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

CLUSTER EVALUATION REPORT

TRANSTEC
PROJECT
MANAGEMENT

UNDEF-Funded Youth Projects

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Acknowledgements

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I. Executive Summary

(i) Data on the portfolio of projects evaluated

This report is the cluster evaluation of 14 UNDEF-supported projects related to youth. These projects focused primarily on increasing the capacity and ability of youth aged 14 to 35 to participate in civic and democratic processes. These projects were implemented primarily through international organizations (10 out of the 14) that subcontracted national non-governmental organizations (NGOs) to implement the programme activities. The remaining four projects were granted directly to national NGOs. These projects were implemented between 2007 and 2011 for a total UNDEF funding of just under USD 4 million. The projects themselves ranged from USD 120,000 to USD 400,000.

Table 1: UNDEF-Funded Projects in the Youth Cluster Evaluation

Project	Country/ Region	Title
RAP-06-015	Asia/Pacific	Asian Young Leaders in Governance
COS-06-031	Costa Rica	Democracy Builders: Youth Capacities for Active Citizenship
LIR-06-076	Liberia	Legislative Strengthening through Encouraging Participation of Youth in Democratic Process
PAL-06-093	Palestine	Youth Rights Monitor
ROM-06-100	Romania	I'm young, I get involved, therefore I count!
YEM-06-123	Yemen	Raising Civic Awareness Among Youth: Participation & Community Service
JOR-07-164	Jordan	Student Civic Action: Engaging & Empowering Emerging Leaders in Universities in Jordan
LEB-07-165	Lebanon	Lebanese Youth Parliament
MYA-07-180	Myanmar	Deepening Democratization Processes through Youth Leadership
THA-07-185	Thailand	Cultivating Democratic Leaders from Marginalized Groups
BIH-07-191	BiH	Learning and Living Democracy in Bosnia-Herzegovina
LEB-08-244	Lebanon	Citizenship is my right
PAL-08-245	Palestine	Democratic dialogue in Palestine : Acculturation towards tolerance
GUA-08-276	Guatemala	Training of youth for democracy and development

Most of these projects used a two pronged approach to strengthening youth participation. Their primary activities were targeted at increasing the capacity of youth so that they could participate more knowingly and effectively. This was done through classroom and workshop trainings and practical work where they were able to apply their new skills and knowledge. At the same time, they worked to increase the opportunities for these youth to participate. This included training and sensitizing civil society organizations (CSOs) and local leaders, funding mini-projects for youth through sub-grants, creating internship opportunities or participatory structures such as youth councils, and to a lesser degree advocating on youth issues.

(ii) Evaluation Findings

The focus of the youth cluster projects in general seemed appropriate given the important role of youth within democratic processes, and in particular for their future role as citizens, leaders and catalysts for positive change. The projects that appeared the most **relevant** were those that were well grounded in the local context and had direct ties and interactions

with civic and democratic processes. These projects met the needs and interests of the participating youth as well as those of the community and/or civic/political leaders. Most of the projects were implemented at the ground level through national CSO partners which brought the local perspective and experience that was needed for relevance.

About half of the projects appeared to have been very **effective** with the remainder ranging in effectiveness. Most met their objectives in terms of outputs but some felt short of achieving their anticipated outcomes. Factors that helped to ensure project effectiveness included:
- Not losing sight of the project purpose and ensuring the project was well grounded in the local and democratic participation contexts;
- Linking classroom/workshop training with practical, hands-on learning experiences;
- Continuing interaction with civic or government institutions and other organizations working on the same issues;
- Mixing of different groups of youth, including males and females, different ethnicities and religions, and treating everyone as equals regardless of their background or affiliation;
- Having democratic development experience in the project management team; and,
- Sensitizing adults and organizations (CSOs, government leaders) on the value of youth participation in addition to the training of youth.

Factors that limited potential effectiveness included: the projects' lack of use of the social media, limited networking among youth to exchange ideas and extend project reach; and, working in isolation from others working on the same issues.

The **efficiency** of projects varied. Several had very good designs and were well implemented, while others with good designs were not well implemented. Ten projects were implemented by international organizations, most of which provided sub-grants to national CSOs as implementers. Most of the international organizations appear to have added value through the provision of methodologies or oversight which helped ensure that the projects remained on task. The projects lost efficiency and effectiveness where the sub-grantees did not share the same vision as the main organization as they then worked towards different outcomes. The project evaluations showed that a key factor in having an efficient and effective programme was having experience in the democratic governance sector and good management skills. However, the ratio of overhead/staff costs was high in comparison to activity costs in some cases which suggests less than efficient designs, and the ratio for sub-grants for activities was extremely low given the potential impact that these activities could provide.

Assessing the **impact** of the youth cluster projects is hard to determine. Most of these projects intended to empower youth and increase their voice and participation. This involves a change of attitude and practices that is difficult to measure unless the project does before/after measurements which very few of the projects did. The project in Costa Rica did do this, but in this case it had such a complex monitoring and evaluation (M&E) process, that a simpler process might have been just as useful. The projects also did no post-project follow-up of the youth, so it is unknown if they went on to act as catalysts for the democratic reform and improved policies anticipated as outcomes. However, most of the training seems to have empowered a good portion of the participating youth and their community actions do seem to have benefited a wider group of persons. While all youth appear to have benefited from these projects, the biggest impact noted anecdotally is with the marginalized and formerly excluded youth, and between youth of different religious/ethnic/political backgrounds and/or gender.

Projects with a long-term vision of youth participation and linked into the broader environment of CSOs and government institutions working to strengthen democratic processes were more likely to have had more **sustainable** results-- whether by an institution to channel youth participation such as creating municipal youth councils in Lebanon which appears to be a long-lasting concept, or strengthening a young but already established political or civic leader. This is notable in the case of a female Member of Parliament (MP) participant from the Asia/Pacific regional project who is intending to run for President of Afghanistan in 2014. Some of the CSOs and others that helped to implement the cluster activities and that received training through their participation in these projects appear to still have been working with youth after the end of the UNDEF-funded projects.

UNDEF funding does appear to have provided **value-added** in the case of youth participation projects due to its UN system status. This status as an impartial provider of democracy assistance: (i) reassured parents that the projects were safe activities for their children to participate in; (ii) reassured NGOs and officials that the activities were apolitical and nonpartisan; (iii) increased the credibility of the issue of youth participation and equity in contexts where youth or particular groups are marginalized; and, (iv) raised the projects' profile which helped get government agencies and elected bodies interested and involved in the projects.

(iii) Conclusions

- The youth participation projects were an appropriate area for UNDEF support as it is directly relevant to UNDEF's mandate and is relevant and timely given the world's youthful demographics and the recent youth-led movements for more democratic governance. The projects' approach were also appropriate and an effective way to strengthen the constructive participation of youth. This is based on Section III and IV (i), (ii), (iv).

- The most successful projects were well grounded in the local democratic context, linked their training directly to a participatory activity by youth in some aspect of democratic governance, and that had staff who understood the democratic governance sector and the inter-relations between civil and political society. This is based on the findings in Section IV (i), (ii), (iv).

- Finding the right national partner was an essential factor of success as they provided the needed grounding in the local context, had the connections to facilitate efficient and effective implementation, and built the national ownership needed for sustainable outcomes. This is based on all of the findings in Section IV.

- Sub-grants used strategically were an extremely useful tool, especially to provide the opportunities for youth participation. The amount of funding for this element, however, was insignificant in some cases which limited potential impact. This is based on all the findings in Section IV.

- Most projects did not benefit from the experiences of other youth participation projects and only a few built on existing programmes or materials. This limited efficiency, effectiveness and potential impact in some cases. This is based on Section IV (ii), (iii).

- There were not enough efforts to network the youth within or beyond the project, to leverage the use of new technologies, or the youths' interests in social media. This was a

missed opportunity and could have increased the projects effectiveness and reach. Based on all findings in Section IV.

- Youth participation projects are useful in all contexts, but they appeared especially useful in the context of sectarian divisions, democratic transitions and post-conflict situations as they helped to bridge the gaps between different groups of youth and with the authorities, and brought them closer together through common understanding. Based on findings in Section IV (iii), (iv).

- The lack of tracking of outcomes means that the real impact of these projects may never be known. The biggest potential for near term impact may be from the older youth who were already emerging as leaders in their professions who are using the project-provided skills now. For the younger youth, the projects planted the seeds that will take more time to show results. This is based on findings in Section IV (iv), (v).

(iv) Recommendations

- UNDEF should continue supporting youth participation projects. These are recommended for all contexts as long as the activities match the context, but projects in divided societies, post-conflict situations and transitional circumstances should also be prioritized due to the level of immediate need. This is based on conclusions (i) and (ii).

- Youth projects funded by UNDEF should be firmly grounded within the democratic governance sector. This focus should be reflected in the project design, choice of activities and selection of staff. This is based on conclusions (ii)

- UNDEF should encourage applicants to design youth-related projects that combine workshop/classroom learning with real-world activities in the democratic governance sector. These activities should give them the opportunity to meet civic and political leaders, voice their opinions and practice their citizenship. This is based on conclusions (ii and iv).

- The project proposals should clearly identify the national partners, rationale for their choice and their capabilities in the democratic governance sector. These national partners need to be appropriate to the project purpose and capable. Smaller CSOs should be leveraged under the guidance of a more experienced and competent organization. This is based on conclusion (iii).

- Youth projects funded by UNDEF should have realistic expectations that match the proposed budget and activities. Proposals should also have indicators for reporting at the outcome level as well as output level. This recommendation is based on conclusion (viii).

- Youth participation projects funded by UNDEF should have a greater ratio of funding for youth-led activities. This should help fund practical experiences and interactions. This is based on conclusions (iv) and (ii).

- UNDEF should create an on-line repository for the products created by youth-related projects that can serve as a resource for other projects. All project materials, including curricula, along with contact information should be posted to encourage exchange of best practices and networking among similar projects. This is based on conclusion (v).

▪ Youth projects should include use of the new technologies and social media to extend reach and increase learning effectiveness. This aspect should be incorporated into the project design as well as implementation. This is based on conclusion vi).

▪ Youth projects need to strengthen their monitoring and evaluation components and be used to track project performance and measure the impact of their efforts. Participants should be tracked over time, as the greatest impact from some of these projects will probably be in years ahead. This is based on conclusion (vi).

▪ UNDEF should develop a UNDEF-network of youth. These are the leaders of tomorrow and creating a network of the participants from the 14 projects could be a start for creating the critical mass of youth for change anticipated in many of the project documents. Some of the accomplishments of the older youth should be an inspiration for the younger ones. This network could also help track these participants and their accomplishments over time. This is based on conclusions (vi, vii).

II.   Introduction and development context

(i) The cluster and evaluation objectives

The purpose of the youth cluster evaluation is to assess UNDEF's overall engagement in the thematic area of youth, and to compare the different project approaches and results to determine which variables (such as context, approach, partners, management style, and timing) led to the different results found among the projects within the thematic area. Thirteen UNDEF-funded projects form this cluster (Table 2 and Annex 1) and were all focused on strengthening youth civic awareness and participation. These projects were implemented between 2007 and 2011 by UN organizations, international NGOs (INGO) and national civil society organizations. These projects ranged in size from USD 120,000 to USD 400,000, and in geographic location from provincial areas and national programmes, to a regional programme. The total amount of UNDEF funding provided for this youth cluster was just under USD 4 million and the youth targeted were between the ages of 14 and 35 as per projects documents.

