teach, the Bridgeit model was adapted in Tanzania in 2007 with a three-year grant from the U.S. Agency for International Development (USAID). In Tanzania, Bridgeit, known as Elima kwa Teknolojia (Education through Technology), resulted from a dynamic public-private sector alliance led by IYF and the Tanzanian Ministry of Education and Vocational Training (MoEVT). Through the program, teachers downloaded video content using cellular phones, which were connected to TVs in their classrooms, allowing remote schools and communities to access a vast range of locally-developed or adapted educational content. The videos, designed to enhance existing primary school curricula, were paired with learner-centered lesson plans.	Non UN	skills development	Global	not reviewed
Capacity Development of Princess Al Anood Center for Youth Development (Warif)	UNDP	Saudi Arabia	Princess Al Anood Center for Youth Development (Warif), which was established under Princess Al Anood Foundation, has the mandate of empowering the youth to fully participate in development of their communities through volunteerism, which is deeply rooted in the national and traditional norms. Warif has sought UNDP's support to provide assistance in building its individual and institutional capacities as well identifying new youth volunteerism niches.The strategy of the project is to build on institutional strengths of Warif, as a national NGO with a mandate to promote volunteerism among the youth and thereby boost socially inclusive development, and UNDP with a diversified portfolio of worldwide experiences in developing national capacities, particularly to create sustainable and efficient institutions and in delivering the national development priorities. In this respect, UNDP has also the capability to mobilize technical and substantive assistance from the UN System (namely, UNV) to ensure that the results of Warif's work are in line with the best international practices. Start-end date: June 2012-May 2013.	UN	skills development	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Competency based training (CBT)	ILO	MENA	CBT is a methodology for developing training where instruction is linked directly to outcomes described as measureable competencies expected in the workplace - rather than training/education inputs measured with time, number of courses or grades. As a consequence, applying the CBT methodology requires extensive private sector involvement in specifying training outcomes and establishing criteria for assessment. While CBT was initially applied primarily in the trades (skilled manual labour), a number of education and training systems globally are extending CBT into higher levels of technical and professional training (degrees, advanced diplomas, etc). CBT in the MENA region has been implemented in Lebanon, oPt, Iraq, and a pilot project in Yemen. In the CBT initiatives in Lebanon, oPt and Iraq the courses were developed to respond to current market demand priorities identified through formal consultations with stakeholders. Defining specific skills and course content was informed by engagement with private sector firms and professional/trade associations and supported by technical expertise from the ILO and partners in development of CBT. Lebanon: project implemented post 2006 and after needs assessment, it was concluded that construction sector was the entry point for short-term training. The manual for the Arab region is under finalization.	UN	skills development	MENA	promising practice
Creating Opportunities for Youth Employment in South Sudan	Joint UN agencies	Sudan	Implementing agencies: FAO, ILO, IOM, UNAIDS, UNDP, UNESCO, UNFPA, UNICEF, UNIDO, UNOPS, UNV. The project is the first initiative by IBSA countries in Sudan, in line with the South-South Cooperation's framework. The project aims at creating a labor intensive model to avail rapid and sustainable employment opportunities for young unemployed and unskilled laborers through building capacities and availing employment opportunities for improved livelihoods. The programme was designed in 2007 when Sudan was still one country and was split into 2 programmes in 2011. The major revision of the approach was (i) shifting the focus from specific States to labour markets, (ii) shifting the focus from target groups such as Internally Displaced Persons, (IDPs), returnees, ex combatants and children associated with armed forces to an inclusive approach focusing on all youth, and (iii) shifting from Accelerated Learning Programmes (ALP) to vocational and life skills training.	UN	skills development	MENA	dropped
Dynamic Futures	UNDP	Palestine	Al Fakhoora dynamic Futures Programme aims at building a cadre of educated and trained leaders who are civic-minded, intellectually able, and professionally skilled to become the community, business, and national leaders of the future. The programme, which targets Palestinian postsecondary students of underserved backgrounds, avails opportunities for them to actualise their potential by overcoming socioeconomic, political and cultural limitations and enable them to become productive members in the society.Education and training is perceived to influence graduating students' employment in three critical ways:•As levels of education rise, so do opportunities for labor force participation•The level and type (specialisation) of education affects the range of available job opportunities; and•Higher levels of education increase graduates' earning capacity, and consequently improves the livelihood of their familiesAl Fakhoora Dynamic Futures Programme is worth USD 6.85 million and funded bilaterally by the State of Qatar's Al Fakhoora Campaign and the Islamic Development Bank (IDB).Start date: 2010. Expected end date: 2022	UN	skills development	MENA	promising practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
EcoHelpers program	Santa Monica Mountains National Recreation Area (SAMO)	USA	Service learning	Non UN	skills development	Global	dropped
Economic and social inclusion project	Lebanese Physically Handicapped Union	Lebanon	This intervention was designed to work with both the private and the pubic sectors. Concerning the private sector, the intervention aimed at deepen the knowledge of the private sectors organizations about the issues of professional engagement of physically handicapped people, to establish conferences inside the employment companies to increase the awareness of current employees regarding the importance of engaging people who are physically handicapped. The program works on doing training sessions, for the managers and for the employees in order to promote the idea of diversity in the workplace. The program works as well at detecting the needs of the private sector and working on meet these capacities. It works as well, on ensuring equipment for these companies to satisfy the needs of employees from different backgrounds. They work on establishing an organization that encourages the diversity in the workplace, and that can form a link between the program itself and the business world. People with disabilities: Developing the capacities of people with additional and specific needs. Establishing training sessions (illiteracy sessions, computer sessions, English literature sessions), preparing disabled youth to be ready to join the business world. As with people from civic society, there is work on changing the perceptions towards people with disabilities. As for the public sector this program tries to collaborate with official organizations like ministries and municipalities and the national office for employment and the cabinet of commerce, industry and trade and this is to encourage all these parts to work within a diversity work and to make a model for the other offices or businesses to accept the employment of disabled people. After the accomplishment of the three phases of this program, we are looking to accomplish phase 4.	Non UN	skills development	MENA	good practice
Education & Employment Alliance (EEA)	International Youth Foundation USAID	Egypt, Morocco, India, Pakistan, Indonesia, Philippines	From 2005-2010, EEA improved and expanded education and employment opportunities for disadvantaged and unemployed youth in six countries in the Middle East and Asia. Supported by USAID and a wide array of corporate, foundation, and other donors, EEA forged partnerships on multiple levels (global, national, and local), leveraging the expertise and resources of diverse partners to lay the groundwork for sustaining and scaling up interventions. In India, EEA supported innovative educational technology initiatives to improve the learning outcomes of students. In other countries, it offered comprehensive learning packages, combining technical/vocational and life skills, entrepreneurship development, on-the-job training, and job placement or enterprise development support. Programs focused on addressing the unique needs of out-of-school and at-risk youth.	Non UN	skills development	Global	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Entra 21	International Youth Foundation	Global	Implemented in: Argentina, Belize, Brazil, Chile, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, VenezuelaThe Entra 21 model features comprehensive training in life and technical skills as dictated by the needs of the labor market, internships, job placement services, and the active involvement of employers in program design and execution. After a successful first phase, the program was expanded through 2011 in order to work at greater scale and with more vulnerable youth. A subset of Entra 21, which ran from 2008 to 2013, the Caribbean Youth Empowerment Program (CYEP) equipped youth at risk in four island nations with the technical, vocational, entrepreneurship and life skills needed to develop sustainable livelihoods through employment or initiate their own businesses. With support from the U.S. Agency for International Development (USAID), participants between the ages of 17 and 25 received job training and placement services and were supported in serving as positive agents of change in their communities. While preparing young people for sustainable employment remained the primary focus, CYEP also developed the capacity of partner organizations to deliver quality services to vulnerable youth, as well as facilitated the development of strong networks among youth-serving organizations and their public- and private-sector partners. Partners made important connections with private employers and strengthened their collaboration with government entities and other stakeholders.	Non UN	skills development	Global	good practice
Entrepreneurial capacities of youth through access to credit /	UNDP	Djibouti	The project aims to reduce vulnerability and exclusion of youth by promoting a broader knowledge and a bigger access of youth to their rights with regards to employement, access to valuable training and revenue making activities through access to credit via microcredit and microfinance institutions. Three outcomes: 1) formulation of a national policy integrated on employment2) Access of youth to quality services in training (diploma/vocational) for employment3) Entrepreneurial capacities of youth are reinforced through access to	UN	skills development	MENA	continue to explore
Entrepreneurship	EFE - Education for Employment	MENA	Providing skills training and connections for youth wishing to set up new businesses (entrepreneurship).	Non UN	skills development	MENA	dropped
Geek Camp	Nasawiya	Lebanon	Girl Geek Camp is an initiative of Nasawiya, a collective of feminist activists in Lebanon who are committed to gender justice and equality. The programme empowers young girls through technology and fights the stereotype of only boys being tech-geeks	Non UN	skills development	MENA	dropped
Girls Inc. Leadership and Community Action	Girls Inc.	USA and Canada	Leadership skills, community action change	Non UN	skills development	Global	dropped
Global Communities	MENA YES Program	Jordan, Lebanon, Yemen	The MENA-YES program offers technical, demand-driven training, assistance with internship and apprenticeship placement, as well as support for entrepreneurship and self-employment activities and assistance accessing credit to vulnerable youth in Jordan, Lebanon and Yemen. To implement the project, Global Communities has identified private sector industries with potential employment opportunities for the youth, partnered with local training providers and built relationships with government agencies. The target industries are selected according to the demand in each country, but the model of the programme remains the same across all countries.	Non UN	skills development	MENA	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Humanitarian Traineeships	Save the Children	Lebanon	civic engagement, skills development / a. The Humanitarian Traineeship programme involves youth (aged 18 to 24) with relevant interests and interpersonal skills being matched with local or international humanitarian organizations in their area who are seeking to expand their cadre of entry-level staff.	Non UN	skills development	MENA	continue to explore
I Unemployment	Enactus	Egypt	Enactus Egypt is part of Enactus, an international non-profit organization that brings together student, academic and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need.	Non UN	skills development	MENA	continue to explore
Informal apprenticeships	ILO	Jordan	The ILO is supporting Arab apprenticeship systems by upgrading informal apprenticeships through the piloting and adaptation of a methodology tested in Africa, strengthening the legal and policy frameworks related to apprenticeships, piloting new models, and documenting the impact of successful apprenticeship programmes.Three projects are being piloted in Jordan, Egypt and Tunisia to serve as a basis for an Arab version of this methodology. The Jordan pilot was carried out by ILO, in collaboration with the International Youth Foundation (IYF), between August 2013 and March 2014 The initiaitve was for the upgrading informal apprenticeships in 30 garages in Jordan. The initiative aimed at (a) developing the apprenticeship contents and process, (b) linking trainees with employers for on the job training, (c) improving the occupational health and safety conditions at the workplace, (d) improving the organization and workplace management, (e) organizing the testing for occupational licenses of the trainees.	UN	skills development	MENA	promising practice
Ishraq	Population Council	Egypt	In 2001, the Population Council, in collaboration with the Centre for Development and Population Activities (CEDPA), Save the Children, Caritas and local NGOs, launched Ishraq (Sunrise), a multidimensional programme for girls aged 12-to-15 years who are out of school. The programme sought to transform girls' lives by working with them at the individual level, providing them with safe spaces, functional literacy, life and cognitive skills and overall increased knowledge of their rights. At the community level, it worked with parents and community leaders to change gender norms and perceptions about girls' roles in society, bringing them into the public sphere and raising awareness of issues that affect them. At the institutional level, the programme sought to increase local and national policymakers' support for girl-friendly measures and policies. Implemented in three phases – pilot, scale up and expansion – between 2001 and 2012, the programme reached 30 villages in Upper Egypt and over 3,000 direct beneficiaries.	Non UN	skills development	MENA	good practice
Job training and placement	EFE - Education for Employment	Egypt, Jordan, Morocco, Palestine, Tunisia and Yemen	EFE's core programme, which targets unemployed university graduates and high school diploma holders. It provides students with the professional and vocational skills that are in demand by employers in the region, and places students in jobs upon graduation. It provides short-term, demand-driven skills training and workshops that typically last eight weeks. The training programmes on offer cover sectors such as banking, ICT, computer programming, e-commerce, sales, hospitality, garment making, construction management. The programme has developed relationships with business, from small-medium enterprises to multinational corporations in order to identify the skills that are important and needed by the employer, and secure job placements for students.	Non UN	skills development	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Juventud y Empleo	Ministry of Labour	Dominican Republic	The project seeks to improve employability of at-risk youth by building their work experience and life-skills. In particular, the project aims to (1) support youth in the poorest regions (Priority I and II based on the official poverty map); (2) provide technical skills and increase youth awareness of safety in the workplace and environmental protection; (3) provide basic life skills to improve personal life skills and reduce risky behaviors (4) promote self-employment and entrepreneurship. The program was funded by the World Bank and evaluated.	Non UN	skills development	Global	continue to explore
LOYAC	LOYAC	Kuwait, Jordan, Lebanon, Yemen	LOYAC runs several programs for the youth to develop their professional skills, enhance their personal growth and to help them find their sense of purpose by extending themselves to others.	Non UN	skills development	MENA	continue to explore
Maharat Program	Business Development Center	Jordan	Initiated by the BDC and then funded by the USAID, the Maharat Program-funded Maharat Program, recruits and trains recent Jordanian graduates for internships and employment opportunities at Jordanian businesses, BDC has enriched and elevated the business knowledge and capabilities of several thousand Jordanian youth across the country. Local SMEs in turn benefit from a large-scale pool of business savvy and capable interns.	Non UN	skills development	MENA	dropped
Meshwary - Building Young Futures	UNICEF	Egypt	As part of the global partnership between UNICEF and Barclays Bank tackling youth unemployment, UNICEF Egypt launched in 2008 Meshwary (My Journey) – Building Young Futures. The aim of this initiative is to increase the knowledge, skills and experience among adolescents and youth in order to empower them economically and socially, enabling them to make strategic choices about their future. The core components, a skills development programme and career counselling services, were complemented with work placements at Barclays bank, micro-enterprise support and skill-sharing activities with Barclays' staff. Building on the achievements and lessons learned from the first phase, Meshwary Phase II was launched in 2012 with an expected end date in 2016. The current phase focuses on the institutionalization of an employability skills development programme and career guidance centres within government, which can support young people's development and labour market preparedness beyond the duration of the programme.	UN	skills development	MENA	promising practice
Mitigating the Impact of Syrian Refugees Crisis on the Jordanian Host Communities	UNDP	Jordan	In March 2013, the United Nations Development Programme (UNDP Jordan) has kicked off a pilot project "Mitigating the Impact of Syrian Refugees Crisis on the Jordanian Vulnerable Host Communities". The overall objective of this two-years project is to contribute to sustaining social and economic stability, with particular focus on the Northern governorates, namely Irbid and Mafraq, and enable Jordanians to continue to pursue their human development aspirations. In addition, the project works to respond to urgent needs of crisis-affected people in a timely and efficient manner, with emphasis on Jordanian host communities. It aims at supporting these communities in order to increase their absorption capacity and mitigate any possible tensions between Syrian refugees and hosting communities.	UN	skills development	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Morocco Playground	UNICEF	Morocco	Implementers: Centre Sportif Moulay Rachid, Fondation Orient Occident, Ministry of Youth and Sports, IOM, UNHCR and UNICEF.UNHCR initiated a street basketball project to help integrate young refugees, and migrants aged around 8-25 to the Moroccan society. At first this project was organized just in one city "Rabat Playground" before it became "Morocco playground" and involved three more cities. The project was not exclusively about sport as it included workshops and activities inspired by the sport for development approach (S4D).	UN	skills development	MENA	promising practice
Neqdar Nesharek: We Can Participate	Population Council	Egypt	Population Council developed an 18-month intervention program that adopts an integrated livelihood approach to female economic empowerment, entitled Neqdar Nesharek (Neqdar), or "We Can Participate". It was implemented in 30 villages in the governorates of Fayoum, Sohag and Qena . Launched in September 2011, Neqdar targeted 4500 marginalized young women aged 16-29 in 30 villages in rural Upper Egypt. Unlike existing entrepreneurship programs, which usually focus on a single dimension of support such as micro-finance, Neqdar offered holistic mentoring that provided young women with the various skills and actual support they need to become economically and socially active community members. Neqdar combines business skills development with actual support in starting a business or in finding employment in an existing business, while placing an emphasis on life skills and community engagement, inseparable elements of building the capacity of female youth to become empowered economically, socially and politically.	Non UN	skills development	MENA	promising practice
Ninaweza program	Global Partnership for Youth Employment	Kenya	The Kenya Youth Empowerment Program, known as Ninaweza, was a 24-month youth employability program targeting young women living in the informal settlements around Nairobi launched in January 2011. The purpose of the program was to improve the employability and earning capacity of young women living in the informal settlements of Nairobi. The International Youth Foundation (IYF) partnered with the Nairobi-based African Center for Women and Information Communication (ACWICT), which was the lead implementing organization. An impact evaluation on the Ninaweza program was coordinated by IYF under the Global Partnership for Youth Employment (GPYE) to test a comprehensive employability skills program model including Life skills training and its impact on employability and income-generation of youth. The GPYE was established in 2008 with support from the World Bank to build and dis-seminate evidence on youth employment outcomes and to test methods to improve them, with a special focus on Sub-Saharan Africa and the Middle East and North Africa (MENA).	Non UN	skills development	Global	not reviewed

