

LEGACY ASSESSMENT OF THE USAID CIVIC INITIATIVES SUPPORT PROGRAM'S YOUTH INTERVENTIONS

FINAL REPORT

August 16, 2018

This publication was prepared by Dr. Elizabeth Buckner at the request of FHI 360 contracted under AID-278-LA-13-00001. The views expressed in this publication do not necessarily reflect the views of FHI 360 or the United States Agency for International Development.

Acronyms

APS – Annual Program Statement
CSBE – Center for the Study of the Built Environment
CIS – Civic Initiatives Support Program
CSO – Community Service Organization
EDY – Education and Youth
FGD – Focus Group Discussion
IDI – In-depth Interview
KII – Key Informant Interview
NCCA – National Center for Culture and Arts
NMC – National Music Conservatory
RHAS – Royal Health Awareness Society
TWIYH – The World in Your Hands
USAID – United States Agency for International Development
YSO – Youth Serving Organization
YWDF – Youth with Disability Fellowship

Executive Summary

This external third party evaluation was commissioned by USAID's Civic Initiatives Support Program (CIS) to assess the extent to which USAID CIS, through a variety of direct grants and innovative grant-making initiatives, contributed to youth's positive development by directly providing resources towards youth-serving programs, and indirectly, by encouraging civil society organizations (CSOs) to ground their approaches in the principles of positive youth development and social inclusion.

The primary audience for this legacy assessment report is USAID Missions, grantees and CSO partners who work in youth engagement. It seeks to document creative and innovative approaches to engaging youth, and highlight approaches for encouraging civil society organizations to more effectively engage youth, and make recommendations for how to better do this in the future.

Although CIS itself was not a youth-focused project, the program recognized a significant gap and sought to address it by ensuring that many of its programs and interventions focused on engaging youth. The evaluation focuses on assessing CIS outcomes as they relate to three domains – relevance, effectiveness, and sustainability. The evaluation focused on answering four questions:

1. To what extent did CIS programming engage youth?
2. To what extent was change evident in youths' self-efficacy and civic engagement?
3. To what extent was change evident in the ability of participating CSOs to apply and maintain youth positive development frameworks?
4. To what extent did CIS contribute to gender equity and inclusion among CSOs' youth engagement efforts?

To answer these questions, we adopted a mixed-methods approach. First, through an extensive document analysis of existing monitoring and evaluation reports, we articulated a theory of change for CIS' impact on youth engagement. The analytic framework developed through the desk review guided the subsequent data collection and analysis. The analytical framework outlines how CIS programming and grant-making would have had a multi-faceted impact on youth, through skill building, relationship building and affirming experiences. Similarly, it was thought to have an impact on youth-serving CSOs primarily through funding their programs and conducting trainings that supported capacity-building and introduced them to new frameworks for engaging youth, including positive youth development and inclusion.

Drawing on these frameworks, we conducted quantitative and qualitative data analysis to understand CIS' impact. Data collection included surveys with 94 youth participants, 11 focus group discussions with youth, and 13 in-depth interviews with key staff at youth-serving CSOs.

CSO Impact on Youth

The findings suggest that through its grant making and direct initiatives, CIS programs reached over **10,504** youth¹ with various targeted programming. Moreover, the focus group discussions suggest that it is unlikely youth would have been able to participate in these extra-curricular activities and civil society initiatives supported by CIS without the

¹ Number of youth is a non-unique number based on grantee reporting verified by CIS

program's support. Moreover, surveyed youth report a high level of engagement in CIS programming: most participated in some form of programming weekly, and reported high rates of interest and enjoyment with their program.

The findings from the participant survey (N= 94) show that surveyed participants report high levels of self-efficacy and high levels of civic engagement. Additionally, very high proportions of surveyed youth attribute their participation in CIS programs with having a positive impact on their self-efficacy. The survey finds that 90% of survey respondents stated that their participation in the CIS program made them think more positively about themselves, 85% said it had a positive impact on their perceptions of capability and 86% said their participation in CIS had a positive impact on their perceptions of their good qualities.