Table 2: UNDEF-Funded Projects in the Youth Cluster Evaluation

Project	Country/ Region	Grantee	USD[1]	Title
RAP-06-015	Asia/Pacific	UNDP	314,624	Asian Young Leaders in Governance
COS-06-031	Costa Rica	UNDP	299,888	Democracy Builders: Youth Capacities for Active Citizenship
LIR-06-076	Liberia	UNDP	120,000	Legislative Strengthening through Encouraging Participation of Youth in Democratic Process
PAL-06-093	Palestine	UNIFEM	269,311	Youth Rights Monitor
ROM-06-100	Romania	UNDP	267,375	I'm young, I get involved, therefore I count!
YEM-06-123	Yemen	INGO	347,303	Raising Civic Awareness Among Youth: Participation & Community Service
JOR-07-164	Jordan	INGO	400,000	Student Civic Action: Engaging & Empowering Emerging Leaders in Universities in Jordan
LEB-07-165	Lebanon	IOM	200,000	Lebanese Youth Parliament
MYA-07-180	Myanmar	INGO	300,000	Deepening Democratization Processes through Youth Leadership
THA-07-185	Thailand	INGO	400,000	Cultivating Democratic Leaders from Marginalized Groups
BIH-07-191	BiH	CSO	150,000	Learning and Living Democracy in Bosnia-Herzegovina
LEB-08-244	Lebanon	CSO	335,000	Citizenship is my right
PAL-08-245	Palestine	CSO	220,000	Democratic dialogue in Palestine : Acculturation towards tolerance
GUA-08-276	Guatemala	CSO	300,000	Training of youth for democracy and development

UNDEF and Transtec have agreed a framework governing the evaluation process, set out in the Operational Manual. According to the manual, the objective of the evaluation is to "*undertake in-depth analysis of UNDEF-funded projects to gain a better understanding of*

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1 Amounts listed are the total amounts provided by UNDEF. According to project records some projects had matching funding: UDF-RAP-06-015 had USD 25,000 in kind by UNDP country offices; UDF-MYA-A-07-180 had USD 140,275 co-financing by Action Aid; UDF-THA-07-185: had an additional USD 10,000 private donation and USD 55,000 in kind from TAF; PAL-08-245 anticipated USD 5,000 in kind; and UDF-LEB-08-244, MS added USD 73,195.

what constitutes a successful project which will in turn help UNDEF devise future project strategies".

In the case of the cluster evaluations, an Approach Paper developed by Transtec in November 2011 states:
"*The main purpose of cluster evaluations is to compare different project approaches within similar [thematic] project areas. Evaluations should identify which variables (contexts, approaches, partners, management styles, needs assessments, timing, networks, etc.) led to different results among projects in a thematic area. Cluster evaluations should lead to a clear assessment of what project strategies worked well, what ones did not, and should provide conclusions and recommendations for improved project selection.*"

(ii) Evaluation methodology

This youth cluster evaluation was undertaken in February - April 2012. The cluster was composed of the 14 UNDEF-funded projects that focused on issues of youth participation. These projects had been individually evaluated previously based in part or wholly on the DAC criteria of relevance, effectiveness, efficiency, impact and sustainability. These are the same criteria used for the Rounds 2 and 3 UNDEF project evaluations. This cluster evaluation also used the standard evaluation questions for Rounds 2 and 3 modified for a cluster approach as detailed in Annex 2. The evaluation sought to identify common trends between the projects and the different factors that led to more successful outcomes for some projects than for others.
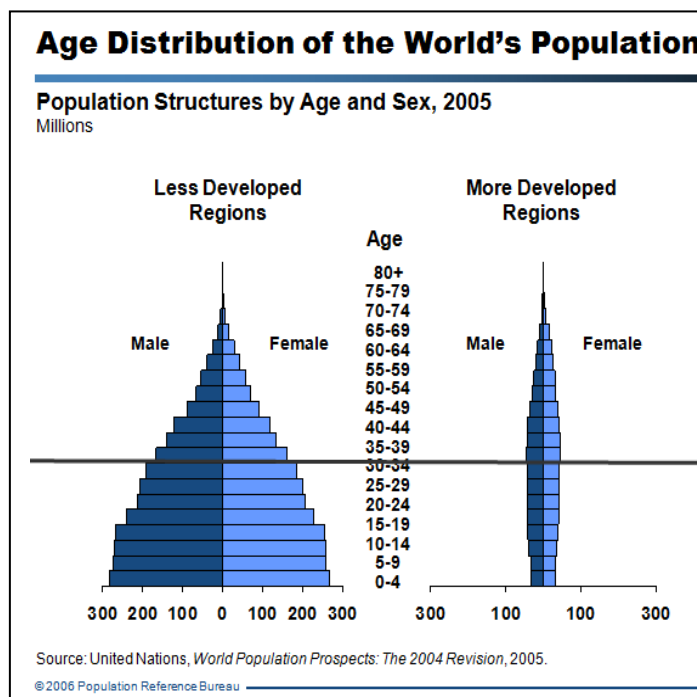
As part of this work, the cluster evaluation undertook a desk review of existing project evaluations and project documentation for the 14 projects. An internet check for each project was done to see if any useful information remained on the project or its participants. In some cases there was still project information on the internet (on websites such as You Tube). In other cases, there was very little.

The main challenge for the cluster evaluation was in comparing the diverse range, scope and nature of these projects done across the different contexts. These were also implemented by different types of organizations with widely varying capabilities and perspectives. They also had differing degrees of success in having documented their project and its results so the information available varied widely between projects. In addition, many of these projects were completed three years or more before the cluster evaluation started and in many cases the institutional memories were limited to the documents provided by UNDEF. Nevertheless, trends were evident as were some of the key factors that led to improved outcomes or to less than satisfactory results and are discussed in this evaluation.

This report broadly follows the standard reporting format for the evaluation of UNDEF projects as agreed between UNDEF and Transtec in the Operational Manual. It first provides a discussion of the development context for the youth participation projects, and analyzes the factors that led to the successful or unsuccessful achievement of the DAC criteria of relevance, effectiveness, efficiency, impact and sustainability for the projects within the cluster. It then gives the cluster evaluation's conclusions and recommendations which are intended to help improve the design and implementation of projects supporting youth participation in democratic processes, as well as to strengthen UNDEF selection criteria for its grants in this sector.

(iii) Development context

The issue of youth and ensuring their constructive participation in democratic development and processes is a global issue. The definition for youth used by the United Nations is between the ages of 15 and 24, although the definition can vary by region and country. The ages targeted in the projects in this cluster were between 14 to 35 years of age. As demonstrated in Figure 1, the world's population is predominately young. Youth between 15 and 24 represent about 18% of the global population or nearly 1.2 billion people.[2] This is especially the case in developing nations, which is where most of the UNDEF-funded youth projects took place.[3] As shown in the chart, the population

Age Distribution of the World's Population

Population Structures by Age and Sex, 2005
Millions

Source: United Nations, *World Population Prospects: The 2004 Revision*, 2005.

©2006 Population Reference Bureau

of the less developed countries is heavily skewed towards youth. At the same time, the world's population is ageing, raising the potential for intergenerational conflict over jobs, fiscal resources, and ultimately power.

The promotion of youth is a priority in many countries, some of which have more than three-quarters of their population under the age of 30. This youth bulge creates enormous challenges for governments and civil society to meet their needs for education, employment, health and recreation. The highest unemployment rates are usually found among youth who lack skills, experience and opportunities. There is also the discrepancies between the number of employment opportunities for new graduates in some countries and the number of graduates. In some contexts, youth as well as the rest of society are divided by religion, politics, tribalism and/or gender which compound the challenges. In post-conflict situations, there may be political conflict and continuing instability or high rates of crime that add to the tensions and problems for youth. Surveys of youth show a strong desire for more democratic systems in addition to issues of employment and better living conditions. For example, in the Arab region, 80% of youth surveyed in 2011 responded that their greatest priority was "living in a democratic country," followed by the rising cost of living (46%) and unemployment (36%) as their greatest challenges.[4]

The UN has long recognized the importance of youth as a major human resource for development and as agents for change. It believes that investing in youth and encouraging their active and constructive participation will result in long-term benefits for national and global development. The power of youth is very vividly illustrated by the events in the Arab States in 2011 where youth led the process of transformational change which ended decades of rule by the presidents of Tunisia and Egypt.

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2 UN, The United Nations Programme on Youth, Slide 3

3 According to the slides noted in Footnote 2, 87% of the youth between 14 and 24 years of age are in developing countries, with 62% of these in Asia and 17% in Africa.

4 ASDA'A Burson-Marstella Arab Youth Survey, 2011. 80% cited is for non-Gulf Cooperation Countries (GCC). For GCC countries, the response rate was 60%.

> **Importance of *full and effective participation of youth in the life of society and in decision making***
>
> The capacity for progress in our societies is based, among other elements, on their capacity to incorporate the contribution and responsibility of youth in the building and designing of the future. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspective that needs to be taken into account.
>
> **World Programme of Action for Youth**

The UN *World Programme of Action for Youth (WPAY)* provides a policy framework and practical guidelines for national action and support to improve the situation of youth. It comprises 15 priority areas for youth development one of which is to increase the quantity and quality of the opportunities for youth for "full effective and constructive participation in society and decision making".[5] Participation is a fundamental right, and is one of the guiding principles of the Universal Declaration of Human Rights. The UN Convention on the Rights of the Child also specifically recognizes that participation is a substantive right of all children and young people.

Youth participation is also seen as one of the key components of positive youth development and the successful transition to adulthood. Supporting youth participation gives them the chance to practice their citizenship, develop their skills and increase their employability and learning outcomes. According to UNICEF, youth participation programmes also allow for at risk youth to re-engage with society and serve as positive role models. These programmes also positively impact their communities, increase social capital, decrease violence, and can promote more democratic forms of engagements between the youth and state.[6]

III.   Projects strategies

(i) Projects objectives and approaches

The 14 projects covered by this cluster evaluation all sought to strengthen the participation of youth in democratic processes. They did this primarily through:

- **Strengthening the capacity of youth** so they were better able to participate in civic and democratic affairs. This included increasing their knowledge and understanding of their rights, democratic processes, and issues of interest to youth as well as building their leadership and communication skills; and
- **Increasing the opportunities for youth participation** through training and sensitizing CSOs, and adult leaders, using sub-grant funding for mini-projects for youth creating internship opportunities or participatory structures such as youth councils, and advocating on youth issues.

All of the projects saw youth as positive assets who could improve not only their own lives through participation in the projects, but also their communities, and through that participation strengthen the democratic processes. More than half the projects were implemented in a post-conflict or politically unstable context, and in those contexts, these

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[5] UN, World Programme of Action for Youth, Preamble
[6] UNICEF, *Young People's Civic Engagement in East Asia and the Paciific* p 7

projects were also seen as a means to increase tolerance among the different groups, build respect for the rule of law and human rights, and reduce violence in those politically and ethnically tense environments..

As illustrated in Table 3, the primary cluster beneficiaries were the youth, followed by the adults working with youth in CSOs or as community/elected leaders. Several programmes specifically targeted disadvantaged or marginalized youth, while others focused on a specific geographic area, or age group with one (Guatemala) focusing on a specific ethnic group.