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Passport to Success ® (PTS)	International Youth Foundation	Global	Implemented in: Algeria, Antigua and Barbuda, Bhutan, China ,Egypt, Grenada, Hungary, India, Indonesia, Jordan, Kyrgyzstan, Lebanon, Liberia, Mexico, Morocco , Mozambique, Namibia, Pakistan, Palestine, Philippines, Poland, Russia, Saint Lucia, Saudi Arabia, Senegal ,Singapore ,South Africa , South Korea, Tanzania, Tunisia and Zimbabwe. PTS equips young people, ages 14 to 29, with the skills that help keep them in school and are in high demand by employers. At the core of the program is an 80-module curriculum developed and refined by the International Youth Foundation (IYF) over the past decade. PTS places a premium on high-quality instruction, and all PTS trainers must satisfy rigorous certification requirements. Prospective trainers are equipped to deliver innovative, interactive activities that capture young people's imaginations and allow them to practice, question, and understand expectations.	Non UN	skills development	Global	good practice
Pathways	EFE - Education for Employment	MENA	The programme addresses the gap between educational institutions and the job market through various 'light touch' initiatives. 'Finding a Job is a Job' is a ManpowerGroup training curriculum that focuses on the skills and the discipline needed to conduct an effective job search. The 'Musharaka' programme provides courses on civic engagement and results in an internship position with non-profit organizations. The 'Intel Youth Enterprise Ideation Camps' is a two-day camp where university studetns learn to ideate, innovate and imagine social entrepreneurship by coming up with solutions to the problems identified in their communities.	Non UN	skills development	MENA	dropped
Public Employment Services in Egypt	ILO	Egypt	Employment services match job seekers with job opportunities and are thus central to a well-functioning labour market. They are provided both by govern-ment through their Ministries of Labour and/or by private employment agencies. Close collaboration between public and private employment services is important because it results in the most positive outcomes for the labour market as was demonstrated during the global financial and economic crisis that began in 2008.Public employment services (PES) plan and execute labour market policies. Their major role is to cushion labour market transitions for workers and enterprises	UN	skills development	MENA	promising practice
RARE (Rights and Responsibilities Empowerment)	Unite Lebanon Youth Project (ULYP)	Lebanon	ULYP aims to fill the gaps that have been missed by living in an underprivileged community or having a disrupted or poor quality education. RARE encourages participants to focus on their futures with improved self-confidence, purpose and right's awareness. Financial literacy, business skills and entrepreneurship were integrated with the human rights and child rights awareness component, as well as the skills of decision-making, teamwork, communication, citizenship and peace building that are at the core of all ULYP programs.	Non UN	skills development	MENA	continue to explore
SAMO Youth program	Santa Monica Mountains National Recreation Area (SAMO)	USA	Progressive integrated work experience	Non UN	skills development	Global	dropped
SHRUB program	Santa Monica Mountains National Recreation Area (SAMO)	USA	Education and involvement	Non UN	skills development	Global	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Skills4life	Unite Lebanon Youth Project (ULYP)	Lebanon	The Skills4Life project addresses Palestinian refugee children concern in Lebanon(employability, succeeding in life) by providing Palestine refugee school students most at risk of school dropout with learning support to build the skills to succeed educationally and professionally.	Non UN	skills development	MENA	promising practice
Somali Youth Employment and Entrepreneurship Program (SYEEP)	Silatech, Shaqodoon and American Refugee Committee (ARC)	Somalia	Employability, vocational training, soft skills, empowerment, One Stop Shops, work readiness	Non UN	skills development	MENA	continue to explore
Stabilization and early reintegration support for returnees in South Sudan	ILO	Sudan	This intervention is part of an ILO/IOM project funded by UN PBF. The ILO component focuses on the provision of simple business skills including the development of an elementary business idea/proposal for 1,500 women and youth. The IOM component supports vocational skills training for 300 youth including the provision of start-up kits. In addition IOM manages the small business start-up kits and grants for the business skills graduates.The project builds upon a set of demonstration skills and enterprise training approaches that were piloted by the UN MDGF Achievement Fund Joint Programmes on Conflict Prevention and Peace Building and Youth Employment. These programmes piloted markets assessments linked to skills training needs for income generation, micro-enterprises and cooperatives in: dairying, seed multiplication, restaurants, street foods, and labour-intensive construction contracting in Wau, Western Bahr el-Ghazal and in Warrap State. The PBF Returnees project builds and expands on this work by: (i) scaling-up the business and vocational skills training components to better reach recent returnees from the Sudan; and (ii) linking the vocational, business skills and business plans/ideas to outreach and referral support including where possible work placements.The project seeks to ensure that livelihood opportunities and services are provided to address the increasing challenges that are negatively impacting reintegration in the peri-urban and urban communities of Wau, Aweil and Kwajok. These have become concentration points for returnee populations from the Sudan and there is an urgent need to assist both the authorities and the private sector to develop labour market and market place capacities for contracted employment, own account workers, and member-based enterprises.	UN	skills development	MENA	continue to explore
Start and Improve Your Business Project	ILO	Qatar	Exponential growth of Qatar's private sector with Qatari citizens lacking enterprise skills/training. The programme sought to strengthen Qatar's control over partnered businessess with immigrant entrepreneurs and enable unemployed and undermployed citizens to start their small enterprises.With financing from Q-Tel, a Qatar telecommunications company, the ILO provided technical assistance for the establishment of a small enterprise development unit (SEDU) within the Social Development Centre (SDC) - an agency within the Qatar Foundation that supports Qatari families . The ILO provided capacity development to enable the new unit to adapt and implement the SIYB programme in Qatar.	UN	skills development	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Strengthening Amity With the Arts (SAWA)	Unite Lebanon Youth Project (ULYP)	Lebanon	Implemented in: Beirut and Dibbiyeh, south of Beirut, Lebanon. ULYP offers disadvantaged Palestinian and Lebanese youth the SAWA program, which gives them the opportunity to enhance concrete artistic skills, develop key social skills, and meet and build friendships with children from different backgrounds. Children participated in many hours of artistic and creative activities, covering, art, handicrafts, music, drama, interactive workshops on gender equality and child rights, and some team sports.	Non UN	skills development	MENA	promising practice
Strengthening entrepreneurial skills for social enterprise	ILO	Egypt and Lebanon	The ILO provided expertise in entrepreneurship and business development skills to a joint programme to improve livelihoods in poor communities in Upper Egypt: Pro Poor Horticulture Value Chains in Upper Egypt. The goal of the joint programme was transformation of existing farmers' associations into business associations that increase farmers' incomes through collective action to improve production technology and enhance product marketing and distribution. The programme included technical assistance in legal and policy reforms to facilitate this transformation as well as raising awareness and developing entrepreneurial and business skills for small farmers (members) and the associations. The ILO adapted and customized KAB, SIYB and Start Your Waste Recycling Business SYWRB. A network of trainers was established and five hundred small farmers received entrepreneurial training. While participants of the training did develop new capacities, application of these new skills was constrained by unresolved problems of the associations with respect to access to financial resources, inputs and technical assistance in production.Lebanon. As a component of a post-conflict recovery programme for South Lebanon; Local Socio-Economic Recovery in War-Affected Areas of South Lebanon (LSER), the ILO provided technical assistance for strengthening management practices and skills of existing cooperatives in South Lebanon. Training was provided to cooperative leadership in the areas of business development and cooperative management. A number of cooperatives were also provided technical assistance for participatory value chain analysis and other technical training for improving production. A number of consultative bodies were established (Bee keeper's forum and Cooperatives forum) and a number of high level meetings and workshops for exchanging information regarding the cooperative sector were held with final	UN	skills development	MENA	dropped
Summer Trek	Innovations in Civic Participation (ICP)	USA	Summer Trek is a six-week summer expanded learning program designed to engage middle school youth as community problem-solvers. Through a series of dynamic and highly motivating project-based activities, youth participants become "trekkers", developing interests, skills, and expertise as they explore ways to make positive contributions to their communities and the world.				
Summer Youth Employment Program (SYEP)	NYC department of youth & community development	USA	Summer Employment	Non UN	skills development	Global	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Support and Capacity Development for the Review and Implementation of the national Youth Strategy and Action Plan 2011-2015	UNDP	Bahrain	UNDP and General Organization for Youth and Sports (GOYS) partnered in 2009 to update the National Youth Strategy reflecting the country emerging priorities and directions including the Vision 2030. The updated National Youth Strategy builds on the synergies created at the national level since 2005. This document was put together in a participatory approach through consultations with line ministries, youth NGOs, members of parliament and concerned national institutions. Through this new initiative, a draft NYS for 2011 – 2015 and an Action Plan was developed. The new version provides a focus, directions and an operational framework for all line ministries, agencies and organisations concerned with the development of Bahraini young men and women. A National Youth Action Plan 2011-2015 has also been developed, in consultative manner with different government and non-government entities, to provide a practical statement on the implementation of the National Youth Strategy, reflecting its priorities and thematic areas. The National Youth Action Plan builds upon the goals, strategic objectives and priority interventions of the National Youth Strategy (NYS).	UN	skills development	MENA	dropped
Support to the access of youth to first employment	UNDP	Algeria	UNDP launched, with the financial support of Japan, a pilot project entitled Força ("Support Youth Access to a First Job") that aims at identifying job opportunities within the civil society at the local level. The project promotes arrangements to help first-jobseekers to access the labor market and to enhance their employability in the private sector on the one hand and in the civil society organizations on the other. The approach consists in placing youths for a year in civil society associations, where they develop their professional skills and gain a first work experience.In addition, a supplementary approach has been developed to promote the employability of young job-seekers that have a specific academic profile and have more difficulties in accessing the Algerian labor market (i.e. human and social science graduates). Despite their academic qualifications, they do not respond to current needs of the labor market, especially those of the private sector. This additional approach consisted in adapting their profile to the actual demands of the labor market by subsidizing a one to two year contract in the private sector. But more importantly, this approach engaged the private sector as a crucial partner and sector in job creation at all levels, and contributed as such to the inclusion of both CSO's and private sector enterprises as equal partners in the fight against youth unemployment. In the Algerian context of limited private sector development and the need to move away from public sector employment this was considered to be a relevant step forward. The beneficiaries employed in a CSO or in a private sector company have both benefited from trainings to reinforce their capacities and soft-skills and to enhance their post-contract employability.	UN	skills development	MENA	dropped