There are no significant differences in average levels of self-efficacy by age, region, gender, or disability status. However, females were significantly more likely to attribute their participation in CIS programs with helping them to see themselves in a positive light and as capable youth with a number of good qualities.

The analysis shows that almost all youth survey respondents (97%) stated that CIS helped them understand key issues in their communities and schools and that there are plenty of ways to have a say (93%) and participate in decision-making (93%). However, a much lower percentage (81%) felt that community and school leaders would listen to them, or that their opinion could make a difference (85%). Although these percentages are quite high, there are clear differences in average response on these survey items. This finding suggests that while youth have generally high assessment of their ability to understand and participate in their communities and societies – the specific items where they exhibit lower levels of agreement are on the items suggesting adults will listen to them and that they can effect change.

Youth participants showed high levels of agreement with a set of rights-based statements. In fact, more than 97% of participants stated that they agreed that children with disabilities should have the same rights as everyone else (98%), that everyone has fundamental human rights, including the right to education (98%), and that women are just as capable as men of contributing to society (97%). Slightly lower percentages of youth agreed with statements related to gender norms in society, and the place of women. Specifically, only 87% of respondents argued that women are as able to be good leaders as men. Similarly, while 19% of youth believed that a man's job is to earn money and a women's job is to look after the home only 81% disagreed, to indicate agreement with egalitarian gender norms.

Male students are much less likely to agree that women are capable of being leaders as males, and also much more likely to agree with the statement that a man's job is to earn money while a woman's job is to take care of the family. The data shows that 69% of the male students disagreed with the statement, showing a belief in equal gender norms, while 31% agreed with the statement espousing traditional gender roles.

CIS Impact on YSOs

The second part of the legacy assessment focuses on how CIS impacted youth-serving civil society more broadly. It examines how the capacity development initiatives adopted by CIS had an impact on CSOs, or not, focusing primarily on their adoption of inclusive approaches to youth engagement. In terms of impact, the key informants mentioned the largest impact of CIS on their organizations were: 1) expanding and supporting their youth programming; 2) including youth in decision-making; 3) capacity building and 4) the adoption of inclusive frameworks.

First, the biggest change CSOs mentioned that resulted from their participation with CIS was the support for their programming, which allowed them to continue or expand their programs to new youth populations or new areas. NCCA, NMC, TWIYH and Sar Waqtha all mentioned that expanded operations was the biggest impact of their participation in CIS.

Second, interviews with CSOs suggested that CIS encouraged youth-serving CSOs to more fully engage youth in their decision-making and program design. In response, a number of CSOs mentioned that due to their participation with CIS, they now include youth on organizational boards, or seek youth feedback during the program design process.

In addition, CSOs mentioned the role of capacity development and positive youth development trainings on their operations. Trainings on gender and inclusion of youth with disabilities were mentioned explicitly. In terms of changes within their organizations, CSOs mentioned that CIS trainings supported their general capacity building, as well as monitoring and evaluation, gender inclusion, and inclusion of youth with disabilities.

Specifically, CSOs mentioned that trainings with CIS helped them better understand how to incorporate youth with disabilities into their programming and cemented new ways of interacting with youth into their programs. In some cases, CSOs mentioned how these new approaches have been integrated into their own organizational plans, future programming efforts, or resulted in additional trainings for their own staff as a result. That said, it is difficult to gauge whether changes will be sustained into the future.

Recommendations

This legacy assessment finds that young people who participated in CIS-supported youth programming expressed very high levels of engagement and interest in the programming. A high proportion of them attribute changes in their self-efficacy and their desire to engage in civic life to their participation in CIS programs. It also finds consistent gender differences and a number of limitations. In line with these findings, the assessment points to a number of recommendations for future programming. Although CIS was not a youth program, the recommendations for youth programming in Jordan generally.