Table 3: Intended target groups of projects in youth cluster

Project	Age Groups				Types of Group					
	14-18	19-22	23-29	30-35	HS Student	Univ. Student	Employed	Marginalized	Youth leaders	Adults
RAP-06-015			✓	✓			✓		✓	
COS-06-031	✓				✓					✓
LIR-06-076		✓				✓				✓
PAL-06-093	✓	✓	✓						✓	
ROM-06-100	✓	✓	✓					✓		
YEM-06-123										
JOR-07-164		✓	✓			✓	✓		✓	✓
LEB-07-165	✓	✓			✓				✓	
MYA-07-180	✓	✓						✓	✓	
THA-07-185	✓	✓	✓					✓		
BIH-07-191[7]	✓				✓					✓
LEB-08-244	✓	✓	✓	✓						
PAL-08-245	✓	✓				✓	✓	✓	✓	✓
GUA-08-276	✓	✓						✓	✓	✓

Only the regional programme in the Asia/Pacific targeted youth who were already established leaders, either in politics or in civil society, while the other projects focused on building leadership skills of younger youth. All saw youth as catalysts of change and anticipated a cascade effect as those trained by the project passed the knowledge off to their friends, families and colleagues, eventually gaining the critical mass to make needed change.. An important element in some of the projects was in developing a spirit of volunteerism. The scope of volunteer efforts expected of the youth varied between the projects from symbolic to a full time commitment in the case of the project in Myanmar, where participating youth committed to a year of voluntary service in a community.

Most of the projects used a two-pronged approach to strengthening youth participation and voice. First by strengthening the capacity of youth to participate and articulate their ideas and concerns, and secondly by increasing the opportunities for them to participate by sensitizing the adults, providing sub-grants for youth to participate and practice their new skills, and/or in creating youth participation structures such as internships or youth councils as illustrated in Table 4 and in Section (ii) the logical framework. Only the projects in Costa Rica and Bosnia-Herzegovina focused on the civic education programmes in public schools, while the other 12 projects developed their own training courses, activities and curricula.

Table 4: Intended activities of projects in youth cluster

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[7] The BiH project also worked with younger students in primary schools through their work on the civic education programmes and summer camps.

Project	Strengthening capacities of youth to participate				Increasing opportunities for youth participation and voice		
	Training & Workshops	Practical work	Networking	Civic ed[8]	Training & Workshops[9]	Creating structures[10]	Awareness raising
RAP-06-015	✓		✓			✓	
COS-06-031				✓	✓		
LIR-06-076	✓	✓			✓	✓	
PAL-06-093	✓						✓
ROM-06-100	✓		✓				✓
YEM-06-123	✓	✓			✓	✓	
JOR-07-164	✓	✓	✓		✓	✓	✓
LEB-07-165	✓	✓				✓	
MYA-07-180	✓	✓	✓		✓	✓	
THA-07-185	✓	✓			✓	✓	✓
BIH-07-191	✓	✓	✓	✓	✓	✓ [11]	✓
LEB-08-244	✓	✓			✓	✓	✓
PAL-08-245	✓	✓	✓		✓		✓
GUA-08-276	✓					✓	✓

Several projects intended to build and/or strengthen networks of youth to build alliances of youth-led activities for a more effective project and sustained participation of youth. Some linked media activities and advocacy to raise awareness on the value of youth participation and on some of the issues of importance to youth. Very few worked to advocate for policy change.

Almost all projects entered into partnerships with national or local NGOs to implement the project activities. Both the projects implemented by the International Foundation for Electoral Service (IFES) and World Learning in Yemen and Jordan respectively included a component to strengthen the national CSOs who received the sub-grant to work with the youth as well as strengthening the youth themselves. In addition, TAF in Thailand provided mentoring and assistance to local CSOs especially for project management and reporting. Sub-grants were used in almost every grant either to implement youth activities and/or mini projects or as incentives to use youth in their activities.

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[8] Through the school civic education system.
[9] Of adults and leaders or others outside of youth.
[10] Includes provision of subgrants for activities/projects employing/using youth, internships, etc., as well as creation of youth councils or other structures. Does not include project meetings or networking efforts within project
[11] Civitas in Bosnia-Herzegovina used structures that it had created in earlier projects, such as its youth camps.

(ii) Logical framework

Cluster activities	Intended outcomes	Medium-term impacts	Long-term development objective

STRENGTEHNING YOUTH CAPACITIES AND LEADERSHIP SKILLS

Cluster activities	Intended outcomes	Medium-term impacts	Long-term development objective
Training: • **Provision of information and training on human rights, democratic norms, tolerance, etc.** • **Leadership training** • **Training on specific policy issues of interest to youth** • **Exchanges/study-tours** • **Bringing youth from different cultures together**	• Increased awareness of issues that affect youth and their communities • Improved skills and understanding of rights, democracy, leadership, conflict resolution, etc • Increased participation & ability for core groups of youth to express ideas & influence public debate	Youth act as catalysts for positive change Culture of youth leadership developed Increased tolerance and inclusion of marginalized groups in youth activities Increased trust of youth in democratic processes	Participants become local and national leaders Youth are key actors in promoting democratic development and dialogue Reduced violence and increased use of democratic means to resolve problems
Practical work: • **Internships** • **Volunteer work** • **Pilot projects designed &/ or implemented by youth** • **Participation in CSO/ community projects** • **Participation on youth councils**	• Youth execute grass-roots projects that benefit community or democratic development • Youth have increased access to decision makers • CSOs, leaders, etc. appreciate value of youth participation & provide more participation opportunities	Strengthened communications and dialogue between youth & others Increased volunteerism Increased monitoring & influencing of public policy from youth rights approach	Youth systematically involved in public service or related work More accountable governance and community projects Increased tolerance and dialogue
Networking: • **Developing networks among project youth** • **Developing networks beyond project participants**	• Extended reach for project information/ activities • Increase efficacy and sustainability of project activities	Increased tolerance and respect for youth based rights Democratic dialogue, norms and accountability fostered	Increased respect for human and democratic rights More effective youth action and campaigns
Civic education: • **Improving the curriculum of civic education in public schools** • **Training teachers in civic education**	• Youth more engaged with democratic issues • Youth more critical thinkers • Reduce violence	Strengthen civic education in schools Increased teacher capacity for new learning environments and mediate skills	More responsible citizens

INCREASING OPPORTUNITIES FOR YOUTH PARTICIPATION AND VOICE

Cluster activities	Intended outcomes	Medium-term impacts	Long-term development objective
Workshops and Training: • **Training for CSOs** • **Training for leaders** • **Inclusion CSO/ leaders & others in youth workshops/dialogues**	• Increased understanding of CSOs and leaders on youth priorities and issues • Improved CSO & Gov't capacity to provide opportunities for youth participation	Increased opportunities for youth Increased tolerance and trust between youth/adults, youth/authorities Strengthened capacity of participating organizations	Increased observance of youth rights Increased opportunities for youth participation
Building structures for participation • **Municipal youth councils** • **Youth parliaments** • **Internships in govt offices/ CSOs** • **Volunteer opportunities**	• Increased opportunities for participation • Extension of youth voice	Increased youth participation More responsive policies towards issues of youth concerns	Youth participation integrated/ evolve into permanent structures Volunteerism and community service among youth Increased participation in local govt, decision making,
Raising awareness on youth issues: • **Use of media** • **Advocacy** • **Networking**	• Increased youth participation • Increased public debate on issues of youth rights/concerns	Improved laws and policies regarding youth and youth issues Increased observance of youth rights	Strengthened democratic governance

IV.   Evaluation findings

This section provides the findings synthesized from the 14 projects in the cluster. It identifies the main factors that contributed to the performance of the projects as well as those that limited their contribution to the fulfillment of the DAC criteria of relevance, effectiveness, efficiency, impact and sustainability. It also notes any findings on the value added of UNDEF funding for these youth projects, in particular, how UNDEF filled a unique role.

(i)   Relevance

On the whole, the cluster projects focused on increasing youth civic participation through a mutually reinforcing process of **strengthening the youths' capacity** to participate and **increasing their opportunities** to participate and contribute to their communities and society. This focus was extremely relevant given:

- **UNDEF's mandate** which, at the time most of these cluster projects were funded was to "*support those partners who undertake action-oriented projects to bring about measureable and tangible improvements in democracy and human rights on the ground, thereby translating the concept of 'democracy' into practical solutions for people to have their voices and choices heard*"[12] and its current purpose to "*strengthen the voice of civil society and ensure the participation of all groups in democratic practices.*"[13] These were the same long-term development outcomes sought by the youth cluster projects.

- **the important role of youth in the democratic processes** and the need to ensure their informed and constructive participation in those processes. As noted in II (iii), the less developed countries' (indeed the world's) populations are predominately young. Increasing the ability for youth to understand and be able to participate in an informed manner in civic affairs directly contributes to strengthening accountable and democratic practices and helps to avoid the lure of anti-democratic, extremist processes.

The projects that appeared the most relevant in terms of the needs and interests of the youth participation in civic affairs and democratic development demonstrated the following characteristics:

- **They were well grounded in the local context.** Grounding the projects in the local socio-economic and political context was an important factor. Projects that understood the local context including how the democratic and civic processes were unfolding within the country, the role of youth within that context and the entry points for youth participation with government, civil society and others within those contexts were the most relevant and had some of the best results. An example of the effect of the lack of grounding in the real-world politics of Liberia (LIR-06-076) is provided in the text box.

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[12] United Nations Democracy Fund, Branding and Visibility Guidelines, p 1
[13] United Nations Democracy Fund, *Project Proposal Guidelines*, Sixth Round, p 1

- *They understood the democratic process and issues of good governance.* This was a key factor for grounding the project within the sector so that the results contributed to democratic development as well as to youth development. This was most evident in the projects in Jordan (JOR-07-164), Myanmar, (MYA-07-180) and the Municipal Youth Council (MYC) project in Lebanon (LEB-08-244).

- *They linked project activities to the broader civic and democratic processes* which is what gave the projects their meaning beyond the individual development of their youth participants. This was most evident when it was missing. For instance, the Lebanese National Youth Parliament (LNYP) lacked relevance for the youth as the project (LEB-07-165) did not make the anticipated links to the national parliament or to any organization working on policy issues and worked in isolation.

> **Relevance of youth intern project in the Liberian National Parliament**
>
> In Liberia, the UNDP project competitively placed university students as interns into the national parliament. This should have been relevant as it directly addressed the: (i) underlying causes for Liberia's long conflict (poor governance and leadership); (ii) lack of human resources in parliament; and, (iii) lack of work experience by university students. However, it lacked relevance for MPs who were still steeped in patron-client systems and for their staff who feared that the better educated interns would take their jobs. As a result, they did not use the interns, reducing the relevance of the internship for the students and parliament.

- *They were able to meet the needs of youth as well as their communities/democratic processes* in terms of the types of training and activities undertaken. This contributed to a low drop-out rate and continued interest by partners, such as was seen in the project in Myanmar where most of the youth volunteers remained in the communities for a year of service and the number of micro-project initiated with them by the communities.

- *They used appropriate selection criteria* for youth participants CSO/community/institutional partners and sub grants. These helped ensure that the participants, partners and sub-grant activities were relevant to the project purpose.

- *They linked to a respected local organization.* A critical factor in having the youth participate, especially minors and girls from conservative settings, was that their parents knew and trusted the organization that undertook the training, particularly in cases where the activities took place in a distant location, such as the capital. In Lebanon, for example, the LNYP used the Ministry of Higher Education and Education to provide the umbrella for the recruitment and capital-based meetings of the project, while in Jordan, the project used the government's All Youth National Council which facilitated recruitment of youth and provided its facilities throughout the country for the project's use.