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Support to the Development of National Youth Strategy	UNDP	Saudi Arabia	In January 2010, Ministry of Economy and Planning (MOEP), on behalf of the Government of the Kingdom of Saudi Arabia, and the United Nations Development Programme (UNDP) signed an agreement to develop the Saudi National Youth Strategy. As a respond to national priorities identified, the strategy highlighted many priorities that remain on top of the national agendas. Sustainable growth and job creation are among the national priorities, as the creation of a market for knowledge-based jobs for educated young job seekers. Funded by the Gvt of Saudi Arabia; 2009-2014.	UN	skills development	MENA	dropped
Team Lease Skills University	Teamlease	India	Established under public-private partnership with the Government of Gujarat, TeamLease works in the areas of education, employment and employability, offering professional and vocational training.	Non UN	skills development	Global	dropped
Teen Channel – Community Learning Centre Initiative	CAP foundation India	India	school drop outs, life skills, career exploration	Non UN	skills development	Global	continue to explore
The BRIDGE Program	Unite Lebanon Youth Project (ULYP)	Lebanon	BRIDGE), ULYP offers Underprivileged youth in Lebanon a highly varied program consisting of two major components :a University Preparatory Course (UPC) providing them with the skills to pass university entrance tests; and counseling sessions (workshops as well as individual sessions), during which students, and occasionally their parents, are informed of the importance of attending a good university and the majors and scholarships available. BRIDGE is an extensive university preparatory program, targeting all obstacles underprivileged youth encounter when they want to attend university. The program runs for two years. Moreover, the BRIDGE team assists second year participants during individual counseling sessions with the actual university, visa and scholarship applications.	Non UN	skills development	MENA	good practice
The Siraj Youth Leadership Program	Siraj in partnership with Save the Children supported by USAID	Egypt, Jordan, Lebanon, West Bank and Gaza, and Yemen.	Creates and incubates dynamic networks of leaders and leaderships that use a 21st. century mindset and civic activism to link with like minded colleagues in the Arab World.	Non UN	skills development	MENA	dropped
The Tsunami Reconstruction Initiative (TRI)	International Youth Foundation (IYF)	India	Implemented in: (Cuddalore, Karaikal, and Puducherry) Thailand (Pang-Nga, Ranong, Krabi, and Phuket), Sri Lanka (Seenigama and Hambantota District) and Indonesia (Aceh Province).Launched by Nokia and IYF, the TRI provided critical livelihood support to affected youth through enabling them to access trainings, jobs apprenticeships, and/or loans. TRI was carried out in tsunami-affected areas of India, Indonesia, Sri Lanka, and Thailand and reached over 12,400 youth between 2006-2009.	Non UN	skills development	Global	dropped
TME Technology and Goodwill Social Work Centre Life Skills	Goodwill Social Work Centre (GoodwillSWC)	India	life skills, livelihood training for children and youth, employment skills	Non UN	skills development	Global	continue to explore

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Skills building for university students	Injaz	Jordan	INJAZ develops and delivers a series of curricular and extracurricular programmes and activities for adolescents and youth through a network of partnerships with the private sector, civil society organizations and governmental institutions. The overall goal of INJAZ is to build the skills of Jordanian youth, help them find jobs and prepare them to be competent and productive members of society. The organization has a series of programmes that have been implemented with university students.	Non UN	skills development	MENA	good practice
Wire Nova Scotia (WiNS)	Canadian government	Canada	Staffing, training, and technical support	Non UN	skills development	Global	dropped
Work 4 Youth (W4Y)	ILO	Global	The Work4Youth Project is a five-year partnership between the ILO and The MasterCard Foundation that aims to promote decent work opportunities for young men and women through knowledge and action. It will build a knowledge base on the nature of youth employment. Specifically, it will generate a database on the results of the SWTS survey (school-to-work transition), applied in a large scale to 28 countries. The project serves as an intermediary tool from which ILO and colleagues can work with constituents in the area of policy design.	UN	skills development	MENA	dropped
Year Up	Year Up	USA	Education, experience, and guidance	Non UN	skills development	Global	continue to explore
YEP (Youth Programme)	Palestinian Counseling Center	Palestine	The Palestinian Counseling Center has been implementing an empowerment program for youth 2002. The program evolved over the years from a general program for youth, to a youth at risk program from 2005-2009, which targeted youth in the 12-18 age groups that were at risk of dropping out of school and getting married at an early age. From 2011-2014, the program has taken the shape of a youth resilience program, which still targets youth at risk of developing psycho-social problems, but focuses on building the resilience of youth (15-22 years old), by enhancing the youth's strengths while at the same time eliminating the factors that promote failure. The program focuses on developing youth's identity and sense of self worth, including youth's ability to take decisions and to plan for the future. The PCC also conducts recreational activities as well as awareness raising workshops with youth, and works with parents of youth with the aim of empowering them to address youth issues, understand the changes that adolescents experience, and improve communication between parents and youth.	Non UN	skills development	MENA	promising practice
Young Researcher Programme	Al Nayzak	Palestine	The Young Researcher Program is a three-year programme where adolescents develop new ways of thinking through problem solving, critical and creative thinking skills as well as scientific research skills, and new ways of working and tackling problems by applying innovative initiatives that solve researched problems at the community level. The programme has turned into a platform which allows Palestinian adolescents to explore and question their environment, to search for information and create positive solutions which can improve their daily lives and the future of their community.	Non UN	skills development	MENA	good practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Youth @ work: Employment for young men and women	ILO	Morocco	This initiative aims to increase employment for youth in Morocco. The International Labour Organization (ILO) aims to provide technical assistance to: strengthen entrepreneurship education and training; improve the services of local public employment centers and business development service providers; and involve young women and men in policy dialogue to help inform national youth employment policies.	UN	skills development	MENA	continue to explore
Youth Career Initiative (YCI)	Jordan River Foundation (JRF)	Jordan	YCI was created to empower disadvantaged and vulnerable youth from households facing economic challenges that hinder their academic advancement and may prevent them from enrolling in higher education. Many of the youth who joined the programme are from areas identified by Jordan's Department of Statistics as 'poverty pockets'. YCI opens the door for these youth to join the work force by equipping them, through a six-month training programme, with relevant life and work skills and exposing them to a successful business environment and successful professionals, enabling them to make informed career choices and become employable. The JRF implements YCI in coordination with local businesses in the community and the Jordan Tourism Board and in partnership with five-star hotels.	Non UN	skills development	MENA	good practice
Youth Economic Empowerment Program (YEEP II)	UNDP	Yemen	In 2012 the United Nations Development Programme (UNDP) in Yemen launched the Youth Economic Empowerment Programme (YEEP) to support the Government in employment generation for youth during the transition period, providing improved livelihoods for people and contributing to conflict prevention by addressing the high unemployment rates that fuelled young people taking to the streets. The project adopted and adapted the '3x6 approach', a methodology used in post-conflict Burundi for rapid, temporary employment generation while at the same time laying the ground for long-term employment. Implemented in three phases – inclusiveness, ownership, sustainability – the method creates emergency, temporary employment for populations affected by conflict and in transition, while building the basis for sustainable and long-term employment.	UN	skills development	MENA	good practice
Youth Employability Skills (YES) Network Project (Macedonia)	Education Development Center, Inc.	Macedonia	The Youth Employability Skills (YES) Network is a five-year project implemented by the Education Development Center (EDC), and funded through the US Agency for International Development (USAID). The main goal of the project is to enhance the employability skills of youth in Macedonia and to strengthen the vital connections between labor market needs and skills developed through the educational system.	Non UN	skills development	Global	good practice
Youth Employment Generation Programme in Arab Transition Countries (YEGP) Egypt	UNDP	Jordan and Egypt	Egypt: It responds to the urgent need to address prevailing unemployment figures of youth in Egypt. As business leaders expresses that youth often lack the required skills by different industries operating in Egypt. The program works on empowering three main pillars: 1) The MSMEs component that aims to improve the competitiveness and profitability of local MSMEs, 2) The Social Entrepreneurship component which works towards inspiring youth to be champions leading their business, 3) The vocational Training-and-Internship component that focuses on setting up a mechanism to connect private companies with youth fo joining the job market. This is part of the more comprehensive Empowering Youth through ICT programme	UN	skills development	MENA	promising practice