Key recommendations for better supporting youth are:

1. *Support Youth-Targeted Programming*
2. *Support Programming for Adult Influencers*
3. *Embed Skill-Building into Youth Programming*
4. *Investigate Gender Differences and Address Lower Levels of Male Engagement*
5. *Address School and Community Violence Proactively*
6. *Support Trainings on Positive Youth Development and Gender and Disability Inclusion*

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Evaluation Purpose and Questions

Young people in Jordan face many challenges; their active participation in society is critical to ensuring positive social change. The purpose of this Legacy Assessment of the USAID Civic Initiatives Support Program's (CIS) youth and education interventions is to assess the extent to which USAID CIS, through a variety of direct grants and innovative grant-making initiatives, contributed to youth's positive development by directly directing resources towards youth-serving programs, and indirectly, by encouraging civil society organizations (CSOs) to ground their approaches in the principles of positive youth development and social inclusion. The primary audience for the evaluation report is USAID Missions, grantees and CSO partners who work in youth engagement. It seeks to document creative and innovative approaches to engaging youth, and highlight approaches for encouraging civil society organizations to more effectively engage youth, and make recommendations for how to better do this in the future.

The evaluation focuses on assessing CIS outcomes as they relate to three domains – relevance, effectiveness, and sustainability.

Relevance refers to the extent to which CIS programming addressed what Jordanian youth consider to be the major social issues affecting their lives. To assess relevance of CIS programming, the evaluation will outline a theory of change that aligns CIS programming to youth development and outcomes. A desk review of youth grant-making will map a framework for how youth needs were addressed by CIS programming. Follow-up focus group discussions (FGDs) with youth will also seek feedback on how relevant CIS programs were to youth needs and seek input regarding needs for future youth programming.

Effectiveness is defined as the extent to which the CIS program was effective in enhancing youth self-efficacy, civic engagement, and positive development. The evaluation will assess the extent to which CIS direct interventions and work-through grants contributed to youth development by assessing two levels of outcomes – youth and CSOs. First, the evaluation will assess youth perceptions of self-efficacy, empowerment, skills, and knowledge of rights; and, secondly, it will assess changes in CSOs' capacity to engage youth more effectively and mobilize youth for action.

Sustainability is defined as the extent to which the approaches and best practices in youth development, advocated by CIS, will continue after the close of the project. The sustainability of the CIS approach is conceptualized as occurring primarily through the development of the civil society sector in Jordan, primarily the extent to which youth-serving CSOs incorporate youth perspectives into their programming, adopt the positive youth development approach, and adopt principles of inclusiveness, including explicitly targeting non-traditional youth. The evaluation will assess whether CIS programs contributed to these outcomes among CSOs through FGDs with relevant personnel.

Key Questions

The evaluation focused on answering the following four questions:

1. To what extent did CIS programming engage youth?
2. To what extent was change evident in youths' self-efficacy and civic engagement?
3. To what extent was change evident in the ability of participating CSOs to apply and maintain youth positive development frameworks?
4. To what extent did CIS contribute to gender equity and inclusion among CSOs' youth engagement efforts?

Project Background

USAID Civic Initiatives Support Program

Over the past four years, the USAID Civic Initiatives Support (CIS) Program has designed and implemented a variety of interventions that support civic initiatives in Jordan. The project's purpose sought to ensure that civil society could respond to and promote common interests through the implementation of initiatives at the national and sub-national level (see: Results Framework, Project Purpose). Although CIS itself was not a youth-focused project, many of its programs and interventions focused on engaging youth. CIS Program classified its youth engagement projects into direct interventions as well as work-through grants, including:

- **Grants for Innovative Approaches in Engaging Students, Teachers, Communities & Parents to Combat Violence & Promote Social Justice.** This Request for Applications (RFA) targeted Jordanian civil society organizations (CSOs) to propose creative and innovative approaches in engaging adolescents/youth (12-18 years of age) and adult influencers (parents, teachers, CSOs, local decision-makers and private sector) to combat violence and social injustice, which could potentially be scaled up and replicated. 179 CSOs submitted video applications after which 50 were shortlisted to give oral presentations to the evaluation committee and 23 were awarded the mini-grants of \$5K. Six then moved on to Phase II with grants up to \$50K for follow-on activities. The thought process that went into developing the RFA reflected a recognition of the magnitude of the violence that youth are exposed to as well as the social injustice they experience. The impact of the pilot phase should not be minimized as it offered a boost of confidence to emerging small-scale grantees to take center stage in designing projects relevant to communities they are familiar with. It allowed them a relatively low-risk trial period to test their approaches against their beliefs and outline preliminary findings. The RFA allowed for a phase II for grantees who successfully completed the work and wanted to further test their model on a larger scale and for a longer duration (12 months); however only four of the six completed their projects.
- **Youth-related grants.** Through various other competitions, a number of grants have emerged that target and/or engage youth. In brief, the profile of these organizations/projects can be defined in three groups: Youth-serving CSOs, projects targeting youth, and project is targeting adolescents. A majority of these interventions engaged youth through "alternative" or "informal" education channels whereby grantees addressed youth priorities through creative tools such as music, arts, and sports.
- **Enhancing positive youth development among CSOs.** Although many grantees target youth, few effectively incorporate the characteristics of PYD in their program design and implementation. To that end, CIS has organized a number of lessons learned workshops to encourage grantees to introduce that concept, along with the rights-based approach and gender inclusion, and to enhance their approaches to youth engagement. In addition, a

number of grantees are utilizing arts, culture, theatre, and music to engage youth in and out of schools.

- **Youth with Disability Fellowship.** The overall goal of this project is to build a bridge between youth with disabilities, and youth organizations in order to enhance the inclusion of inclusion culture inside those organizations and to foster equal opportunities for youth to have an active role in the society. This project builds the capacity of youth with disability (YWDs) and youth organizations, by introducing YWDs of their rights in accordance with the international conventions, training them on how to assess the inclusion status of each CSO while enhancing the capacities of youth organizations to embrace youth with disabilities inside their entities and developing improvement plans for how their CSO programs and services can be more inclusive. 12 CSOs and 12 youth fellows were involved (9 in Amman and 3 in the governorates).
- **“Sar Waqtha” (It’s Time) Campaign for inclusive higher education.** This initiative began under the USAID Jordan Civil Society Program (2008-13) where FHI 360 worked with students at the University of Jordan to advocate for inclusive higher education. This campaign made enormous strides and is now a model for other university youth. Under CIS, FHI 360 supported a small group of youth activists and faculty at Mutah University in Karak to mobilize and advocate for their rights to accessibility, reasonable accommodation, and inclusion.
- **Badir Youth Fellowship.** Launched in 2011 with support from the Starbucks Foundation and implemented by the International Youth Foundation in Jordan, BADIR is a unique initiative that equips pioneering young leaders with the knowledge, skills, and tools they need to maximize their scale and impact of their social change projects. To date, BADIR has offered training and mentoring opportunities for 65 Fellows from across the Kingdom (42% female, 58% male) who work across multiple thematic areas, including civic engagement, women’s empowerment, clean energy, health, youth development, water, and agriculture. Fellows receive over 150 hours of training, 100 hours of mentoring, and one-on-one support, with their initiatives reaching approximately 150,000 direct beneficiaries and over half a million indirect beneficiaries. USAID CIS issued an award to build on this success and enable BADIR to expand its reach to engage youth with disabilities and refugees and expand its support for specific governorate-level interventions.
- **Youth Advocacy Fellowship.** This intervention is implemented by our partner New Tactics in Human Rights project and aims to build the capacity of young human rights advocates across the Kingdom to strategically plan advocacy campaigns through human rights-based problem identification utilizing the New Tactics methodology. In addition, this program combines a train-the-trainer with on-the-job mentoring and implementation of advocacy campaigns, resulting in an increased pool of youth who can train and apply the New Tactics method for advocacy in Jordan.

CIS Contributions to Youth Engagement in Jordan

CIS promoted civic engagement across Jordanian civil society – although it was not a youth-focused project, the program recognized a significant gap and sought to address it by ensuring that many of its programs and interventions focused on engaging youth. One of the indicators in its Results Framework tracked the number of initiatives targeting marginalized groups, and importantly, youth were considered a marginalized group. In addition, many CIS programs were youth-targeted, and in line with its broader goals of supporting advocacy and effectiveness of civil society as a whole, specifically focused on increasing youth engagement and better supporting youth-serving CSOs. Indicators for civic engagement, CSO capacity building and reaching marginalized youth were all based in CIS’ results framework. The key

indicators from CIS' results framework relevant to this analysis are Indicators 1 and 2, and sub-Intermediate Results (1.1 and 2.1).