(ii) Effectiveness

Most of the youth cluster projects met their intended outputs, but they varied in levels of effectiveness. In general, some of the key factors that helped to enhance the overall effectiveness of youth participation projects, and that limited their effectiveness if missing, included:

- *Coupling capacity building with opportunities to participate.* Almost all projects linked training with a practical opportunity for youth to participate such as the "Emerging Leader" project in Jordan (JOR-07-164) or the "Citizenship is my right" project in Lebanon (LEB-08-244). Many of these were through volunteer work through CSOs or their own initiatives, with a few using internships in elected or local bodies. This was a very effective approach as it allowed the youth to use their newly acquired skills and information to gain confidence in expressing their voice and in participating in civic and democratic affairs.

- *Combining expertise in democratic development and the youth sector with an in depth understanding of the local context.* All of these elements were needed for an effective project. However, not all of this expertise had to come from the main implementer as long as it partnered with another organization that could provide the missing elements. In Jordan, for example, the INGO had an institutional methodology for developing youth leadership but was not in-country. Partnering with a Jordanian civic education NGO with local contacts and programmes resulted in a partnership delivering effectiveness. The situation was similar with the UNDP Regional Center in Bangkok which developed the methodology for empowering young leaders in the regions, but which used NGOs within each participating country to work with the youth within their local context.

- *Mixing different groups of youth* which expanded the youths' perspectives and developed empathy for others by seeing them as persons rather than stereotypes. This was especially notable in a post-conflict context or in divided societies such as Lebanon and Bosnia-Herzegovina, where the project would bring youth together from different faiths, ethnicities, sex and backgrounds to interact and join together in the pursuit of common objectives. This helped to increase understanding among theyouth and reduce tensions. Mixing with other groups was empowering for the marginalized youth in these and other contexts, in particular for girls and some minority youth in the projects in Yemen, Jordan, OPT, Thailand, Myanmar, Guatemala and others.

- *Linking project activities with local leaders and CSOs.* Most of the projects linked youth to CSOs or vice versa, and in some cases with local leaders. These linkages are what gave the youth their opportunity to participate and voice their issues/opinions. In some cases, the projects used sub-grants as a tool to develop or enhance these links as noted below.

A major component of all projects was **capacity building for the youth** in terms of increasing their level of knowledge and building their participant and leadership skills. These efforts were done both inside and outside of the classrooms. Some of the factors that helped to increase the effectiveness of these efforts were:

- *Relating training directly to the project purpose as well as to the needs and interests of the youth.* This increased their knowledge about the sector and issues of public interest which strengthened the quality and effectiveness of their participation, and it was more engaging for youth when it covered topics of interest to them. The training also needed to be at a level that was appropriate to the age group and their educational/professional development.

- *Leadership training* which helped the youth to more effectively use their newly found knowledge and increase their ability to achieve results from their participation. This included learning the important skills of problem identification and solving, strategic planning, teamwork and communications.

- *Treating all youth as equals.* All of the projects appeared to treat their youth participants as equals, regardless of their sex or background. This was a valuable life lesson as well as a practical experience in a fundamental democratic concept. As noted, for a good number of youth, this was the first time that they had mixed with youth from other groups, particularly for the projects that mixed different ethnic groups (Southeast Asia region, Balkans), different religions (Middle East Region), and male-female youth in conservative contexts where interaction was traditionally limited. All of the projects except for Guatemala had a more or less equal mix of male/female participants.[14] Giving girls equal opportunity to participate in the project also appeared effective in empowering the girls personally and for their future profession.

> **Intensive capacity building efforts of youth in Myanmar**
>
> The ActionAid training for youth volunteers in Myanmar started by classroom based training in leadership and community development, followed by two months of practice work in communities under project supervision. After another month of classroom based training the youth returned to work full time in the community. This process resulted in high levels of community and youth satisfaction with the experience, long stays by the volunteers, and the implementation of successful grassroots projects during their tenure.

- *Strengthening training with a hands-on learning experience through a practical application of their new knowledge and skills.* As noted, this practical experience provided youth with the experience and confidence to use their desk knowledge in the real world. At the same time, these experiences provided public services that benefited marginalized groups and communities. The ratio of desk to practical learning varied between the projects, but those that found a good mix were very effective. The experience from the project in Myanmar which had a high ratio of practical work to training, is highlighted in the text box. Close follow-up and mentoring of the youth by the project during the practical work also enhanced the learning experience.

The other main component in most projects was **strengthening the opportunities for youth** to participate in civic and democratic affairs. Some of the factors that helped to enhance the effectiveness of this component included:

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[14] Although the project made an effort to have an equal mix of male/female youth, Guatemala had only a 20% female participation rate.

- *Leveraged and/or created structures for participation* which were done by every project. However, these needed to be relevant and perceived as useful by the participants and partners for them to be effective. This is evident from the different experiences of the two projects undertaken in Lebanon, one of which created Municipal Youth Councils (MYC) and the other a National Youth Parliament. Both projects created these structures as a means to train youth and structure their participation. However, as illustrated in the text box, the MYC project was much more effective. The main difference was that it was firmly grounded within the context of municipal governance structures and interacted with them.

- *Used sub-grants to provide participation and voice opportunities for youth.* When used strategically, the sub-grants gave youth a positive and rewarding experience that reinforced their interests in participation as well as gave something back to their communities or to the democratic process. The sub-grants were also incentives for CSOs to provide opportunities for youth, which many of the participating CSOs could not have done otherwise, especially for those operating in rural or poor areas. These sub-grants effectively extended the projects' reach into these more marginalized areas, where sometimes the challenges to youth and democratization are greater than in the more affluent and modern urban areas. This was particularly notable in the cases of Romania, Jordan, Guatemala, and MYCL Lebanon.

- *Sensitized adults/elected officials.* About half of the projects included an element to sensitize adults and officials to the issues of youth and need for their participation- usually as part of developing the opportunities for youth to practice their skills. In a few cases, such as the UNIFEM OPT project, Guatemala and Jordan, there was an element that included advocacy for specific policies, usually related to youth (health services in school, national youth policies, etc). In general, none of these activities were a main focus for the project, and the lack of attention and limited nature of the efforts reduced their potential effectiveness.

- *Used media to extend project reach.* Some of the projects incorporated a media element, usually focused on getting media coverage for the project or activities. The Ramallah Center for Human Rights (RCHRS) in the Occupied Palestinian Territories (OPT) tried to incorporate media coverage of some of its activities and had its youth participate in on-air debates. The UNIFEM OPT project created a media committee among its youth participants that produced TV shows, and newspaper supplements which provided an outlet for the work and interests of the youth. UNIFEM combined this with advocacy through its workshops with community and school youth which seemed to be an effective combination (see text box). UNIFEM and others posted project videos on You Tube. Most of these did not appear to be used for

Two youth council projects in Lebanon, two different outcomes

The MYC youth interacted with municipal councils and local communities to implement activities that responded to local needs and built ties between neighboring villages of different religious confessions. This integration made the project relevant to the youth and communities, and resulted in a very effective means of participation and learning. On the other hand, the LNYP youth worked in isolation and without interaction with the national parliament or other groups working on democratic issues. This isolation left the youths' efforts to develop and influence public policy without meaning beyond discussing issues among themselves. This was useful initially as the LNYP mixed rural/urban and Moslem/ Christian students, all of whom had different perspectives, but the youth lost interest after a few sessions as they realized their efforts were not going beyond themselves.

programming purposes, although the civic education project in Costa Rica expected that other civic education teachers would use the videos to learn its new participatory teaching techniques, but the number of user views demonstrated that they received a limited number of views. In Bosnia-Herzegovina the project intended to train journalists to extend the messaging in the civic education curricula, but the project's evaluation found that more attention needed to be given to that aspect for it to be effective.

Palestinian youth learn media skills and advocacy

Palestinian youth in the media committee of the UNIFEM project created "Youth Times" supplements for newspapers on issues of interest to youth, and produced 30 television episodes on issues of community concerns that were broadcasted on Palestinian Satellite and National TV. Content for the media reports came in part from the project's grass-roots committees, who helped communities identify their problems and increased their voice through their media advocacy efforts. One episode was on air pollution in Bet Fajjar which generated public debate on this major health issue.

- *Advocacy.* Although a few of the projects' staff advocated for change as part of project implementation (such as in Guatemala), most projects did advocacy on an ad hoc or opportunistic basis which was only effective if they hit the right moment and place. One of the evaluator's critique of the project in Thailand was that it lacked an advocacy component as the local issues that its youth activists tackled at the community level (such as human rights violations of marginalized populations in the north) were not on the national political agenda and did not figure in public debate. In the OPT, youth advocacy with the Palestinian Legislative Council was intended but limited due to the political situation and lack of council meetings.

- *Use of networking* Many of the projects intended to create networks to strengthen their programming and extend their reach. However, most of these efforts were minimal. One of the most successful efforts was in Jordan, where the project did not attempt to create a network itself, but instead facilitated the efforts of its youth participants to network themselves by including a component on the use of the internet in its training programme. This effectively tapped into the youths' increasing use of the social media, and as an example, nine participants used their new skills to expand their Shababak Ya Watan youth volunteer network from a single governance to eight governances and more than 2,000 members nationwide.

- *Use of new technologies.* Youth are growing up in a high technology environment, but most of the projects were implemented by persons who did not use, or who were not as adapt as many of the youth, in these new technologies. Most youth had their own channels for information and inter-youth communications and found the projects websites static and uninteresting. Although some projects made a concerted effort to use the internet by posting content on You Tube or creating a project Facebook page, their use appears to have been minimal. As an example, the project in Costa Rica created its own channel, ConstrucDemocracia, on You Tube and posted 19 videos on workshops showing their participatory approach to teaching civic education. When their site was checked for this cluster evaluation, one had had 582 views, but most of the others had less than 30 and in some cases less than 10 views.

(iii) Efficiency

The efficiency of the projects varied widely for different reasons. Some of the inefficiencies stemmed from design issues, such as allocating too little funding for training or to the sub-grants that would have provided the youth the opportunities to participate. Others stemmed from a less than optimal management of the project. Several of these projects had a two-tiered system of sub-grants-- the first to the main NGO that implemented the project for them, and the second to the local organizations that provided the grass-root level activities for the youth. .

For the projects in general, some of the factors that affected efficiency included:

- ***Implementing a project funded at a lower level than that for which it had been designed.*** According to the UNDEF Project Database , UNDEF funded several projects at a level significantly below the original amount requested. In some cases, the implementer made up the difference from its own or other sources. But in other cases, they made with the amount provided, which meant that only parts of the original design were implemented. As an example, the UNDP regional project originally requested for almost USD 450,000, but received about USD 315,000. UNDP Costa Rica requested almost USD 430,000 but received under USD 300,000. In the case of IFES for the project in Yemen, this reduction had a significant impact as noted in the project evaluation, the two national NGOs that had agreed to participate expected a much larger amount of funding (USD 70,000 each), and when the amount was reduced (USD 30,000 each) were less interested in the project. They did not prioritize it in their planning, which led to significant delays in implementation, questions about the purpose of the project and a strained relationship with IFES.

- ***Seeking funding for programmes that had not yet worked through their implementation aspects.*** This resulted in some very slow starts requiring time extensions or compressing activities to a very limited amount of time. For example, the anticipated start date for the 18 month UNDP Asian Young Leaders in Governance programme was in January 2007 but the first activity was not held until September 2007 and the project associate to run the programme was not hired until February 2008. The IOM LNYP project is another example. Only after receiving the funding did it realize that it needed an official umbrella for its youth parliament and looked to the MEHE. It then took three months to negotiate an agreement and set up a steering committee, and another three months to identify and recruit the youth and to agree on the selection of the project's three trainers-- who were expected to only work about half a day each. .