Title of Programme	Organization	Country	Summary	UN / Non UN	Category	Region	Judgment
Youth Employment Pilot Programme (YEPP)	Department for International Development (DFID)	Iraq	Strengthening vocational skills and reducing unemployment	Non UN	skills development	MENA	continue to explore
Youth Empowerment Program	International Youth Foundation	Kenya, Nigeria, Senegal, and Tanzania	In Sub-Saharan Africa, one in five young people is jobless. From 2007 to 2010, the Youth Empowerment Program (YEP) worked in close partnership with local organizations in Kenya, Nigeria, Senegal, and Tanzania, to offer African youth training in life skills, employability and entrepreneurship as well as received hands-on experience through internships. An initial grant of US$1 million from Microsoft was leveraged to over US$6 million, and used to expand youth employability activities within the targeted countries.	Non UN	skills development	Global	continue to explore
Youth Exchange Programme for MOFA	UNDP	Saudi Arabia	In its first year, the project drew on UNDP expertise to prepare an integrated programme for cultural, scientific and knowledge-exchange dialogue between participating national youth delegations. By 2014 the project had conducted a series of visits that have involved six partner countries: Brazil, China (3 rounds, with the 2nd round held in Saudi Arabia), Germany, India, South Korea, Spain and Tanzania. Participants are between 17 and 27 years of age; the Saudi Arabia country groups have been composed of 20-26 Saudi youth, with equal numbers of women and men. (The gender breakdown of partner country groups may vary, depending on the country's capacity to create a team with equal numbers of women and men.)Each dialogue visit takes up a theme, and visits are organized around these themes. Themes have ranged widely from issues of trade, slums management, and architectural identity, to renewable energy, ICT for development, medical research, e-education and smart cities, and the preservation of biological diversity. Participants meet national specialists and visit sites that are key to the dialogue theme. Discussions among participants have been completely untrammelled by direction from officials, and have produced creative and original exchanges and proposals. Each dialogue forum in its final days prepares two proposals in the form of letters: a "bilateral letter" to the government on each side, and a "multilateral letter", which is transmitted to an international agency.	UN	skills development	MENA	promising practice
Youth for the Future formerly known as Youth Work Jordan	International Youth Foundation	Global	Implemented in: Algeria, Antigua and Barbuda, Congo, Grenada, Guatemala, Jamaica, Jordan, Kyrgyzstan, Liberia, Mexico, Morocco, Mozambique, Palestine, Peru, Saint Lucia, Senegal, Tanzania, Uganda, Zambia, Zimbabwe. Youth for the Future (Y4F), formerly known as Youth: Work Jordan, is a program of the International Youth Foundation (IYF) carried out in partnership with the United States Agency for International Development and the Government of Jordan. Its goal: to support youth at-risk in realizing productive and rewarding roles in society, while helping Jordanian society maximize the energy, talent, and enthusiasm of today's young generation. Y4F takes internationally-recognized best practices in the field of youth development and adapts them to address the needs of the nation's underserved youth. At the same time, it unites diverse segments of society – government entities, companies, civil society organizations, academic institutions, parents, and others – in a concerted effort to serve young people's needs.	Non UN	skills development	MENA	continue to explore
Youth Leadership & Entrepreneurship Development	ABSA	South Africa	Youth Leadership, Entrepreneurship skills, life skills	Non UN	skills development	Global	continue to explore
Youth Leadership Program	Jordan River Foundation	Jordan	Leadership skills, empowerment, participatory; implemented in Johannesburg and Soweto	Non UN	skills development	MENA	continue to explore

Annex 6. Advisory Group

Adolescent Good Practices

Advisory team: An advisory team will be established to provide guidance to the project. This advisory team will consist of experts in the area of youth employment, youth education, youth policy, civic engagement/participation of youth, humanitarian contexts, skills-building for youth, social protection for youth, social entrepreneurship among youth, disabled youth, gender issues among youth in the region, youth health and well-being (sexual and reproductive health, mental health, injuries, Non-Communicable diseases(NCDs)). This advisory team will also include three young persons from the region.

Terms of Reference

(i) Provide insight into good practices they know of for adolescents and youth globally and in the region in their area of expertise;

(ii) Provide their expert opinion on a set of indicators developed by the core team that will be used to prioritize the good practices.

Mode of communication: The advisory team communicates virtually – by Skype once per month starting in May and through September. E-mail communications will be more frequent, but no more than one every two weeks.

Given this mode of communication, we would like to suggest a large advisory group, consisting of experts in Beirut as well as experts from United Nations and international organizations.

Advisory Group Members

Name	Area of expertise	Current position and affiliation	Relevant experience	Based in
Maha Damaj	Social protection and disability	Assistant professor of public health practice at the department of Health Promotion and Community Health at the Faculty of Health Sciences (FHS) at AUB President of the Moussawat NGO; facilitating access to rehabilitation to the disabled in the Palestinian refugee camps Member of the Board of the Lebanese Down Syndrome Society	Former Child protection programme officer at UNICEF Lebanon (2006-2009). Extensive previous experience with Save the Children on Children with Disabilities, Inclusion and Non-discrimination, Children's Participation, Children's Rights (from 2000 till 2005).	Lebanon
Lubna Izzeddine	Participation	Founding member and Volunteer President of SANAD - Home Hospice Organization of Lebanon	Former Youth and Child Protection Programme Officer -UNICEF Lebanon/ Country Office (2004-2007) mainly working on National Youth Policy formulation, youth participation in decision-making and in public life. Represented UNICEF as Chair of the UN Youth Taskforce Former Acting Youth Programme Officer -UNICEF Jordan/Country Office (1999-200) Has consulted with several UN offices and NGOs on National Youth Policies and Youth programmes: UNICEF Iraq and Jordan; UNDP; UNESCO; UNODC	Lebanon
Rindalla Abdul Baki	Policy	Community Service Programme coordinator- Student Community Life Advisor at International College Ras Beirut	Former Project Coordinator - Youth Empowerment and Participation Project- UNESCO Beirut (2008-2010); mainly coordinating all activities related to the elaboration and adoption of a National Youth Policy in Lebanon Consultant on Development of a Best Practice Documentation on "HIV/AIDS prevention among youth and high risk groups"- UNFPA Lebanon	Lebanon
Nabil Hassan	Social entrepreneurship	Partner and consultant at Beyond Reform and Development	Has held leading positions in a number of NGOs and coalitions over the past several years. Served as an Advocacy Specialist with the Office of Transition Initiatives (OTI), a special bureau within USAID where he supported a nation-wide programme building the capacity of youth and civil society groups. He provided oversight, project development, and management support services to over 60 community-based groups who are conducting advocacy campaigns on issues of public health, environment, media freedom, elections, and youth policies across the country.	Lebanon

Name	Area of expertise	Current position and affiliation	Relevant experience	Based in
Rammal		Director of "....for development"; A collective workshop providing services for NGO's, UN, International organizations, Public Sector in the fields of: Training, Resources Production and Consultancies.	and Facilitator on community development tools, non-violent action, advocacy and lobbying, participatory local development planning, research and mobilization. Has consulted on many projects, the most recent being: Peace Building School Toolbox/UNDP Lebanon; Peer Education Initiative,/UNICEF Oman; Strengthening the Capacity of Local Leaders/UN Habitat Lebanon	
Adib Nehme	Youth Participation, civic engagement, employment			Lebanon
Mayada Kanj	Skills-building/ life skills	Instructor at the Department of Health Promotion and Community Health at FHS	Has served as technical advisor for youth component of the project Promoting Civic Values and life skills for Adolescents (UNFPA Iraq); Supervised life skills training and developing a training manual for school health educators to teach HIV and AIDS education in Lebanon (UNESCO regional office); Coordinating PETRI (Peer Education Research and Training Regional Institute) (UNFPA/ ASRO)	Lebanon
Ghanem Bibi	Youth participation and capacity-building		Founder of the Arab Resource Collective and the lead coordinator of several projects such as the arabization of the works of Paulo Freire, capacity building for children's rights, participation of children and youth and the development of the Arab civil society, among other similar initiatives	Lebanon
Jocelyn De Jong	Gender and youth	Professor at the Department of Epidemiology and Population Health at FHS	Special research interest in Reproductive health and HIV/AIDS in the Middle East and Linkages between reproductive health and development Has authored many articles on Youth Sexual and Reproductive Health and HIV aids in the MENA region with a special focus on equity	Lebanon
Kathryn Becher	Humanitarian	Save the Children		Lebanon

Annex 7. Minutes of Advisory Group Meetings

UNICEF MENARO Good Practices documentation

Minutes of Advisory committee meeting 1

July 8th 2014; 4pm

Present: Advisory cmt members: Kathyrn Becher, Ghanem Bibi, Rozanne Chorlton (by skype), Maha Damaj, Jocelyn De Jong (by skype), Nabil Hassan, Lubna Izziddin,Mayada Kanj, Adib Nehme. AUB/FHS/OPU team [26]: Racha Adib, Rima Afifi, Aline Germani

Minutes:

- Introductions: Committee members introduced themselves to each other. Jocelyn and Rozanne were joining by skype but the connection was very poor and they both eventually signed off.

- Update on the process of identifying best practices: The OPU team described the process to date of identifying best practices including (i) soliciting programmes from the UN interagency team and from colleagues, partners and networks; (ii) engaging in a wide search online (web) and in academic search engines; (iii) soliciting input through a survey developed for young persons aged 12-30 years old; (iv) creating a Facebook page as an information mechanism.   This process is identifying both potential 'good practices' (those that have some form of evaluation of 'impact') and promising practices. Good practices will be documented as part of this effort. UNICEF also has a person (Karin Martinez) dedicated to working on documenting promising practices. The OPU team shared the list of programmes found to date noting that this list did not yet include those suggested by youth through the youth survey.

o Advisory committee members asked for the purpose behind documenting good practices. The OPU team responded that the intent was to highlight practices that are contextual and raise them up so that we can learn from each other's successes and learn lessons of challenges. Also, the intent is to highlight other programmes globally that have successes and may be worth considering if they are able to be adapted to the region.

o Advisory committee members also stressed the need to define each of the thematic areas:

- For example, when we say 'civic engagement programmes'.. What is intended? There were many youth civic engagement efforts during the Arab uprisings. They had strong impact (indeed some say they toppled governments and what more impact are we asking for) – are these part of the civic engagement programmes we want to document? If not, why not? Definitions for each thematic area are necessary.

- For example … What are 'resilience' programmes? What does 'resilience' mean anyway? Can we deconstruct it? Do we really want to build resilience?   Is resilience not an outcome of an empowerment process so any programme that has empowerment as part of it, creates 'resilience'?

o Advisory committee members quickly reviewed the list of programmes found and

[26] OPU stands for Outreach and Practice Unit. This Unit has been renamed the Center for Public Health Practice- CPHP, and this latter term is used throughout this report. We kept the OPU nomenclature in these minutes as they were written and distributed prior to the change in name.

commented that they seem to be the typical international programmes funded by traditional donors (USAID, UN, INGOs) and that perhaps it is missing the more contextual, local, low budget, grass roots, informal / non formal sector programmes. The OPU team clarified that the Facebook page as well the list of specific individuals targeted were meant to identify such types of programmes.

o Advisory committee members also stressed the importance of the language we are communicating in and terms used. The OPU team clarified that – other than the youth survey – the language we have been using is English. Advisory committee members felt that this was marginalizing many programmes in the region, and particularly programmes that are not funded by International agencies as well as programmes that may be more grass roots and innovative. Yet these are exactly the type of programmes we want to capture. Advisory committee members urged the team to consider re-soliciting programmes using Arabic communication and using different types of networks.

o In order to address the last two concerns raised, the OPU team asked how to reach those networks, and advisory committee members promised to share information about some programmes/individuals that may be helpful. The list of partners/individuals to whom we have sent requests for identification of good practices will be shared with advisory committee members and they will suggest other persons.

o Based on all the above, advisory committee members urged that we take our time in identifying programmes. The project is large and should not be rushed. It defeats the purpose to do this work and come up with the same old types of programmes. Indeed if the intent of this project is to influence practices in our region (and to show something different, to have a report that is unexpected and new, rather than a document that everyone reads and feels is a repeat of what they have heard time and time again), then we should take our time to find those programmes that are different and innovative and highlights those. Since there are already many programmes that have been found, this should allay the concern regarding timeline and one can begin to look at those, while at the same time, keeping the search open and extending timeline.