In addition to its results framework, much of CIS approach to engaging youth drew on FHI 360's expertise on youth and adolescent development, which is built on a positive youth development (PYD) framework. In developmental psychology, positive youth development (PYD) is defined as a set of psychological, behavioral and social characteristics that are associated with positive outcomes among young people (Zarrett and Lerner 2008). The primary characteristics of positive youth development are: competence, confidence, connection, character, and caring/compassion.

The positive youth development framework recognizes that all adolescents have strengths. Positive youth development, therefore, is a process of identifying and supporting individual youths' strengths and creating positive environments and experiences that allow youth to develop their strengths. This requires aligning resources in the environment (i.e., family, community and school) to youth needs and providing them with opportunities for growth and connection. Based on this model, CIS supported a number of programs that were specifically designed to create environments in which young people could flourish, develop new skills and talents, learn about how to be an active participant in society.

Through a variety of grant programs and direct interventions, CIS interventions aimed to improve youth's sense of empowerment and their self-efficacy regarding their ability to influence their societies. Table 1 outlines various CIS programs and their contributions to young people's sense of empowerment and social engagement. As listed in Table 1, many CIS programs sought to improve young people's civic engagement through their participation in extracurricular activities, competitions, artistic expression. In addition, many of the programs ultimately sought to improve young people's sense of empowerment by encouraging the development of skills such as leadership, communication, research, etc.

CIS' approach was also characterized by its explicit focus on rights and inclusion. CIS also supported programs that raised youth awareness of a broad range of rights, including rights of women and girls, the right to education, and right to participation in decision-making. This approach to inclusion was also an explicit aspect of CIS results framework, which tracked the number of marginalized youth targeted, and supported training on human rights, gender inclusion and inclusion of people with disabilities into CSO programming.

Table 1: CIS- Supported Youth Programs and Outcomes

Type	Program	Key Outcomes	Activities
CIS APS	CSBE	Civic engagement and empowerment	Student initiated improvements to schools
	Jubilee	Youth empowerment and skill development (creativity, innovation, scientific research, and leadership)	STEM centers and clubs at schools; participation in national and international team STEM competitions
	I3zif fi Madrasati	Skill development and artistic expression; self-confidence and self-esteem	Music education programming and education
	NCCA- One Step at a Time	Youth community and civic engagement; self-esteem and self-confidence	Local community service projects; national event to present community service
	NMC - Music as tool to educate	Skill development and artistic expression (musical skills, teamwork, communication)	Establish four music ensembles and four choirs
EDY RFA Phase II	Desert Revival program- Badia	Youth empowerment and skill development (inter-personal dialogue and problem solving)	Engage youth in theater, debate and journalism activities
	World in Your Hands	Combat violence and enhance social justice among students; Enhance self-esteem, self-trust and satisfaction among students and teachers	Trainings for students; teachers and parents; developing local initiatives and forming committees to carry out initiatives
	Social Development Society	Reduce verbal and physical violence through empowering youth and parents in two schools	Engage youth in conflict resolution activities; teach dialogue and communication; create conflict resolution committees in schools
Unsolicited	BADIR Youth Fellowship	Increased understanding and awareness of social inclusion issues and tactics; skill development in leadership and entrepreneurial skills	Fellowship program for youth-led ventures
Direct Intervention	New Tactics Youth Advocacy Fellowship	Civic engagement and skill development	Plan advocacy campaigns through human rights-based problem identification
	Youth With Disability Fellowship	Raise awareness of rights of youth with disabilities and social inclusion in youth organizations; Enhance the inclusion of PWDs culture inside YSOs	Internship placements for PWDs in YSOs; inclusion assessments of YSOs
	Sar Waqtha	Rights based advocacy, Civic engagement and empowerment	Engage PWDs in campaign for inclusion at university; trainings and mentoring