- ***Having sufficient on-site human resources to manage the project.*** Several project implementers were off-shore (World Learning for Jordan was managed out of the U.S., UNDP out of Bangkok for their regional project, IFES out of the U.S. during the first half of the project in Yemen). This did not adversely affect the project when the implementer had a good national partner that was capable of managing the in-country project (as with World Learning through JCCES and UNDP through its country offices). But this did slow down administration considerably if there was not one main national implementer or if the implementers were not capable of managing the in-country work without substantial supervision. In the case of the Yemen project, there were substantive issues with the two sub-grantees over programmes and amounts of sub-grants which proved to be difficult and time consuming to mange from offshore. This delayed implementation considerably and generated additional international travel by an IFES trainer who handled some of these matters. Once IFES opened an in-country office, this eased administration considerably. TAF in

Bangkok had similar issues managing its programme in the different ends of Thailand from its capital base.

- ***Rational allocation of funding among staff - training - activity costs.*** In general, the well-designed projects developed a good ratio of staff-training-activity costs. Others were heavy on the administration/staffing side of the budget which left insufficient funds for the scope of activities or training that would be expected for a project of that nature. This included the project in Guatemala where the actual budget did not match its programmatic focus. That design estimated that youth would spend 25% of their 10 months' training in classrooms and 75% in internships with municipalities, but more than two-thirds of the budget went for staff, trainers, travel, and meeting costs. In Lebanon, only 4% of the budget for the LNYP project was allocated for training. This was insufficient and resulted in the youth receiving a fraction of the training needed to fulfil the programmatic needs for a newly established youth parliament that was to discuss policy issues, make policy recommendations and draft bills.

- ***Hired appropriate staff to implement project.*** Projects that hired the right types of people to implement their project were more efficient and effective. Key attributes were understanding and experience in the democratic governance sector, flexibility, practicality and pro-active problem solving. When this was missing, the project languished. (IOM Lebanon, Liberia). According to the project evaluation, a priority of the Citizenship is my right project in Lebanon was hiring highly competent people and placing them in regional centres which according to the project evaluation "undoubtedly contributed to the attainment of qualitative and lasting results and optimize the efficiency of the interventions."[15]

- ***Leveraged existing mechanisms.*** Creating structures took time and effort. A few projects used existing structures to help implement their activities, a strategy which, if well thought out, proved to be an efficient approach. The IOM switch to the MEHE to provide an umbrella for its activities provided it with a venue to hold its youth parliament and enabled it to recruit youth through the national school system. This also gave the project its legitimacy for many of the parents. In Costa Rica, the civic education component was to work through the Ministry of Education and used public high school teachers to test the new civic education curriculum with their students. The activities in Bosnia-Herzegovina were similar, working in the public school system to strengthen and extend its civic education curricula which the implementer had helped to develop previously with national authorities. In Jordan, when JCCES found it would take months to work out an agreement with the universities for its project activities, turned to the All Jordan Youth Commission which had nationwide reach, helped it to identify its youth participate, and provided a venue for meetings across the country

- ***Good coordination*** The quality of coordination was a factor. This needed to be at all levels- with the youth participants, sub-grantees, CSOs, communities and other local partners. In some cases, the projects were well coordinated and this showed in the flow of their activities and results. But in others, the lack of coordination adversely affected performance. For example, the UNIFEM OPT used its youth participants as trainers who would team up with local CSOs which would gather local youth for workshops facilitated by the trainers. But the project evaluation shows a pattern of youth trainers showing up at venues where there was no workshop and vice versa.

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[15] LEB-08-284, Final Evaluation Report, p 1

Other examples include Liberia and the lack of coordination with the MPs and staff which left the interns marginalized, Yemen where the lack of coordination with the two main sub-grantees resulted in long delays in project implementation and requiring two no-cost time extensions, and in Costa Rica where the pilot civic education curriculum was not picked up by the Ministry of Education because it did not fit into the Ministries own revisions and plans.

- ***Use of monitoring/indicators to manage projects and track progress.*** Only a few projects used a monitoring and evaluation system (M&E) to monitor the progress of their project and to make course corrections during implementation. UNIFEM used an M&E firm to develop indicators for its OPT project and used the results to target activities. In Costa Rica, UNDP integrated a very comprehensive monitoring system into its programme to track behavioural and attitudinal change of its youth participants. It also contracted this out to a survey firm which did a baseline, mid-project and end-of-project survey. In this case, the M&E plan was very elaborate and heavy and was perhaps beyond the needs for a pilot civic education course. In other cases, these plans were missing almost entirely and only outputs were tracked as noted in (iv) impact.

Factors relating to sub-grants

- ***Appropriate choice of sub-grantees.*** Sub-grantees needed to fit into the project purpose and have the institutional capacity to implement their part of the project. For the first tier of sub-grantees used by international organizations in particular, the national sub-grantee needed to be able to adapt the project's methodology to suit local conditions, develop local partnerships to help implement the project, set realistic targets, identify youth and their trainers and locations for activities. For the second tier, the organizations selected needed to have enough capacity to be able to implement the activities without extensive need for mentoring or staff time which was happened in the TAF project in Thailand and which required the hiring of additional staff to follow up with the local NGOs.

- ***Need for a common sense of purpose*** between implementer and sub-grantees. Part of selecting the appropriate sub-grantee as noted above is that they understand and have the same sense of purpose as the project. This was missing in the case of IFES Yemen as noted, but in the case of other projects, there was a good match in terms of sense of purpose. For example, UNIFEM OPT chose the Palestinian youth organization PYALAEA which had an institutional mission to "create young Palestinian leaders (aged 13 - 25) who are aware of their rights and duties as equal citizens, capable of incurring social and political change, and effectively participate in building a democratic society through specialized media, lobbying and advocacy."[16] Other good matches were in Jordan, Myanmar, Costa Rica and Guatemala.

- ***Appropriate levels of delegation of authority and funding to subgrantees*** so they have enough funding to implement their activities and the flexibility to adjust activities according to need and context. In the case of the project in Thailand, the evaluator felt TAF's tight control from Bangkok of the project activities done by sub-grantees meant that more funding was spent at the central level as it could only guarantee quality control by allocating more people to monitoring.

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[16] PYALAEA website.

- ***Allocating sufficient funds for the sub-grant components.*** In several cases, the most useful element was the set of activities undertaken by youth through sub-grants. However, in general, the amount allocated for sub-grants was extremely low. In the project in Jordan which had significant results from its sub-grant activities, less than 1% of the total project budget went for this amount; and for the UNDP regional programme, about 2% went for sub-grant activities.

- ***Capacity building for sub-grantees.*** In a few cases, a secondary objective for the project was to strengthen the capacity of the national partners to implement youth activities. This worked well in some cases and it increased the efficiency and effectiveness of the project- and in particular for the small grassroots level CSOs, such as in Jordan, where several small CSOs seemed empowered by the experience and found other funding to continue the use of youth interns or activities beyond the end of the UNDEF-funding. But this could be staff intensive if the CSOs lacked basic organizational capacity or there were too many, as noted for TAF in Bangkok or if the CSOs, as in the case of Yemen, felt they were beyond that point in their institutional development and did not want capacity building.

(iv) Impact

In general, the outcome was expected to be empowered youth who would serve as catalysts for civic good and democratic reforms. Several projects expected outcomes beyond the individual growth of their youth participants, either more systematic involvement of youth in certain processes or in developing critical masses of youth to make change.

The biggest difficulty in determining impact is that most projects reported on outputs and did not have appropriate indicators or data to measure outcomes. These projects aimed to change attitudes and behaviors of their youth participants and others. But very few of the projects had an M&E plan that included baselines and end-of-project data on knowledge, attitudes or practices of their target groups that would enable a comparison of the before and after results. For the projects that did track attitudinal change, such as the project in Costa Rica or in the OPT (RCCHRS) that used a before and after questionnaire, the data showed increased awareness, understanding and confidence of youth participants.[17] Anecdotal information from other projects that were successfully implemented showed similar results.

None of the projects systematically tracked other outcomes such as changes in CSO/elected official behaviours and policies towards youth or how a youth participation activity changed the lives of its participants. For these, mostly anecdotal information was reported, and primarily related to outputs (i.e. number of activities). As these projects are also planting seeds, some of which may take years to sprout, the real impact may only be seen years later as these youth enter the workforce or start their political/civic careers. It does not appear that any of the organizations that implemented the projects tracked their youth and their accomplishments after the end of the UNDEF-funded project.

Generalizing from the information that is available, it appears that most projects did have a ***positive impact on youth's personal development and civic interaction***. In particular, they resulted in:

- ***Increased confidence of youth*** to engage on issues, to voice their opinion and to help solve problems especially for those that had leadership skill training;

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[17] 90% of the RCCHRS project youth showed an increase in positive transformation towards understanding and believing in the principles of democracy, human rights and tolerance (Evaluation Report, p 24).

- *Increased likelihood that these youth will continue to participate* in their schools, communities and democratic system beyond the end of the project. The project in Guatemala managed to get 60 of its youth participants a high school equivalency certificate for adults which they can then use to find employment or go to the university.

- *Increased the likelihood of these youth becoming leaders* in their future endeavors and respective fields

- *Helped youth to develop empathy with others and increased respect and tolerance* for those from other groups and backgrounds. There are not enough data collected to know if the projects helped reduce conflict between these groups, a goal for some of the projects in post-conflict context.

> **Emerging leader in Jordan used new skills to train 1,200 handicapped youth in job skills**
>
> Ahmad Al-Zoubi, a participant in the UNDEF-funded emerging leader project in Jordan, surveyed handicapped youth in his community as part of his practical work. He found them isolated and lacking marketable skills. Leveraging the project's subgrant, he raised an additional USD 7,000, and provided job skill training to 1,200 youth. For his work, he was a finalist in the regional King Hussein II Award for Youth Innovation and Achievement for 2011.

- *Strengthened gender awareness and the value of girls participating equally as boys* for all participants, especially those from conservative contexts.

- *Empowered female participants* especially those from very conservative areas or families. This had a positive spill over effect on their families and communities in some cases, especially when the girls became role models by using their newly found skills and information to help others, as was done in Jordan and Guatemala.

- *Resulted in youth led activities* rather than the traditional adult-led activities during project implementation, and for some outside of the project as they continued to work with CSOs, communities and others as volunteers or in civic interest.

Impact beyond youth participants was more difficult to ascertain due to the lack of tracking, but in general, the youth cluster projects did appear to result in:

- *Positively influenced immediate family and friends of participants* who brought these lessons, knowledge and attitudes home with them and discussed them in school, with their friends and families. The extent of this ripple effect is unknown due to the lack of tracking.

- *Strengthened CSOs* through the experience of working with the project and stronger management and reporting on programs through the mentoring/capacity building provided by implementers.

- *More aware community leaders.* There is only anecdotal evidence, but it appears likely that in most cases where the youth worked closely with community and elected leaders that it resulted in adults who were more aware of the youth interest in participation, the value of youth participation, and of issues of interest to youth.

- *Positive benefits for recipients of youth led projects.* Projects reported on these activities as outputs, so the scope of impact is unknown, but some of the activities in

the more successful projects did make a difference, most notably in the lives of others as illustrated by the example from Jordan in the text box.