• Review of minimum criteria: The proposed minimum criteria to identify a good practice were shared with the advisory committee members. As stated in the draft, criteria 1-5 are required; others will be noted but not required.

o Advisory committee members felt that all the criteria listed were important but that all were also required. In fact, they overturned the order of the criteria.

o Advisory committee members suggested dividing the criteria into two main components: (i) equity, values, and youth participation (includes current components 4, 7, 8); and (ii) technical aspects (includes the current criteria 1,2/3, 5, 6). They felt that the former was as important if not more important than the latter. In fact they thought we should start with the criteria of values. The equity analysis should be under 'values'. As such we should rate each programme on ALL these criteria and they are all required for a programme to move forward to being listed as a good practice.

- For youth participation, committee members felt that the current definition was too broad and that we should develop a typology or participations for example: youth as founders or leaders, youth in decision making roles.

- For equity, the most at risk category should be expanded to include chronic vulnerabilities.

- Efficiency should also be part of the criteria for a good practice. Part of this could be measured by the ratio of human capital to physical capital (equipment). This issue of efficiency may also be related to replicability. Under replicability, the 'seems' replicable category should be removed as it is too subjective.

- Advisory committee members stressed the importance of capturing context specific programmes in our region (programmes that are related to our social and political context)… that start from context, that are defined by context, and not only those that are suggested by international agencies.

- Advisory cmt members anticipated that the information gathered from the survey and/or the programme documents will be insufficient to allow the rating of the practices against the minimum criteria; they foresee that most of the programmes identified will need data collection through the interview guide in order to classify them.

- Engaging youth: Advisory committee members also deliberated on how to involve youths more clearly in this process and recommended that young people be involved in collecting information from other young people about good practices. With this in mind, committee members suggested that workshops be held in more than one city of the region (perhaps at the same date and time – to build momentum) where youth would be asked about programmes that they were involved in and felt were effective. Advisory committee members can send names of persons in various countries that can be the liaison for setting up this kind of workshop. Live feeds were also suggested.

- This was felt to be critical as part of the process –even if it delays the final product.

- Other comments:

- Advisory committee members commented on the need not only to highlight programmes that have worked, but also programmes that have not .. So that we also learn from our 'failures.' A project called 'fail' was highlighted. This project actually created a website where people share the projects that have not worked so that they are not repeated.

- Veera Mendonca, UNICEF regional advisor for adolescent development, is visiting FHS next week. It would be a good idea for the advisory committee to meet with her while she is here.

- Next steps:

- We did not have time to review the interview guide. Advisory committee members will send their comments by e-mail.

- OPU team will revise the minimum criteria as per the suggestions of the advisory cmt members

o OPU team to send out the list of individuals / organizations that were solicited for good practices.

o Advisory cmt members will add to the above list.

o Advisory cmt will also send ideas of programmes that they think are good practices and are contextual, local, low budget, grass roots, informal / non formal sector programmes. We have specific gaps in emergency and 'resilience' (if we decide to keep this in) but all programmes are welcome.

o Advisory cmt members will share names of young persons to involve in various countries of the region.

UNICEF MENARO Good Practices documentation

Minutes of Advisory committee meeting 2

Thursday, October 30, 2014

Attendees: Kathryn Becher- Maha Damaj-Nabil Hasan- Aline Germani-Rima Afifi-Ghanem Bibi- Mayada Kanj-Clara Abou Samra (GA)- Sarah Armoush (RA)-Bayan Jaber (RA)-Karin Martinez (on skype)

Rima Afifi gave an overview of what had been discussed previously:

• Reaching small NGOs with youth programmes and using Arabic language to reach some of them

• For the first phase this is difficult due to lack of time and the overwhelming process that is already taking place.

• Suggestion to write up in Arabic: AUB team had discussed this with UNICEF but at this point not sure if there is funding to support translation but it is an important matter to push for.

• Inclusion of Youth was discussed with UNICEF and 3 mechanisms were proposed:

1) Identifying students from public and private universities in the region and let there be nomination of a pool of students to take part of review and assessment.

2) The youth networks that suggested programmes that did not make the cut for the project can be included to give advice.

3) Through the Facebook page.

A big challenge that was faced in this project is the time needed for the mapping of programmes and getting accurate information to compare with the criteria being followed and the scope of the project.

Aline described the current process being followed for the project and the power point presentation revealed the current numbers of programmes identified and rated.

Discussion:

One point that was raised is that there is an organizational culture/trend that prevails which is affecting the length of the process, since most information about programmes cannot be retrieved from their websites or desk review. It is also very important to document the challenges encountered in this project.

Rima Afifi pointed out also that during rating of programmes there are 2 items that are a bit controversial: youth involvement and innovativeness. It is really important to check the extent of youth involvement and perhaps give it as a recommendation in case a programme was judged as good practice (for having all the other criteria) but lacked this. As for innovativeness, there should be consideration of the context where the programme is taking place because what is innovative in one setting might not be in another.

Another point that was raised was the need to estimate the length of time needed to be able to process a programme from the moment it is identified up till reaching the write-up phase. In addition, another suggestion that was made is to document the funding sources and number of staff for each of the identified programmes especially those that make the cut and illustrating that through graphs.

Based on this project, there needs to be a way forward, either by tackling the challenges faced in youth programing or working on capacity building or working at the policy level or through research.

Next Steps:

To Share a folder on drop box with the advisory that contains the necessary documents of the UNICEF project.

Meeting up at the end of the process to review and discuss the write ups of the programmes that were identified as good practices.

Annex 8. Minutes of UNDG Arab States/MENA Region Meeting
UNDG Arab States/MENA Region
Inter-Agency Technical Task Team on Young People
Working Meeting
14 August 2014
Amman, Jordan

Participants
UNICEF: Veera Mendonca, Liv Elin Indreiten
UNFPA: Aleksandar Bodiroza

UNDP: Linda Haddad

UNESCO: Seiko Sugita

Participation via Lync:

UNAIDS: Rupa Bhadra

ILO: Nathalie Bavitch

UNV: Stephanie Laryea

Observers:

UNICEF: Karin Martinez, Howayda Dakhallah

UNESCO: Dareen Abulail

Apologies:

UNHabitat: Katja Schaefer

ESCWA: Raidan Al-Saqqaf

UNDG Secretariat: Varsha Redkar-Palepu

Session 1: Good Practices and Learning from Global and MENA Specific Good Practices

Session chaired by UNICEF and rapporteur by UNDP

Aline Germani, Faculty of Health Sciences, American University of Beirut (FHS, AUB) provided an overview of the process followed in the good practice documentation and highlighted key findings.

Discussion: The summary given below is not exhaustive of all the points covered. See presentation for the full details of FHS, AUB presentation.

- Objective of the good practice documentation exercise is to document at least 30 good practices (20 for MENA and 10 global in the four thematic areas of skills development,

civic engagement, resilience (humanitarian – development continuum), Health and well-being and other.

- 10-24 yrs is the target age for the interventions, however Aline clarified that projects reaching above that age are still included and considered if submitted by one of the UN agencies

- Advisory team of practitioners and experts was formed to guide and provide external oversight for the documentation in addition to providing information on non-UN interventions. Ts.he group includes 14 people both UN and non-UN members. Suggestion was to maintain the advisory group as strictly non-UN to eliminate any bias on the selection and review process. Wrt interventions – interventions which have current active engagement of AUB not to be included within the analysis.

- Young People were included in the process through a Facebook page (AUB hosted)

- The advisory group and Facebook visitors were linked to a short survey to identify/nominate interventions for review.

- 48 programmes were identified by UN agencies (some were not UN programmes) and not all provided detailed documentation.

- Desk review and online survey was conducted by FHS through the Youth Forum and networks. 542 responses by only 80 were completed. 26 from these were identified as relevant.

- More programmes then expected were identified, FHS expected to identified 50, but thus far 178 have been identified according to the following thematic areas: Civic engagement: 42, Skills development 6, resilience 18, health 41, other 21.

- Intervention were then shortlisted, however limited documentation available online for most of the interventions. Shortlisting for further analysis was based on criteria developed by UNIATTTYP and further enhanced based on feedback from advisory group and AUB inputs.

- 62 interventions have been rated as of 14 August. Out of the first 45, only 3 had sufficient data to be rated. This has had serious implication on the resources. 5 additional research assistants were added to speed up the process.

- The third part of this review process was the interview of possible good practices. This interview process is very important for scalability. This however takes a lot of time- each interview taking 2 hours. Shorter version was made to speed up the process. 7 were interviewed only due to various factors. To move forward, FHS sent e-mail to the 178 asking for documentation and/or to complete a short form.

- There are very few programmes that have been evaluated / of have documentation related to effectiveness, which has been a major obstacle and many programmes didn't meet the cut for this reason. Most evaluations that did exist were process evaluation vs. impact. Main recommendation is to put a stronger effort on monitoring and evaluation.

- Most of the UN submitted projects did not meet the criteria. Sasha suggested that important for FHS to explain underlying reasons (root causes) for lack of documentation.

- Due to the limitations and ability to do an exhaustive search globally and the MENA region, it is possible that not all good practices will likely be identified.

- Main problem: lack of documentation and data. 41 needed further exploration, 6 good practices were identified, 8 promising practices, 7 were not good or promising (real no equity dimension).

- Summary against the good practice criteria: 24 were found to be effective, 28 sustainable, 22 equitable, 20 innovative, 19- evidence based, 27 values oriented, 18 involved youth (but not necessarily in design and planning).

- Examples of Good Practices identified to date (Identification is based on documentation they have at this point, but may change when full in-depth information is collected and reviewed):

• Resilience: War Child, Canada in Sudan. Based on the intervention, community projects were developed was a good impact, however it is not known if the projects lead to long term social cohesion.

- CATCH (Health) from US. However as the approach is very American the team advised

that it is important to review relevance for the MENA region. We have two options within the global ones: identify those that are potentially replicable to the Arab context and those that may not be and why, but how we can learn from them.

- Naba'a (Civic engagement): Education intervention in favor of war affected children in the district of Tyr, Lebanon.

- Being implemented in Tyr and replicated in the Pals communities in Tyr

- Empowerment of local communities

- Recruit youth from school and out-of-school – they undergo training; they create clubs. Youth develop projects and implement them.

- Lebanese Physically Handicapped Union (Skills Development)

- Targets disabled; develop skills of disabled and finds jobs for them

- Employ for 70 disabled youth – skills development and advocacy to employees

- Common threads:

- Evaluations of programmes from MENA were mainly process not impact.

- Programmes were dependent on external funding or were not sustainable.

- Most NGO programmes identified were designed with international NGOs and implemented in partnerships with local NGOs with limited involvement of national governments or local authorities.

- Youth involvement on designing and planning is limited.

- Most of the projects selected thus far are by NGOs, not all of the UN projects identified were rated until yet.

- Revised timeline. FHS would like to continue collecting data until the end of August and then start prioritizing good practices beginning of Sept and developing the results of the best practices. Finalize the review and give results by early October.

- FHS would like to make findings thus far public (on the youth forum) in order to motivate practitioners to provide more supporting documentation on the interventions identified.

- Revised timeline: taking into consideration the existing challenges, there is a request for a no cost extension to October (from August 20th 2014) to identify the required set of good practices. Extensive involvement of youth beyond the face book page (young people involved in interventions etc) will delay the research process. FHS will explore what is most feasible with time constraints in terms of involving youth in this research process.