Based on their engagement in various programs, we anticipate that young people have learned new skills, had new experiences that created opportunities for artistic expression and reaffirmed their self-worth, all ultimately increasing their perceptions of self-efficacy and empowerment. Specifically, we expect that for individual students and beneficiaries of CIS programs, participation will be associated with the following outcomes:

- 1) Enhanced perceptions of self-efficacy as agents of positive change:
- 2) Enhanced perceptions of empowerment to speak to adult influencers in their lives (e.g., government, parents, teachers and school administrators);

- 3) Improved understanding of youth rights, including: rights to education, women's rights, rights of individuals with disabilities, human rights, and the right to civic participation;
- 4) Acquisition of technical and non-cognitive skills, including: public speaking, communication and dialogue, designing and delivering presentations, musical and artistic skills, etc.

CIS Contributions to Jordanian Youth-Serving CSOs

In addition to directing resources to youth, through its work with CSOs, CIS also directed resources towards youth-serving civil society organizations. CIS sought to improve how youth-serving CSOs engaged young people through a number of capacity-building trainings and initiatives that targeted CSOs. Drawing on principles and best practices in the literature, CIS encouraged CSOs working with youth in Jordan to engage young people directly in decision-making by making it an explicit criteria of the grant. Additionally, based on the principle of inclusion, CIS encouraged CSOs to adopt inclusive approaches that targeted non-traditional youth, including women and girls, refugees and children with disabilities. Finally, through a number of trainings on positive youth development, program development, and Monitoring and Evaluation, CIS helped youth-serving CSOs understand the PYD framework and better situate their program activities within a model of youth development.

For example, in April 2016, 9 youth-serving CSOs participated in a training on Youth Engagement. In July 2016, 12 organizations participated in a "Do No Harm" workshop when engaging youth, and in November 2016, the EDY Grantees participated in a workshop on youth development. The trainings themselves were not exhaustive but rather brief interjections shedding light on key components to consider. In addition, mentoring and coaching was available and demand-driven. Table 2 shows the list of programs that targeted CSOs.

Table 2: CIS Youth Directed Interventions and Related Outcomes

CIS Role	CSO Support	Key Outcomes
CIS APS and EDY Phase II	Innovative grant requirements and capacity development trainings	<ul style="list-style-type: none"> • Encourage CSOs to incorporate youth perspectives when designing programming • Increase the number of CSOs that adopt an inclusive approach to youth engagement
Direct Interventions	Youth with Disability Fellowship	<ul style="list-style-type: none"> • Increase the number of CSOs that take an explicitly inclusive approach to youth engagement
	New Tactics Youth Advocacy Fellowship	<ul style="list-style-type: none"> • Encourage CSOs understand and integrate concepts of PYD and support youth civic engagement
	BADIR Youth Fellowship	<ul style="list-style-type: none"> • Integrate social inclusion into BADIR program by supporting BADIR to engage youth with disabilities and refugees
	Sar Waqtha	<ul style="list-style-type: none"> • create a more enabling space where students with disabilities have the right to an equal and accessible education opportunities like others, without any form of discrimination or exclusion. • Empower youth activists through series of capacity building interventions, and integrating the foundational concepts of the rights-based approach into their mindset by understanding the disability rights law, and to be aware of their rights and identify their priorities that they need to advocate for during the campaign.

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Based on their participation with CIS, including participating in novel grant-making approaches, as well as PYD trainings, youth-serving CSOs were introduced to a variety of best practices and new approaches to engaging youth. In particular, we expect that participation with CIS is associated with a better understanding of PYD approaches, including understandings of how to link activities to a broader psychosocial framework of youth development. In addition, through trainings and capacity-building that stress the importance of youth participation in decision-making and social inclusion, we expect youth-serving CSOs are now more likely to engage youth directly in activities and decision-making and are more likely to adopt principles of inclusion when designing programs.