Most of the factors that made the difference in the impact of the youth projects are already discussed in the sections on relevance, effectiveness and efficiency. Other factors include:

- ***Age.*** The age of the youth beneficiaries did not appear to be a factor as long as the activities matched the needs of the age group. As noted in the text box, projects targeted different groups. The impact for the younger youth was much more on a personal level and seeds were planted for the future, while the impact for the projects targeting older youth went beyond personal growth into using the new skills on the job. .

- ***Type of youth.*** As youth were not tracked after the end of the projects, it is not possible to know if some groups of youth were able to make more of a difference than other groups- such as the young leaders in the UNDP Bangkok project (see text box) vs. the marginalized youth targeted for the projects in Romania, Thailand or Guatemala. The older professional youth were already in a position to extend the impact of the project to others through their work. However, for the lives of at-risk youth or other marginalized groups, these projects helped to change their lives by engaging them constructively in their community and giving them the tools to help achieve their goals. This helped them as well as their communities and families.

> **Potential impact from targeting younger youth vs. older youth**
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> IOM targeted younger high school (HS) students for its Lebanese National Youth Parliament project rather than older HS or university students because it thought the attitudes of the younger students were still forming, and that the interaction between girls and boys, Christians and Muslims in a controlled democratic framework would make them more receptive to seeing each others as persons, rather than the older youth where attitudes were already entrenched. As the project did not track attitudes it is unknown if this premise was valid although it appears likely given the anecdotal information available On the other hand, UNDP Bangkok selected older youth who had already emerged as civic and political leaders in order to strengthen their ability to make positive change. These youth were also not tracked after the project, but anecdotally one of the participants, a female MP from Afghanistan, has been an active advocate for democratic reform and is preparing to run for president of Afghanistan in 2014.

- ***Expectations.*** Some of the projects had unrealistic expectations for outcomes given the scale and scope of their activities. As examples, UNDP Costa Rica expected its pilot curriculum and methodology for civic education would result in fewer high school drop outs. The Ramallah project in OPT expected the project would improve the democratic situation in the OPT and the MS project in Lebanon expected its youth municipal council project would combat the exodus of youth from rural areas and the lack of employment opportunities for village youth. Making an impact in these areas from the amount of resources available to the project is highly unlikely and in these cases, the projects needed to develop much more realistic expected outcomes for their projects.

- ***Timing.*** Timing affected potential impact in several ways. One related to keeping to the project implementation timeline so that there was adequate time to implement activities and make a difference. Several cluster projects took so long to get going that it compressed implementation into too short a time frame. The other was timing

of events that could disrupt project activities such as school holidays, electoral calendars, legislative recesses (for interns), etc. .

(v) Sustainability

Sustainability for most of the projects was conceived primarily as a permanent change of attitudes and practices of the youth participants and their interlocutors, rather than sustaining the capacity building elements or project activities. It is likely that the personal enrichment and growth will remain with most of the youth as they start their careers and move through life. In a few cases, the project activities made a lasting change, such as the introduction of the high school equivalency diploma for adults in Guatemala or helping to solidify the practice of including youth in municipal councils in Lebanon.

Only a very few projects saw the UNDEF-funded project as part of a larger programmatic picture beyond the UNDEF funding. One that did was the LNYP which IOM expected would become a permanent institution under the auspices of the Ministry of Higher Education and Education. Another was in Costa Rica where UNDP expected its pilot civic education curriculum to be adopted by the national school system. However, neither of these occurred primarily because they failed to develop the national ownership needed for these ministries of education to adopt their programmes. On the other hand, ActionAid saw its volunteer program in Myanmar as part of its long-term country programme and ensured its continuation through finding other donor funding. In Bosnia-Herzegovina, the UNDEF project was the continuation of parts of a decade-long effort by Civitas BiH to strengthen the civic education programmes in the public school system and to bring youth from different backgrounds together in an educational summer camp. Although the project is firmly rooted in the educational system and is sustainable in that regard, outside of a local city contribution to the summer camp, the financing for the programmes have yet to be picked up by the local or national authorities which is needed for them to become permanent.

A brief check of the internet for each of the projects for this cluster evaluation showed that very little was left of the projects themselves-- about half of the project websites and products were still available but showed no post-project activity or use. By contrast, a check on some of the names of youth participants from the UNDP regional project which had targeted older youth leaders showed that these youth were still very active in their fields.

Generalizing from the available information, it appears that sustainability for the youth cluster projects was enhanced by:

- **Teaching skills and how-to's to youth in addition to providing information,** as this taught the youth how to do things for themselves and they internalized the knowledge gained during the project through the practical work. This developed analytical and problem solving skills that can last a lifetime. The use of some youth as trainers helped serve as multipliers as well as engraining the experience.
  .
- **Working through national institutions and CSOs** as partners, which built local capacity and ownership for the project and its activities. Some project youth were still working with these national partners after the end of the projects (Jordan, Lebanon, SE Asia Regional, Guatemala, Myanmar, Bosnia-Herzegovina and others).

- **Requiring counterpart contributions for youth initiatives.** Several of the projects required the youth or national partners to contribute towards the project activities. This increased ownership and likelihood that some of these activities would continue beyond the end of the project. As an example, the youth in the MYC project in

Lebanon needed to find their own funding for the projects they developed with the municipalities. This meant that they had to sell their ideas to the communities which increased ownership but tied them into the municipal budget planning process which extended beyond the end of the project completion date. As a result, several projects are still on-going, with another 10 projects still in the pipeline for 2012- which include the building of permanent structures- such as a community sports centre.

- ***Having a larger vision for the project and how it fit into the strengthening of civic and democratic processes.*** As noted, the projects that firmly rooted their projects into the larger process of civic activism and democratic participation had more relevant and effective programmes and these were much more likely to result in sustainable outcomes. The ActionAid model was so successful that they are now replicating it in Nepal, and many of the fellows from Myanmar are reportedly still assisting communities through their own fund raising and through additional donor funding found by ActionAid. In Lebanon, the Municipal Youth Councils have become permanent structures in some of the municipalities at the initiatives of the participants and municipal partners.

Two areas that needed strengthening in terms of sustainability were:

- ***finding ways to best utilize and disseminate project products*** such as training materials and best practices so that they could be used by others in similar circumstances. As noted, the projects that had posted their work and products on their website or on You Tube were unused (including Romania, Costa Rica, UNIFEM OPT).

- ***building networks of youth*** that could provide mutual support, mentoring and information for the youth beyond the end of the project. None of the networks created during the projects seemed dynamic and none appeared to still be in use afterwards. which is a missed opportunity, especially in this era of social and professional networking.

(vi) UNDEF added value

In the cases of the youth cluster projects, UNDEF's added value related primarily to its UN standing and reputation as an impartial provider of democracy assistance and in other areas such as child rights and population. This provided:

- ***Reassurance to parents that the project was above board***, worthwhile and was something that would benefit and not harm their children. This was particularly important for parents of minor children, girls and youth from minority groups.

- ***reassurance to NGO and elected leaders that the project was not partisan*** or had a political agenda, especially in transitional and post-conflict contexts where democratic reform and increasing youth participation in these processes are politically sensitive issues. Projects that are bilaterally funded can be sometimes viewed with suspicion as representing a particular national agenda, especially in the politically sensitive context in the Arab world. The western NGOs implementing projects can also be seen with suspicion which was alleviated to a great extent through the use of national CSOs as implementers and the UN funding source.

- ***Increased credibility and weight to the issue of youth participation and equity issues*** in civic and democratic affairs, especially in contexts where youth are

marginalized by a culture of elders and there is gender and other discrimination. UN funding raises the profile of these issues and makes them seem more mainstream.

- *raised the project's profile,* and lent weight to the importance of working with the project, especially for government agencies, such as the ministries of education and youth, parliaments and local elected officials.

V.   Conclusions

The conclusions presented here are based on the finding set out in the previous section and on the contextual information provided in Section II.

(i)   The nature of the cluster projects was an appropriate area for UNDEF to support as these projects contributed directly to the UNDEF mandate of strengthening democratic processes and human rights. The approach taken by most of the projects was also appropriate and was an effective way to strengthen the contribution of youth by increasing their understanding of democratic issues and ability to participate and providing rewarding opportunities for them to practice these new skills and knowledge. These participatory activities and the projects' sensitization efforts opened the doors for other youth to participate and some of these projects reached sizeable numbers of secondary beneficiaries. This was demonstrated in Section III Project Strategies and Section IV (relevance, effectiveness and impact).

(ii)   The most successful projects combined: (i) a firm grounding in the local context and democratization efforts, with (ii) training linked directly to a participatory activity by the youth with others involved in a concrete aspect of democratic governance, and (iii) implemented by staff experienced in democratic governance programmes. Projects that missed one or more of these elements lacked relevance and meaning. Reaching out and interacting with lawmakers, local officials, elders and others is what gave the youth projects their voice and impact in the broader democratic context. This was confirmed by the findings in Section IV (relevance, effectiveness, and impact).

(iii) National partners were essential for a successful project as they provided the grounding of the project in the local context and built the national ownership needed for sustainable outcomes. Their connections and networks facilitated an efficient and effective implementation of the project. However, the international organizations added value despite their overhead when they had expertise in the sector and a proven methodology that they could teach to the local NGOs. They also provided the institutional umbrella for the project, making sure the administration and financial issues were done and done appropriately which was useful. This conclusion is based on Section IV (all).

(iv) Subgrants, when used strategically, proved to be an extremely useful tool to provide effective results -- in particular, when they provided the practical opportunities for youth participation, such as youth-led micro-projects and volunteer work. The amount of funding allocated for these types of activities was for the most part too small for most of the projects and if this element had been larger, impact is likely to have been much greater. This conclusion is based on the findings in Section IV (all).

(v) Not enough projects benefited from the experiences of other youth projects. They all developed their own curricula and training materials even though most of the basic concepts have been taught in civic education programs for decades and only a few (such as Romania) were based on a needs assessment of the project participants. Rather the project managers assumed that they knew what was needed and gave it to the youth. This limited the project's effectiveness and potential impact as well as used resources to create products that may have already existed elsewhere. This conclusion is based on Section IV (effectiveness, efficiency).

(vi) Projects made insufficient efforts at networking or to leverage the use of new technologies in programmatic activities. They also failed to tap into the youths' interest in social media. Better use of these tools could have increased the effectiveness, impact and sustainability of the project's message and activities. This was evident from the findings in Section IV (all).

*(vii)*These projects are useful in all contexts as civic education and participation of youth are pressing needs in all stages of democratization. However, they are especially useful in the context of a democratic transition when attitudes are still forming about the new system and experiences may be colored by undemocratic actions labelled as democratic. It is also extremely useful in the post-conflict context or in cases of sectarian or ethnic strife, as the interaction of different groups can help to bridge the differences and bring the youth closer together. It also helped to empower the female participants and instil democratic attitudes of equity and respect for basic rights. This is based on findings in Section IV (effectiveness, impact).

(viii) Projects that will make the biggest impact in the near term are those that targeted older youth. Assuming that these projects provided them with useful skills and strengthened their professional leadership abilities and understanding of democratic and human rights, they were already in a position to affect significant change. Although projects that worked with younger youth did have some immediate impact in terms of the benefits stemming from the activities undertaken by youth and their own personal enrichment, the projects planted seeds for future leaders and civic action. Those results will take more time to show. As the projects are not tracking the progress of these youth, the ultimate benefits from these projects will never be known. This follows the findings of Section IV (sustainability, impact).

VI. Recommendations

The recommendations in this section are addressed to UNDEF and are based on the findings and conclusions set out above.