- Scaling-up: Often projects don't scale-up for reasons related to resources, commitment, etc. FHS not only looking at the potential to scale-up but human resource willing to scale up equally important- by in by those that will make it sustainable. Scaling-up should include the likelihood of youth sustaining the projects, not just governments.

Action

- FHS, AUB to suggest a few names for the Advisory Board that are non-UN related and understand best practices, (moving beyond Lebanon to Arab and international experts). Advisory group to be strictly non UN. (Responsible: AUB / Timeframe: 25th August 2014)

- Recommendation: There has to be a strong evaluation and routine monitoring to capture data continuously to be able to document. (Responsible: UNIATTTYP (ongoing)

- FHS to discuss the creation of a reference group which would include youth that were part of the respective programmes (Youth to be recommended by the technical team). (Responsible UNIATTTYP to recommend to AUB / Timeframe: 30th August 2014)

- Resource mobilization for joint initiatives – Lessons learned from previous joint resource mobilization should be addressed prior to any new initiative. (Responsible UNFPA to provide feedback on previous experiences/ Timeframe: 30th August 2014)

- Create shared drop-box for technical team to have access to key research documents. (Responsible AUB / Timeframe: 30th August 2014)

- FHS, AUB to share via the drop-box:

o Matrix of the 178 programmes, and the selection criteria which was created, with the technical team. (Responsible AUB / Timeframe: 30th August 2014)

o The list of agencies (country level) that did not respond to request for documentation for UN agencies to follow up with their focal points. (Responsible AUB / Timeframe: 30th August 2014) .The interview guide as well. (Responsible AUB / Timeframe: 30th August 2014)

o FHS to amend the table for the potential good practice youth involvement column to differentiate levels of youth involvement, include one pager on each of the practices explaining rationale of practices. (Responsible AUB / Timeframe: 30th August 2014).If any of the global practices that has not been replicated in developing countries, it requires further research if it can be replicated in the Arab States context. More information will be requested on Catch's project before making a final decision. (Responsible AUB / Timeframe: 30th August 2014)

- Technical team agreed to support FHS with further documentation and to provide contacts for the projects. FHS to provide the details on the contacts that have been recommended by the technical team, but have not responded. FHS to also share the list of NGOs they need contacts for technical team to explore if they have possible contacts. (Responsible AUB in partnership with UNIATTTYP/ Timeframe: 30th August)

- UNIATTTYP invited to join the weekly skype call with AUB (Every Tuesday at 9.00 am Amman time)

- Based on the recommendation of the UNIATTTYP process a no cost extension of the AUB Contract (Responsible UNICEF / Timeframe: Immediate)

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27 Developed taking into consideration the 'MENA R-UNDG Youth Theme Group Good Practice Documentation, March 2013'

28 we define evaluation here to mean any approach or method that results in an assessment of effectiveness or impact on knowledge, attitudes, behaviors, or outcomes. The approach does not have to be methodologically robust. Non experimental (case studies), quasi experimental or fully experimental evaluation designs are acceptable. There is no requirement for a pre and post assessment nor for a comparison group and either quantitative or qualitative approaches are encouraged and acceptable. The main determination of whether a practice fits the 'effectiveness' criteria is the presence of some evidence that it has 'impact'.

Annex 9. Rating Scale Criteria

Minimum criteria to consider a programmatic effort a potential 'Good Practice' [27]

These criteria will be used to rate programmes that fall into one of the following thematic categories:

Employability, school to work transition, resilience building and comprehensive programming in humanitarian context, skills/competence building, innovations, social protection, youth policy development, civic engagement, education, sexuality education, and health.

Note: In order for the programme to be considered a potential 'good practice', it must meet criteria 1, 2 or 3, 4, and 5. Criteria 6-8 are not necessary but are preferable.

1. Effectiveness: Presence of an evaluation[28] that measures the extent to which the project attained its objectives/outcomes –change in attitudes, behavior, or outcome. Process/implementation evaluation is a plus but not enough to qualify.

2. Sustainability – indicators of sustainability include that (i) the programme must have been implemented more than once in the original 'target population'; (ii) the programme is still ongoing, or (iii) the programme has been absorbed within the NGO or governmental system (has become institutionalized) OR

3. Replication – the programme has been replicated with another group in another region of the same country, another setting (from schools to communities as an example), another country, etc OR the programme has components that 'seem' replicable (relevant to any population group)

4. Equity analysis – the programme must have been targeted to most at risk or most vulnerable populations. "Most at risk' (MAR) or 'most vulnerable' (MV) can be defined differently for each thematic area, and can even be defined differently for each country, region. When identifying each programme, the MAR/MV population will be specified.

5. Innovative – the programme should add value or be innovative. An innovation has been defined by E Rogers (Diffusion of Innovation Theory) as "an idea, practice, or object that is perceived as new by an individual or other unit of adoption". This does not mean it has never been implemented anywhere, it is innovative if it is implemented for the first time in a particular social system. Innovative also can mean a programme that has been implemented in a social system already, but new techniques, methods; approaches are being used to implement it.

6. Evidence base – the programme is based on evidence: previous experience with the programme, theoretical constructs, an identified need

7. Values orientation – the programme must promote dignity and implement a human rights based approach to programming. Questions in the interview guide will query re (i) the extent to which the needs assessment included analysis of variables linked to a human rights based approach, (ii) the extent to which the needs assessment explored determinants beyond the individual level; (iii) the programme's encouragement of welfare, access, conscientisation, participation, control[29]

[29] Women's Equality and Empowerment Framework (WEEF) http://www.bigpond.com.kh/users/gad/glossary/gender.htm

[30] We understand that accountability is beyond an M&E framework and encompasses governance, transparency and corrective actions. For our purposes, we will focus on the M&E process as one aspect of accountability.

, (iv) the programme's attention to factors beyond the individual level – distal upstream factors - in implementation (components that target parents, school systems, policy and decision makers, community leaders, etc); (v) the programme's focus in on the most in need; (vi) the programmes limitations on participation by gender, disability, geographic location, ethnicity/religion, socio-economic status (costs are low and affordable to all): (vii) the programme being responsive to the needs of the country /region where it is implemented and being culturally appropriate; (viii) the programme having considered (and promoted) the topic of environmental sustainability as it implemented its programme; (ix) the programme having an accountability[30] mechanism through an M&E process and that process providing data that is disaggregated by sex, age, SES, geographic region, ethnicity.

8. Youth involvement – the programme has involved youth in its planning or implementation or evaluation (not only as programme participants and not only as providers of data about the programme)

Annex 10. Interview Guide

Good practices in adolescent programming
OPU/ FHS and UNICEF MENARO

Date:

Interviewer:

Interviewee:

Name	
Position	
Phone Number	
Address	

Introduction

I. General Information about the intervention:

1. What is the name of the intervention?

2. In which country and region did it take place?

3. How many times was it implemented? In what time frame (years)?

4. What is the number of staff (both paid and unpaid) that were involved in the intervention?

II. Organization

1. What is the name of the organization? Does it have a web address? If yes, add the www.

2. What is the mission of organization?

3. How does this intervention fit into the mission?

III. Description of intervention/characteristics of the intervention

1. Can you briefly describe the intervention?

2. What are the long term objectives of the intervention? What are the medium term objectives? What are the short term objectives? What outcomes does the intervention focus on changing?

a. Did you have a target for each of the objectives? Was the target meant to be achieved within a specific time frame?

3. Which of these components are addressed by the intervention?

Employability, school to work transition, resilience building and comprehensive programming in humanitarian context, skills/competence building, innovations, social protection, youth policy development, civic engagement, education, sexuality education, health

4. What was the need (issue) that was documented that led to this intervention and how was it detected? (Briefly (2- 3 paragraphs) describe the initial situation (context) and the problem/ issue which prompted the implementation of this good practice)

5. Once the issue was documented, was there an analysis of the causes/determinants of the issue? In other words, did you document behaviors, contextual factors that influence the issue or social, cultural and policy factors? If so, how was that analysis conducted?

a. Did the needs assessments analyze determinants of the issues/problem beyond the individual level? Did it analyze distal/upstream factors? How did it do so, and what were the results?

b. Did the needs assessment collect and analyze data separately (disaggregated analysis) by sex, age, ethnicity, SES, geographic location?

6. How did you make the decision that this intervention was the right one to tackle the need?

a. Was the intervention based on previous experience from other projects or based on research that was done? Explain how.

b. Did you use theoretical models (theory) to understand the issue and develop the intervention? If so, which ones and how were they used?

c. How well does the project/intervention contribute to national development frameworks? Explain.

d. Does the programme design reflect international standards/conventions/etc? Explain.

e. If there a specification of the mechanism which will bring about the intended change? The theory of change? If so, explain.

f. How is the intervention aligned with the objectives? What parts of the intervention help to achieve the objectives?

g. How is the intervention innovative? [31]

7. Can you describe the target group of this intervention? Please indicate the demographic and socioeconomic factors of the target group: age, gender, income/socioeconomic status, education, occupation, ethnicity, geographical location, other…

a. Are there any restrictions on participation by gender? Disability? Geographic location? Ethnicity/religion? Socio-economic status (cost of the programme?)?

b. Does the intervention have a specific focus on most at risk or most vulnerable groups (socioeconomically disadvantaged people, ethnic minorities, refugees, stigmatized populations, most at risk etc…)?

[31] An innovation has been defined by E Rogers (Diffusion of Innovation Theory) as "an idea, practice, or object that is perceived as new by an individual or other unit of adoption". This does not mean it has never been implemented anywhere, it is innovative if it is implemented for the first time in a particular social system. Innovative also can mean a program that has been implemented in a social system already, but new techniques, methods; approaches are being used to implement it

c. Does the intervention aim to empower the target group? How so?

8. How did you reach the target group? What methods did you use to inform them of the intervention and encourage them to join?

9. Value-orientation:

a. Did the intervention focus on issues of enhancing equity or decreasing inequities between groups? If so, between what group (age, sex, geographic location, SES, disability level, etc) and how?

b. Does the intervention employ a human-rights based approach? Explain

c. Does it focus on promoting dignity? How?

d. Did the intervention enhance participating youth welfare, access, conscientisation, participation, and control?

10. Does the intervention address distal upstream factors (i.e. beyond individual control) such as parent, teachers, community leaders, policy and decision makers, laws, community norms …? Is so, how and which ones?

11. Can you describe the structures within which the intervention was carried out?

- Existing structures (e.g. part of the administration, non-governmental organization, etc…)

- Newly created structure that will continue to exist (or continued to exist) after the intervention is concluded

- Newly created structure that will not continue to exist (or did not continue to exit) after the intervention is concluded

- No specific structure (e.g. project team).

12. Were youth involved in setting the objectives and designing the intervention?

a. Did this involvement ensure youth welfare, access, conscientisation, participation, and control?

13. Prior to implementing the intervention, did you consider how the intervention might lead to potentially harmful outcomes? If so, what did you do to minimize such 'harms'?

14. As the intervention was being implemented, did you encounter any sensitive issues? If so, can you explain?

15. Who were the stakeholders of this intervention and were they involved in the planning phase of the intervention?

16. Who implemented the intervention? How did you select those individuals? What minimum competencies were you looking for? How did you assess those? What type of capacity building/training were they given to do so?

17. Was there a budget plan for the intervention? Were funding resources easily identified?

18. Where was the intervention carried out? What are the minimum requirements for space and other non-financial resources including personnel?

19. Were you able to sustain the intervention?

a)	How were you able to sustain it?

b)	What was the level of support needed to maintain the initiative?

20.	 Was this intervention coordinated or linked with other relevant interventions that you carry out or others in your country/region carry out? Is this intervention complementary to existing interventions?

21. Was the intervention replicated with another target group? In another region of the country? In another country? If yes, can you describe this?

22. How was this intervention documented?

a.	Please provide soft copies or links to document related to studies, documentation, evaluation and reports that can provide additional information

23. Did you consider environmental sustainability (attention to environmental resources) in implementing the intervention (recycling, use of water, use of electricity, use of plastic, how were wastes taken care of)? If yes, what were some steps taken?

IV. Monitoring and Evaluation:

24. Was a pilot phase/test of the intervention carried out prior to launching it? If so, can you describe this pilot?

25. Was an evaluation plan developed prior to initiation of the intervention? If so, what did it include?

26. Was a process/implementation evaluation carried out? Describe it methods (indicators used). Describe its results.

27. To what extent have the objectives of the intervention been achieved?

a.	Were evaluation data disaggregated by sex, age, ethnicity, geographic region, SES?

28. Was an outcome/impact evaluation carried out? Describe its methods (indicators used, control group, pre-post assessments, etc). Describe its results.

a.	Were evaluation data disaggregated by sex, age, ethnicity, geographic region, SES?

29. To what extent were the objectives of the intervention been achieved?

30. Was the planned target group participation reached?

31. Was the intervention sustainable to the culture, knowledge, customs, role, views, and context? If yes, how was that assessed? If not, what would you change?

32. Was a long-term follow up carried out after the end of the intervention?

33. Were opinions of stakeholders taken into account in evaluation and monitoring?

34. Please provide soft copies of links/document related to evaluation process and results that can provide additional information.

35. What challenges faced the implementation and evaluation of this intervention?

36. How would you do things differently if you were implementing it again today? Evaluating it again? What were the key lessons learned?

37. What are your recommendations for others who would like to implement it?

Annex 11. Form Sent to Programmes' Implementers for Information

Good practices documentation in adolescent and youth programming – July 2014

1. Name of programme/intervention:

2. Who was the implementing organization (please provide name or organization and link to website if one is available):

3. Please describe the programme/intervention in one paragraph.

4. In which countries or regions of countries was this programme implemented?

5. What was the target age group for this programme? Please expand on how it meets the needs of 'most at risk' or 'most vulnerable' adolescents/youth. We realize that 'most at risk/most vulnerable' will depend on the context and programme so please describe your perceptions of how your programme meets needs in your context.

6. What was the need that led to this programme being developed/ implemented?

7. What are the short and long term objectives of the programme?

8. When did the programme begin? Is the programme still ongoing? If ongoing, how are the activities being implemented?

9. Were youth involved in the development or implementation of this programme? If so, how?

10. Was the programme replicated in other regions of the country or with other organizations or in any other way?

11. Was this programme evaluated? Please provide the results of the evaluation in one paragraph and attach any reports written. We are interested in evaluations that indicate scope of the programme (how many youth reached, how many sessions conducted, etc) but more importantly about the impact related to the objectives (whether there were changes in attitudes, behaviors, outcomes). So for example, if the objective was to increase employability, is there data about whether more of the participants got jobs.

12. How does your programme promote human rights, and dignity of adolescents and youth?

Annex 12. Good Practice Write-up Template

Good Practice in Adolescent and Youth Programming

Region	MENA or Global or MENA/Global
Organization	Name of the organization
Name	Name of the programme (same as title)
Category	Choose: civic engagement; skills development; health; other; resilience development2010
Start date	Start date of the programme
End date	End date or Ongoing
Partners	List name of partners
UN involvement	Non-UN or UN (specify which agency)
UN involvement	Contact name (use Mr / Ms / Mrs, e-mail and telephone with country code)

1. Background and description

A brief description of the initial situation (context), the significance of the problem/ issue which prompted the implementation of this practice and a description of the programme.

This section should also provide a summary of the good practice allowing the reader to understand the context, rationale of implementation and the way in which the programme responds to the issue.

Organization profile

The mission or mandate of the organization. Use integral text – quote and reference.

2. Goal and objectives

2.1. Goal

Main goal of the practice

2.2. Objectives

Short, medium and long term specific objectives (where applicable)

3. Target group

3.1. Age group

This section will describe the target group of this intervention in terms of demographic and socioeconomic factors: age, gender, income/socioeconomic status, education, occupation, ethnicity, geographical location, other…

3.2. Gender considerations

This section will describe how the intervention accounted for and addressed specific gender characteristics of the target group and whether it succeeded in reaching out to both genders.

3.3. Ethnic / disability considerations

If applicable, this section will describe how the intervention accounted for and addressed specific characteristics of the target group such as ethnicity and disability and whether it succeeded in reaching out to all groups and in being inclusive.

3.4. Targeting the most marginalized / most at risk

To what extent does the intervention have a focus on most at risk or most vulnerable groups (socioeconomically disadvantaged people, ethnic minorities, refugees, stigmatized populations, most at risk etc…)?

3.5. Human right programming

If applicable, this section will describe how the intervention incorporated human right values into the program.

3.6. Youth involvement

If applicable, this section will describe how youth were involved in the planning, implementation, and /or evaluation of this program.

4. Strategy and Implementation

4.1. Strategies / theoretical approaches / methodologies

A description of the strategy or theoretical approach upon which the program is based (if any). Strategies could be regarding to advocacy, participation, gender equity, ownership, capacity building, coordination and partnerships, monitoring and evaluation and replication/scaling up.

4.2. Activities

Activities implemented to achieve the objectives outlined before.

4.3. Innovativeness

A description of the innovation in the program: focus, approach, or activities. What is the advantage of this practice over other programs with similar objectives and goals?

4.4. Cost and Funding

A description of the total cost of the program as well as the cost per activity. In addition to a detailed listing of the sources of funding.

4.5. Sustainability

If the program is still ongoing, this section will describe the resources used to sustain it: staff; space; capacity building; organizational structure; coordination and supervision mechanisms; involvement of local actors and stakeholders; absorption into local structures if applicable.

If the program ran for a long period of time and stopped, this section will describe the resources used to implement, etc. (as per above) and the reasons why it stopped.

4.6. Replicability

If the program was replicated in another region, country, setting, target group: a full

description of the context with a justification of relevance and the characteristics of the population will be provided.

The resources used to replicate it: staff; space; capacity building; organizational structure; coordination and supervision mechanisms; involvement of local actors and stakeholders; absorption into local structures if applicable, etc.

5. Evaluation of effectivenes

This section will include the monitoring and evaluation plan with the methods if available.

The results will be classified at output, outcome and impact level, if applicable. Quantitative and/or qualitative evidence on reach, effectiveness, change in attitude, change in behaviour.

Process evaluation results will be included as well.

Monitoring and evaluation

6. Strengths and opportunities

A description of the internal and external enabling factors: culture of the organization, values of the community, assets of the community, policy making, legislation, etc.

7. Challenges

A description of the challenges faced and how they were overcome. If still persistent, why?

8. Next steps and the way forward

A brief description of the potential application of this practice to programming beyond the original context: nationally, regionally, in emergency situations, etc.? What are the issues that need to be considered?

9. Lessons learned and recommendations

This section will summarize key recommendations, highlight limitations and issues for consideration.

10. Components to consider for scale-up in MENA

List the components for scaling up. No detailed information is needed, as this will feature in the rest of the write up.

11. Resources

A list and access to toolkits, guidelines on training, technical assistance, implementation etc. (obtain resources and validation from implementer).

12. References

Harvard style of referencing

Annex 13. Table 5. Characteristics of Good Practices

(Scope, date start/finish, category analysis)

	Name	Implementer or Organization	Region	Category	UN or Non-UN	
1	**U-Report**	United Nations Children's Fund Uganda	Global	Civic engagement	UN	
2	**Y-PEER**	United Nations Population Fund	Global	Civic engagement	UN	
3	**Adolescent-Friendly Spaces (AFS)**	UNICEF Middle East and North Africa Regional Office	MENA	Civic engagement	UN	
4	**Family Spirit**	John Hopkins Center for American Indian Health (JHCAIH)	Global	Health	Non-UN	

	Date of Initiation	Source of funding	Budget (breakdown of cost)	Number of Staff involved in the implementation	Number of Beneficiaries	Age group of beneficiaries
	2011	UNICEF	100,000$	Not Available	275,000	15-29 years old
	2001	Not available	$400,000	Not Available	846 peer educators; 107 new trainers	15-24 years old
	2005	The Government of Norway	Not Available	Not Available	149,348	10 to 24 years old; however primarily beneficiaries were 10-18 years old
	1995	US Department of Health and Human Services (Maternal, Infant and Early Childhood Home Visiting Programme)	Tailored Training Development and Implementation Affiliation Fee: $9600 Initial Site Training: $3000 Advanced Training for Supervisors: $4,000 New Trainee Training: (only available for sites that have completed the initial training): $1800 Refresher Training: (only available for home visitors that are already certified): $1300 Additional Costs: Lesson hand-outs and worksheets are included in the workbook to reinforce key teaching points. Each workbook costs $100.	Not Available	53	12-22 and their children from pregnancy (28 weeks of gestation) through 36 months postpartum or the child's third birthday. Recently they accept women of all ages.

	Name	Implementer or Organization	Region	Category	UN or Non-UN	
5	**Kenya Adolescent Reproductive Health Program (KARHP)**	PATH and US-based Population Council/ FRONTIERS	Global	Health	Non-UN	
6	**Students as Lifestyle Activists (SALSA)**	Primary Health Care Education and Research Unit, Western Sydney Local Health District, University of Sydney	Global	Health	Non-UN	
7	**Strengthening Families for Parents and Youth (SFPY)**	Parent Action on Drugs	Global	Health	Non-UN	
8	**Unplugged**	European Union Drug Addiction Prevention Trial (EU-DAP)	Global	Health	Non-UN	
9	**The Cognitive Behavioural Intervention for Trauma in Schools**	The Treatment and Services Adaptation Center for Resiliency: Hope and Wellness in Schools	Global	Resilience development	Non-UN	

Date of Initiation	Source of funding	Budget (breakdown of cost)	Number of Staff involved in the implementation	Number of Beneficiaries	Age group of beneficiaries
1999	USAID	Not Available	Not Available	177,945	10-19 years old
2004	The Commonwealth Department of Health in Australia and the Ministry of Health in Jordon	$12 per student per year	Not Available	7,108	13-16 years old
2009	Health Canada	$5,000-7,000 per cycle	4	91	12-16 years old
2009	Budget is allocated by the national organizations of each country	100,000-300,000 euros for adaptation and translation and 200 euros running cost once programme initiated	50 to 80	Not Available	12-14 years old
2001	Different types of financing schemes: (1) external funders such as charitable organizations in the US e.g. The United Way, (2) federal and state government grants, and (3) some sites were able to bill for the provision of CBITS using Medicaid dollars (government insurance for low-income families) referred to Medicaid.	The primary costs associated with CBITS are the training cost and the cost/salary of the clinician(s) implementing the intervention. CBITS trainings cost $4000 for a two day training of 15 trainees.	Training Staff (13) & Onsite Training Staff (Not Mentioned)	126	8-15 years old

	Name	Implementer or Organization	Region	Category	UN or Non-UN	
10	**Building the Resilience of Youth**	War Child Canada - Sudan	Global	Resilience development	Non-UN	
11	**ENTRA 21**	International Youth Foundation (IYF)	Global	Skills development	Non-UN	

Date of Initiation	Source of funding	Budget (breakdown of cost)	Number of Staff involved in the implementation	Number of Beneficiaries	Age group of beneficiaries
2005	Common Humanitarian Fund for Sudan, the Canadian Government (Foreign Affairs, Trade and Development Canada), Darfur Community Peace and Stability Fund, UNFPA, UNHCR and UNICEF	Education $512,000 (2013-2014) Youth Project $328,067 (2013-2014) Youth/Education $502,076 (2013-2014)	Not available	Since 2005: -Over 5,000 students graduated per year; 100,000 youth have been reached through youth development activities -22,000 out-of-school children and youth have been reached through ALP activities; -250,000 basic school students have been reached through provision of textbooks, classroom rehabilitation and construction and teacher training; -4,400 youth have been trained in vocational skills	15-30 years
2001	Overall, implementers received $20 m in seed funding and leveraged an addition $69m. In phase 1(only), for a total estimated investment (from MIF, USAID and other local and global companies) was $29 million through 35 programmes.	Not Available	Not Available	19,600	16 to 29 years old