(i) **UNDEF should continue supporting youth participation projects.** The sector is directly relevant to UNDEF's mandate and it is relevant and timely given the less developed world's young demographic profiles and recent youth-led movements for more democratic governance. Youth projects for all contexts are recommended as long as the activities match that context, but projects in ethnically or politically divided societies, post-conflict situations or countries undergoing a political transition should also be prioritized due to the level of immediate need. This recommendation is based on conclusions (i), (ii) and (viii).

(ii) **Youth projects funded by UNDEF should be firmly grounded within the democratic governance sector**. This focus should be reflected in the project design, choice of activities and selection of staff, and in particular in the project manager who should have experience with democratic governance and human rights projects. This recommendation is based on conclusions (ii)

(iii) **UNDEF should encourage applicants to design youth-related projects that combine workshop/classroom learning with real-world activities in the democratic governance sector.** These activities should give them the opportunity to meet civic and political leaders, voice their opinions on issues of relevance and practice their citizenship. This recommendation is based on conclusions (ii) and (iv).

(iv) **The projects should clearly identify the national partners, rationale for their choice and their capabilities in the democratic governance sector.** These national partners should be appropriate to the project purpose and cable. Smaller CSOs should be leveraged, but under the guidance of a more experienced and competent organization. This recommendation is based on conclusion (iii).

(v) **Youth projects funded by UNDEF should have realistic expectations that match the proposed budget and activities.** Proposals should also have Indicators for reporting at the outcome level as well as output level. This recommendation is based on conclusion (viii).

(vi) **Youth participation projects funded by UNDEF should have a greater ratio of funding for youth-led activities** than projects have had to date. This should help fund practical experiences and interactions with civic and political institutions. This recommendation is based on conclusions (iv) and ii

(vii) **UNDEF should create an on-line repository for the products created by youth-related projects to serve as a resource for other projects.** This should include copies of their curriculum, training materials, DVDs, lessons learned, survey instruments, etc. This should also include project contact information for those wishing more information or to start networking (see recommendation ix below). This recommendation is based on conclusion (v).

(viii) **Youth projects should include use of the new technologies and social media** to extend reach and increase learning efficiencies. This should tap the youth's interests in social networking and be youth-led. This recommendation is based on conclusion (vi)

(ix) **Youth projects need to strengthen their monitoring and evaluation components** and be used to systematically track project performance, make course corrections, and measure impact of their efforts. Participants should be tracked over time to be able to catch the longer-term impact of these projects. This is based on conclusion (vi).

(x) **UNDEF should develop a UNDEF-network of youth.** These are the leaders of tomorrow and creating a network of the participants from the 14 projects could be a start for creating the critical mass of youth for change anticipated in many of the project documents. Some of the accomplishments of the older youth should be an inspiration for the younger ones. This network could also help track these participants and their accomplishments over time. This is based on conclusions (vi) and (vii).

VII. Overall assessment and closing thoughts

Although most of the projects needed to have documented their impact better, it seemed evident that these types of projects can be an influential factor in a young person's life by promoting the idea of youth working together for collective good and planting the seeds for future leaders. The projects in the youth cluster however also illustrate several important issues. One is the importance of a good project design followed by an equally good management and implementation of the project. The importance of hiring the appropriate staff for these projects cannot be over-stated. Several of the well-designed projects failed because of flawed implementation, because of a lack of staff or because the staff lacked the appropriate experience in or understanding of democratic development projects. Another important issue is the importance of youth and these projects within the larger democratic context. The world witnessed transformational change in 2011 with the Arab Spring and a rebirth of interest in credible democratic governance. Much of this was youth led. When youth have the tools and the understanding, they can be a driving factor for positive change for the public good. When they lack this, they can play a nonproductive or destructive role through ignorance, peer pressure and the lack of a good model. These transitions are not easy and will require continued support as they move forward to institutionalize the changes and build a more participative and democratic society.

The real impact of these 14 projects may never be known as no one is tracking these youth as they move through life. However, investing in these youth is investing in the future and when these projects are well done, they are likely to prove as a very good investment.

VIII. Limitations, constraints and caveats

The cluster evaluation was done on the basis of the project documents, reports and evaluations available on the UNDEF database and internet. The projects had different qualities of reporting. There is more relevant information available for some projects than others on the factors and reasons for a more successful project. This cluster evaluation is also dependent on the quality of the projects' final evaluation and the ability of those evaluators to identify the major issues and constraints facing those projects. Nevertheless, there was sufficient information available for this evaluation to identify the trends, common factors and elements that separated out the successful projects and their results, and to provide lessons learned for other projects.

IX. ANNEXES

Annex 1: Projects forming the Youth Cluster

UDF-RAP-06-015, Asian Young Leaders in Governance	
Country/Region	Asia/Pacific
Executing Agency	UNDP Regional Centre in Bangkok
Implementing Partners	5 Subgrants to CSOs in
Project Dates	01 March 2007 - June 2009
Budget	USD 314,624, plus USD 25,000 in-kind from UNDP
Project Summary	Strengthen young leaders in Asia-Pacific region through leadership training and capacity building, promoting networking and partnerships on democratic governance and supporting 5 pilot projects to create a critical mass of young leaders.
Intended Project Outcomes	Transparent, accountable and inclusive state-citizen partnerships for effective service delivery in the Asia-Pacific region through capacity development of young leaders with the potential to serve as catalysts for change
Primary Outputs	Leadership resource kits customized for sub-regional and national/sub-national use, 56 Leadership Fellows trained, 20 Leadership trainers trained, 5 pilot projects funded reaching 230 young leaders in 5 countries, Young Leaders Network initiated

UDF: COS-06-031: Democracy Builders: Youth Capacities for Active Citizenship	
Country/Region	Costa Region
Executing Agency	UNDP Costa Rica
Implementing Partners	Omar Dengo Foundation, National Electoral Tribunal, Ministry of Public Education, UNICEF
Project Dates	01 March 2007 - 31 December 2008
Budget	USD 299,888
Project Summary	Redesign and enrichment of civic education approach in high school with new pedagogical approach to develop competencies of youth in deliberation and active democratic participation as well as strengthening teachers knowledge and experience in new learning environments
Intended Project Outcomes	1. Implementation of a more effective pedagogical approach to civic education 2. Increased youth capacities for deliberation, conflict resolution and personal fulfilment for active participation in community change processes 3. Increased teacher capacities for new learning environments and mediation styles … to promote critical thinking and democratic culture 4. Validated guidelines for a reform of the national civic education curriculum and other civic education at the high school level
Primary Outputs	6 civic education modules designed, tested in 5 high schools (7th and 10th grades) and implemented in 15 high schools. 42 teachers were trained, 3,500 teacher manuals, 2,000 CDs, 800 civic guides, 10 videos, website,

UDF-LIR-06-076: Legislative strengthening through encouraging participation of youth in democratic processes	
Country/Region	Liberia
Executing Agency	UNDP/Liberia
Implementing Partners	Liberian Legislature: Joint Legislative Modernization Committee
Project Dates	01/03/2007 - 31/12/2008
Budget	USD 120,000
Project Summary	Provide university students as staffers to parliamentarians to support their committee work through research, note taking, etc. And through this work increase the participation of youth, improve their awareness of legislative work and prepare students for public service, at same time as strengthening legislative oversight capacity.
Intended Project Outcomes	1. Strengthened oversight and budget capacity of legislature 2. Participation of youth in the democratic process 3. Improved awareness among university students on legislative work through research, committee management, note taking and other tasks 4. Students prepared for careers in public service or related work 5. Improve institutional capacity of universities to provide career opportunities for graduates
Primary Outputs	62 students participated as interns (12 female, 40 males), Original objectives not fulfilled due to resistance among MPs and their staff who misunderstood and politicized efforts and who wanted own people in posts.

UDF-PAL-06-093, Youth Rights Monitor	
Country/Region	Occupied Palestinian Territory
Executing Agency	UNIFEM
Implementing Partners	Palestinian Youth Association for Leadership and Rights Activation
Project Dates	01/ February 2007 - 31 December 2008
Budget	USD 269,311
Project Summary	Enhance leadership qualities and skills of young Palestinians to act as observers and monitors to their rights on legislative and executive levels who will be trained on democratic processes with a focus on youth rights. They will disseminate information and raise awareness of peers on youth rights issues and responsibilities.
Intended Project Outcomes	Young Palestinian men and women improve their skills to perform as activists capable of monitoring and influencing policy making from a youth rights approach.
Primary Outputs	98 Palestinian youth trained and more aware of rights, another 628 youth reached through workshops in 89 community centres, TV episodes on gender and youth issues prepared and broadcasted,

UDF-ROM-06-100, I'm young, I get involved, therefore I count!	
Country/Region	Romania
Executing Agency	UNDP/Romania
Implementing Partners	Romanian Society for Lifelong Learning, Adult Education Regional Centre at A.I. Cuza University
Project Dates	15 March 2007 - 31 December 2008
Budget	267,375
Project Summary	Contribute to the development of participatory democracy by informing and motivating marginalized youth between 16 and 29 years old by providing them with information on human and citizen rights, and benefits of participation.
Intended Project Outcomes	List of 11 outcomes from undertaking needs analysis, development of curricula for workshops, holding workshops, carrying out public debate, essay contest to motivate participation, development of good practices guide, dissemination of materials, seminar with youth and developing performance indicators to measure progress of project.
Primary Outputs	Needs assessment of target group done, 3 curricula developed for workshops, 10 winning essays, launch of project website, 4 newsletters, 1 interactive CD, 1 good practices guide

UDF-YEM-06-123, Raising Civic Awareness Among Youth: Participation and Community Service	
Country/Region	Yemen
Executing Agency	International Foundation for Electoral Systems (IFES)
Implementing Partners	Democracy School, Human Rights Information and Training Center
Project Dates	1 February 2007 - 31 December 2008
Budget	USD 347,303
Project Summary	Intended to increase youth civic awareness and participation through providing information to youth on their rights and responsibilities, and youth centered activities.
Intended Project Outcomes	Increased participation, volunteerism and community service among youth in Yemen
Primary Outputs	499 youth attended 16 workshops, 315 youth involved in 11 additional activities,

UDF-JOR-07-164, Student Civic Action: Engaging and Empowering Emerging Leaders in Universities in Jordan	
Country/Region	Jordan
Executing Agency	World Learning
Implementing Partners	Jordanian Center for Civic Education Studies
Project Dates	1 October 2008 - 30 November 2010
Budget	USD 400,000
Project Summary	Develop university age students' capacities and opportunities for active and democratic citizenship, build self confidence and strengthen their contribution to community development
Intended Project Outcomes	Strengthened emerging leaders as active participants and representatives in NGO/CSO efforts for better community development and service delivery
Primary Outputs	412 youth leaders trained, 53 CSO trained in youth inclusion, 100 traditional leaders and government officials sensitized for value of youth leaders, 10 CSOs with action plans that reflect youth priorities, grants provided to 8 CSOs, 25 internships for youth leaders, 1,611 youth participate in virtual debates.