	Name	Implementer or Organization	Region	Category	UN or Non-UN	
12	**Passport to Success®**	International Youth Foundation (IYF)	Global	Skills development	Non-UN	
13	**Youth Employability Skills (YES) Network Project**	Education Development Center Inc.	Global	Skills development	Non-UN	
14	**A Right for an Equal Life**	Ebtessama Foundation	MENA	Skills development	Non-UN	
15	**The BRIDGE Programme**	Unite Lebanon Youth Project (ULYP)	MENA	Skills development	Non-UN	
16	**Economic and Social Inclusion**	Lebanese Physically Handicapped Union	MENA	Skills development	Non-UN	
17	**Ishraq**	Population Council	MENA	Skills development	Non-UN	
18	**Know About Business**	International Labour Organization	MENA	Skills development	Non-UN	

Date of Initiation	Source of funding	Budget (breakdown of cost)	Number of Staff involved in the implementation	Number of Beneficiaries	Age group of beneficiaries
2003	Multiple Funders	Depends on setting	Depends on country	110,000 young people worldwide and over 4,000 youth educators and teachers	14-29 years old
2010	USAID	Not Available	373	4,476	15-27 years old
2007	Mobinil	1,500$ per beneficiary	15	1,000	18-30 years old
2010	The Hani Kaddoumi foundation, Qatar and the Welfare Association, as well as from fund raising activities and from institutional funding	The value of the programme for one year was $1.2 million	12	760 students	16-18 years old
2005	EU and Christian Aid	250,000 Euros overall Staff:100000 euros Transportation and consumables: 30,000 euros Administrative cost:15,000 euros Publications and Research: 20,000 euros Job seekers training and roundtables for the private sector:45,000 euros Vocational Training 30,000 euros	15-20	3,000	18-24 years old
2001	USAID, the Embassy of Netherlands in Cairo and the Population Council, and the Kingdom of Netherlands	Not Available	225 project staff from 30 youth centres, 6 NGOs and a group of cadres from ministries.	3,321 girls 1,775 boys 5,000 parents	12 to 15 years old
1996	Not Available	Not Available	Not Available	184,330	14 to 25 years old

	Name	Implementer or Organization	Region	Category	UN or Non-UN	
19	**Skills-Building for University Students**	INJAZ	MENA	Skills development	Non-UN	
20	**Young Researcher Programme**	Al Nayzak for Supportive Education and Scientific Innovation	MENA	Skills development	Non-UN	
21	**Youth Career Initiative (YCI)**	Jordan River Foundation	MENA	Skills development	Non-UN	
22	**Youth Economic Empowerment Program (YEEP II)**	United Nations Development Programme Yemen	MENA	Skills development	UN	

Date of Initiation	Source of funding	Budget (breakdown of cost)	Number of Staff involved in the implementation	Number of Beneficiaries	Age group of beneficiaries
1999	USAID then became an independent non-profit organization and established a donor base with significant contributions from the Jordanian private sector	Not Available	75	Since its inception: 850,000	14 to 25 years old
2007	UNICEF, Science and Technology House, and others	Not Available	Overall: 37 volunteers. NO mention of number of staff.	2,627	10-14 years old
2007	Multiple Funders	Not Available	Not available	174	18-22 years old
2012	Embassy of Japan and South Korea	$10.5 million USD	Not available	641	18-30 years old

ANNEX 14. Good Practices – Analysis by Overarching Elements of Success

Table 6. Analysis of each good practice by overarching elements of success*

Good practice (name)	Total /13	Overarching elements of success												
		1	2	3	4	5	6	7	8	9	10	11	12	13
Youth Economic Empowerment Programme (YEEP II)	13	x	x	x	x	x	x	x	x	x	x	x	x	x
Ishraq	13	x	x	x	x	x	x	x	x	x	x	x	x	x
Kenya Adolescent Reproductive Health Program (KARHP)	13	x	x	x	x	x	x	x	x	x	x	x	x	x
Students as Lifestyle Activists	12	x	x	x	x	x	x	x	x	x	x	x	x	
The Young Researcher Programme	12	x		x	x	x	x	x	x	x	x	x	x	x
Building the Resilience of Youth	12	x		x	x	x	x	x	x	x	x	x	x	x
Know About Business	11	x	x	x	x	x	x	x	x	x	x		x	
Strengthening Families for Parents and Youth	11	x	x		x	x	x	x	x	x	x	x	x	
Passport to Success®	11	x		x	x	x	x	x	x	x		x	x	x
Unplugged	11	x	x		x	x	x	x	x	x	x		x	x
A Right for an Equal Life	11	x	x	x		x	x	x		x	x	x	x	x
Economic and Social Inclusion	11	x		x	x	x	x	x	x	x		x	x	x
Youth Career Initiative	11	x	x	x	x	x	x	x		x		x	x	x
The BRIDGE Programme	10	x			x	x	x	x	x		x	x	x	x
Family Spirit	9			x	x	x	x	x		x	x		x	x
Skills-Building for University Students	9	x	x			x	x	x	x	x	x		x	
Cognitive Behavioural Intervention for Trauma in Schools (CBITS)	9	x	x		x	x	x	x		x	x			x
Adolescent-Friendly Spaces	9	x				x	x	x	x	x	x	x	x	
Youth Employability Skills (YES) Network Project	9	x			x	x	x	x	x	x	x	x		
U-Report	7		x			x	x	x			x	x	x	
ENTRA 21	7	x		X			x		x	x	x		x	
Y-PEER	11	x			x	x	x	x	x	x	x	x	x	x
Total score for each element		**20**	**12**	**13**	**17**	**21**	**22**	**21**	**16**	**21**	**19**	**16**	**20**	**14**

*1=need is documented, 2=had pilot phase, 3=had different phase, 4=Detailed implementation guide is available, 5=Used community human resources, 6=Partnerships forged and stakeholders involved, 7=Intervention implemented in already available areas, 8=Institutionalization was planned or thought of during the implementation, 9=Have used Skills building techniques, 10=Created safe spaces for youth, 11=Youth 'presence and voice' felt or stated, 12=Programming was flexible, 13=Funding was diversified

Table 7. Distribution of good practice by overarching theme

Number of overarching elements of success present in the good practice	Number of good practices	Names of good practice
7	2	U-Report, ENTRA 21
9	5	Skills Building for University Students, Youth Employability Skills (YES) Network Project (Macedonia), Family Spirit, AFS, CBITS
10	1	The BRIDGE Programme
11	8	SFPY, Know about Business, Unplugged, Passport to Success® , Youth Career Initiative, A right for an Equal Life, Economic and Social Inclusion, Rebuilding the resilience of youth , Y-PEER
12	3	SALSA, The Young Researcher Programme
13	3	Youth Economic Empowerment Program (YEEP II), Ishraq; Kenya Adolescent Reproductive Health Program (KARHP)
	22	

Table 8. Analysis by type of good practice: UN/Non UN and Global/Regional by overarching element of success*

Type of Practice	Overarching elements of success												
	1	2	3	4	5	6	7	8	9	10	11	12	13
UN/MENA	3	2/3	2/3	2/3	3	3	3	3	3	3	2/3	3	1/3
UN/Global	1 /2	1 /2	0	1/2	2	2	2	1/2	1/2	2	2	2	1/2
Non-UN/MENA	7	4/7	5/7	5/7	7	7	7	4/7	7	5/7	6	7	6/7
Non-UN/Global	9/10	5/10	6/10	9/10	9/10	10	9/10	8/10	10	9/10	6/10	8/10	6/10

*1=need is documented, 2=had pilot phase, 3=had different phase, 4=Detailed implementation guide is available, 5=Used community human resources, 6=Partnerships forged and stakeholders involved, 7=Intervention implemented in already available areas, 8=Institutionalization was planned or thought of during the implementation, 9=Have used Skills building techniques, 10=Created safe spaces for youth, 11=Youth 'presence and voice' felt or stated, 12=Programming was flexible, 13=Funding was diversified

Annex 15. Promising Practices – Analysis by Overarching Elements of Success

Table 9. Promising programmes divided UN/Non-UN and per category

Promising Programmes	UN/Non-UN	Civic engagement		Skills		Resilience development		Health		Other		Total by rating
		MENA	Global	MENA	Global	MENA	Global	MENA	Global	MENA	Global	
	UN	10	1	12	0	2	1	4	2	2	0	34
	Non-UN	3	1	4	0	2	0	1	4	0	1	16
	Subtotal	13	2	16	0	4	1	5	6	2	1	
	Total	15		16		5		11		3		49

Table 10. Good Practices divided UN/Non-UN and per category

Good practices	UN/Non-UN	Civic engagement		Skills development		Resilience development		Health		Other		Total by rating
		MENA	Global	MENA	Global	MENA	Global	MENA	Global	MENA	Global	
	UN	1	2	1	0	0	0	0	0	1	0	5
	Non-UN	0	0	7	3	0	1	0	5	0	0	16
	Subtotal	1	2	8	3	0	1	0	5	1	0	
	Total	3		11		1		5		1		22

Table 11. Percentages of Promising and Good practices divided UN/Non –UN / MENA-Global and per category

Promising vs. Good	UN/Non-UN	Civic engagement engagement	Skills	Resilience development	Health	Other
Promising	UN	11/15=73.3%	12/16=75%	3/4=75%	6/11=54.5%	2/3=66.6%
	Non-UN	4/15=26.7%	4/16=25%	1/4=25%	5/11=45.5%	1/3=33.3%
	MENA	13/15=86.6%	16/16=100%	3/4=75%	5/11=45.5%	2/3=66.6%
	Global	2/15=13.4%	0/16=0%	1/4=25%	6/11=54.5%	1/3=33.3%
% promising		**15/18=83.3%**	**16/27=59.2%**	**4/6=66.6%**	**11/16=68.8%**	**3/4=75%**
GOOD	UN	2/3=66.6%	1/11=9%	0 /2=0%	0/5=1%	1/1=100%
	Non-UN	0/3=0%	10/11=91%	2 /2=100%	5/5=100%	0/1=0%
	MENA	1/3=33.3%	8/11=72.7%	0 /2=0%	0/5=0%	1/1=100%
	Global	2/3=66.6%	3/11=27.3%	2 /2=100%	5/5=100%	0/1=0%
% good practice		**3/18=16.7%**	**11/27=40.8%**	**2/6=33.4%**	**5/16=31.2%**	**1/4=25%**

Table 12. Promising practices by criteria

	Criteria						
Theme	Effectiveness	Sustained and/or replicated	Meets equity criteria	Innovative	Based on documented need or evidence-based intervention	Meets values orientation criteria	Youth involved
Civic Engagement	4/15=26.6%	7/15=46.6%	9/15=60%	11/15=73.3%	14/15=93.3%	14/15=93.3%	14/15=93.3%
Health	3/11=27.3%	7/11=63.6%	10/11=91%	8/11=72.7%	9/11=82%	8/11=72.7%	8/11=72.7%
Resilience	3/4=75%	3/4=75%	2/4=50%	2/4=50%	3/4=75%	4/4=100%	4/4=100%
Skills development	8/16=50%	12/16=75%	13/16=81.25%	9/16=56.25%	15/16=93.75%	14/16=87.5%	9/16=56.25%
Other	1/3=33.3%	2/3	3/3=100%	1/3=33.3%	3/3=100%	2/3=66.7%	1/3=33.3%
Overall	19/49=38.8%	31/49=63.3%	37/49=75.5%	31/49=63.3%	44/49=90%	42/49=86%	36/49=73.5%
Overall UN MENA	7/30=23.3%	19/30=63.3%	20/30=66.6%	16/30=53.3%	28/30=93.3%	27/30=90%	23/30=76.6%
Overall UN Global	3/4 = 75%	2/4=50%	4=100%	3/4 =75%	4=100%	4=100%	3/4= 75%
Overall Non-UN MENA	6/10=60%	6/10=60%	9/10=90%	7/10=70%	8/10=80%	9/10=90%	9 /10=90%
Overall Non-UN Global	3/5=60%	3/5=60%	4/5=80%	2/5=40%	3/5=60%	2/5=40%	2/5=40%