UDF-LEB-07-165, Lebanese Youth Parliament	
Country/Region	Lebanon
Executing Agency	International Organization for Migration
Implementing Partners	IOM, coordination with Ministry of Education and Higher Education
Project Dates	1 January 2009 - 31 December 2010
Budget	USD 200,000
Project Summary	Promote the post-conflict recovery in Lebanon by engaging youth in a Lebanese National Youth Parliament to enable youth to express their ideas and influence public debate, spread awareness about neglected issues and help youth to execute local level grassroots initiatives.
Intended Project Outcomes	1. Enable Lebanese youth to express their ideas and influence public debate 2. Train youth in democratic processes, leadership, negotiation and conflict resolution skills 3. Help youth execute specific grass-roots democracy initiatives at the local level within their communities/constituencies
Primary Outputs	64 youth selected as youth MPs, 3 lectures/training, met 10 times in session as youth parliament, 6 small grants/projects undertaken

UDF-MYA-07-180, Deepening Democratization processes through Youth Leadership	
Country/Region	Myanmar
Executing Agency	Action Aid International
Implementing Partners	Shalom Foundation, Adventist Development and Relief Association, Ranmarwaddy Rural Development Services, Knowledge and Dedication for Nation Building (Myanmar Egress- intended but not in practice)
Project Dates	1 October 2008 - 30 September 2010
Budget	USD 300,000 with USD 440,271 co-funded for Total: USD 440,442
Project Summary	Provide fellowships to strengthen civil society action by building leadership among youth through their networks to strengthen democratic practice, creating a discourse on democracy in the media and exchange of ideas between government and civil society.
Intended Project Outcomes	1. Community youths, equipped with leadership capacity and knowledge, are integrated as change agents to establish a culture of democratic practices and transformation. 2. Community youth actively involved with wider political, social and development process by using democratic practices and interlinking with actors through network building from local to international levels. 3. Process of transformation from closed to open society by strengthening discourse among civil society, development organizations and media.
Primary Outputs	130 youth leaders (fellows) provided with leadership training, reached 390 local leaders, youth and village volunteers in 158 villages, developed 27 clusters of fellow networks in 3 states,, 973 Reflect circle meetings held at village level and 43 cluster Reflect Circle leader forums conducted. 404 village volunteers trained and 13 livelihood activities implemented.

UDF-THA-07-185, Cultivating Democratic Leaders from Marginalized Groups	
Country/Region	Thailand
Executing Agency	The Asia Foundation
Implementing Partners	17 CSO partners
Project Dates	1 September 2008 - 31 December 2010
Budget	USD 400,000; plus USD 65,000 from TAF (in-kind)
Project Summary	Engage marginalized youth from four regions to empower them to better voice their needs, access their rights, participate in political processes and improve their lives through trainer of trainers, perception survey, national youth conference and implementation of grass-roots community projects.
Intended Project Outcomes	1. Enhanced understanding of political, civic and social needs of marginalized youth. 2. Improved advocacy, programming and positive action by/for marginalized youth 3. Increased understanding and capacity among marginalized youth of human rights, gender equality and democratic and peace building processes
Primary Outputs	47 youth TOT trained, 1,144 youth trained, perception survey on political and civic engagement among marginalized youth conducted, 17 youth groups received seed funding and implementing 21 projects, reaching 2,500 beneficiaries total.

UDF-BIH-07-191: Learning and Living Democracy in Bosnia-Herzegovina	
Country/Region	Bosnia-Herzegovina
Executing Agency	Civitas Bosnia-Herzegovina (BiH)
Implementing Partners	Civitas Network
Project Dates	1 October 2008 - 30 September 2010
Budget	USD 150,000
Project Summary	Promote human rights, intercultural and informational technology, education and empower participants from all ethnic groups, Roma and special needs populations, through open forums, trainings, seminars, media and a student camp.
Intended Project Outcomes	1. Empowered participants work together to strengthen human rights 2. Empowered students, teachers and others with improved skills work together to protect their rights and those of the disadvantaged 3. Improved communications between students and teachers, government officials, and media with students and teachers actively participating in the decision making processes 4. General public informed about issues of democracy, human rights, diversity and minority populations
Primary Outputs	Organized 5 open forums on democracy topics for 269 participants in 5 cities; created human rights resource database; trained 90 teachers to promote human rights in civic education; held 5-day summer educational summer camp held focusing on human rights for 402 primary and secondary school participants.

UDF-LEB-08-244, Citizenship is my Right	
Country/Region	Lebanon
Executing Agency	Mouvement Social
Implementing Partners	Mouvement Social
Project Dates	1 October 2009 - 30 September 2011
Budget	USD 335,000 plus USD 73,195 from Movement Social
Project Summary	Strengthen youth participation In local government and local communities through the creation of Municipal Youth Councils in 16 municipalities.
Intended Project Outcomes	1. Youth are involved in local life and become active community leaders 2. Slowing of the rural exodus of youth 3. Creation and functioning of durable space for debate 4. Dialogue between communities established and functioning that contributes to reduced tensions between neighbouring villages 5. Projects of collective interest run by youth in community
Primary Outputs	429 youth trained in civic education in 16 municipalities, 362 participated in 16 Municipal Youth Councils, 23 professional projects identified with 5 projects financed and executed, 22 common interest projects put into place with municipalities with another 10 in preparation for 2012.

UDF-PAL-08-245, Democratic Dialogue in Palestine: Acculturation towards tolerance	
Country/Region	Occupied Palestinian Territory (West Bank and Gaza)
Executing Agency	Ramallah Center for Human Rights Studies
Implementing Partners	Ramallah Center for Human Rights Studies
Project Dates	1 October 2009 - 30 September 2011
Budget	USD 220,000 with USD 5,000 in kind from RCHRS
Project Summary	Build capacity of youth and establish forums where they can participate in democratic processes and promote democratic methods/principles in their communities, and bridge gap between youth and Palestinian authorities.
Intended Project Outcomes	8 outcomes ranging from increased youth awareness of democratic principles, to youth are key actors in promoting value of democratic dialogue to increase public debate on democracy, increased tolerance towards marginalized groups, increased awareness of special challenges of democratic processes (such as women's rights), increased opportunities and democratic models for democratic values and strong connections between participations from West Bank and Gaza Strip
Primary Outputs	40 youth trained in workshops, 100 attended collective training workshops, 10 meetings held between youth groups and Palestinian Legislative Council, syndicate and judiciary, civil society groups and others. 2 conferences held with around 160 participants. 4 participants on a democracy exchange visit to Britain and Netherlands

UDF-GUA-08-276, Training of youth for democracy and development	
Country/Region	Guatemala
Executing Agency	Amigos del Desarrollo y la Paz
Implementing Partners	Instituto Technico de Habilitacion y Productividad, Centro Universitario del Norte
Project Dates	1 October 2009 - 30 September 2011
Budget	USD 300,000
Project Summary	Strengthen youth participation through the creation of a database of youth leaders through the training of indigenous youth leaders from Alta Verapaz
Indended Project Outcomes	1. Strengthen skills among youth leaders so they can be responsible for development in their communities 2. Promote youth ownership in laws to strengthen the rule of law, governance and democracy 3. Strengthen communication and dialogue between youth and local government to improve participation 4. Motivate youth and give them the power to be more influential through the submission of proposals for their local communities
Primary Outputs	534 youth from the Q'eqchi' and Poqomchi people from 269 communities from 17 communities in Alta Verapaz trained. 68 youth hired at the end of training,

Annex 2: Evaluation questions:

DAC criterion	Evaluation Questions
Relevance	To what extent were the projects in the cluster, as designed and implemented, suited to the context and needs of the youth?
Effectiveness	To what extent were the projects in the cluster, as implemented, able to achieve objectives and goals in relation to the youth?
Efficiency	To what extent was there a reasonable relationship between resources expended and youth-related project impacts?
Impact	To what extent have the projects in the cluster put in place processes and procedures supporting the role of youth in contributing to democratization, or to direct promotion of democracy?
Sustainability	To what extent have the projects in the cluster, as designed and implemented, created what is likely to be a continuing youth-related impetus towards democratic development?
UNDEF value added	To what extent was UNDEF able to take advantage of its unique position and comparative advantage to achieve results, in relation to the youth sector, that could not have been achieved had support come from other donors?

Annex 3: Documents Reviewed:

RAP-06-015: Asian Young Leaders in Governance
- *Project Document,* May 2007
- *Mid-Term Progress Report Assessment Sheet,* 10 March 2008
- *Final Project Narrative Report,* 25 February 2009
- *Evaluation Asian Young Leaders in Governance Project, Version 3.2.2009,* January 2009
- EENET website: http://www.eenet.org.uk/index.php
- Fawzia Koofi, *Support Committee for Fawzia Koofi,* http://www.fawziakoofi.org/index.htmlhttp://www.fawziakoofi.org/index.html
- UNDP Asia-Pacific Regional Centre website: II: *Asian Young Leaders in Governance* http://regionalcentrebangkok.undp.or.th/practices/capacitydevelopment/projects-AYLG.html
- UNDP: *Catalyzing Agents of Change*: Power point. Undated
- UNDP: Leadership for Change, Reflections from Asia, March 2009 http://regionalcentrebangkok.undp.or.th/practices/capacitydevelopment/documents/Leadership forchange-finallowres110309.pdf
- UNDP: *Young Leaders Inspiring Change*, March 2009 http://regionalcentrebangkok.undp.or.th/practices/capacitydevelopment/documents/YoungLea dersInspiringChange.pdf

COS-06-031: Democracy Builders: Youth Capacities for Active Citizenship and Personal Fulfillment
- *Co-Financing Memorandum of Understanding (MOU) Between the United Nations Democracy Fund and the United Nations Development Programme *UNDP) in Costa Rica,*
- *Project Document,* February 2007
- *Final Project Narrative Report,* November 2009
- *Final Evaluation External Evaluation,* June 2009 (UNICEF)
- ConstrucDemocracia's channel, 19 videos, including *Active Citizensip education project video,* http://www.youtube.com/user/ConstrucDemocracia?feature=watch
- *Omar Dengo Foundation website for civic education,* (do not see reference to civic education materials) *http://aplicaciones02.fod.ac.cr/constructoresdemocracia/*

LIR-06-076: Legislative Strengthening through encouraging Participation of Youth in the Democratic Processes
- *Project Document,* December 2006
- *Terminal Evaluation of Two Projects Funded by UNDEF, Executed by UNDP Liberia Programme,* April 2010 Liberia

PAL-06-093: Youth Rights Monitor
- *Project Document,* January 2007
- *Final Project Narrative Report*, 30 January 2009
- *Final Evaluation, Youth Monitor Project,* 6 March 2009
- *UNIFEM, Making Democracy Work for Women Initial Experiences from 10 UNIFEM Executed UNDEF Projects, Youth Rights Corps in the Occupied Palestinian Territories,* 2011 http://www.un.org/democracyfund/Docs/UNDEF-UNIFEM-brochure.pdf
- *PYALARA About us,* http://www.pyalara.org/about_us.php?lang=1
- *PYALARA Youth Times,* http://www.pyalara.org/newspaper.php?lang=1
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Annex 4: Acronyms

ADP	Amigos del Desarrolo y la Paz, Guatemala
BiH	Bosnia and Herzegovina
CSO	Civil Society Organization
IFES	International Foundation for Electoral Systems
IOM	International Organization for Migration
INGO	International NonGovernmental Organization
JCCES	Jordanian Center for Civic Education Studies
LNYP	Lebanese National Youth Parliament
M&E	Monitoring and Evaluation
MEHE	Ministry of Higher Education and Education (Lebanon)
MP	Member of Parliament
MS	Mouvement Social
MYC	Municipal Youth Council
NGO	NonGovernmental Organization
OPT	Occupied Palestinian Territory
PYALARA	Palestinian Youth Association for Leadership and Rights Activation
RCHRS	Ramallah Center for Human Rights
SREP	Romanian Society for Lifelong Learning
TAF	The Asia Foundation
UNDEF	United Nations Democracy Fund
UNDP	United Nations Development Programme
UNIFEM	United Nations Development Fund for Women