At the organizational level, CIS programming was targeted towards three primary outcomes:

- 1) CSOs increasingly incorporate youth perspectives when designing programming, thereby ensuring better relevance and alignment to youth needs
- 2) Increase the number of CSOs that take an explicitly inclusive approach to youth engagement, targeting all youth, including non-traditional beneficiaries of programs, such as girls, children with disabilities, and refugees
- 3) Increase the number of CSOs that effectively adopt a positive youth development approach to youth, recognizing individual strengths, framing activities within a developmental systems approach, and that create supportive youth environments.

Methods and Limitations

The Legacy Assessment drew on monitoring and evaluation data, project reports, and original quantitative and qualitative data to understand how participation in CIS activities affected youth and youth-serving CSOs.

Youth Outcomes

Engagement

Youth engagement has been defined as “youth taking responsibility for creating benefits for society and the world” and “encompasses attitudes, behaviors, knowledge, and skills of individuals and organizations by engaging youth in a specifically directed course of actions (Ho 2015, p. 53). The first outcome of interest is relevance of CIS programming for youth. For this assessment, we conceptualize relevance as the extent to which CIS supported programs that engaged youth. Vandell et al. (2005) created a scale that assesses youth engagement in programs, which has been validated and used in a number of prior studies. We adapted these items to ask participating youth to reflect on their CIS-supported program.

Self-Efficacy

Self-efficacy is defined as a person’s own belief in his or her ability to perform a specified task successfully, in other words, it is a measure of capability, and the ability to set goals and organize one’s actions to achieve them (Bandura 2006; Larson and Angus 2011). Self-efficacy is domain-specific, meaning it refers to young people’s judgments of what they can accomplish with their given skill sets in a specific domain of life (Bandura 2006). Self-efficacy is distinct from self-esteem or self-concept, which refer to generalized beliefs about one’s self-worth. abilities in nonsocial environments, such as intellectual or artistic skills (Zimmerman and Zahniser 1991).

Civic Engagement and Empowerment

Empowerment refers to the extent to which individuals, communities or organizations believe they have mastery over their lives, and has been characterized as a broader concept than agency (Zimmerman, 1995, 2000; Zimmerman & Rappaport, 1988). Youth empowerment is an important idea in the literature on youth development and has been used to guide a variety of programs for both youth and adults (Berg, Coman, & Schensul, 2009; Franzen, Morrel-Samuels, Reischl, & Zimmerman, 2009; Russell, Muraco, Subramaniam, & Laub, 2009; Walker, Thorne, Powers, & Gaonkar, 2010; Watts & Flanagan, 2007).

In the case of CIS programming, most of the programming was targeted to youth as agents of positive social change. Therefore, we can understand youth as exhibiting a sense of empowerment when they have an understanding and interest in the role of youth as agents of social change (Lakin and Mahoney 2006). Prior research has been used to adapt scales of empowerment to youth. Research in various contexts has validated items in a scale of policy control that reflect young people's sense of empowerment. The concepts of self-efficacy and empowerment are often highly linked. Oxfam (2017) characterizes personal empowerment as a combination of factors, including self-efficacy, self-esteem and confidence. However, the psychological literature tends to treat these two concepts as distinct.

Skills Development

Because individual understandings of skills are linked to perceptions of self-efficacy, helping youth acquire concrete skills, both technical and soft skills, can be one way to improve their self-efficacy. For example, improving young people's communication skills and giving them opportunities to practice debate and argumentation, can help young people feel like they have the tools needed to address decision-makers in their communities and advocate for change. A growing body of evidence recognizes the positive impact of soft-skills in predicting long-term life outcomes for youth. Some of the soft skills are linked to labor market outcomes, social and health behaviors (Heckman et al, 2006; Kautz et al., 2014). These soft-skills are: positive self-concept, self-control, communication skills, and social skills. Higher order thinking skills, i.e. critical thinking, while recognized as crucial, was not one of the targets of the CIS programming.

Understanding of Rights

Finally, the CIS program also encouraged an inclusive approach, and supported youth programs that specifically targeted women and girls, for participation in programs such as science, math, leadership, art and music, among other activities. We anticipate that female students will have an increased understanding of their rights in society as a result.

Scale Construction

To assess how the program impacted each one of these outcomes, we relied on previously validated survey constructs, translated into Arabic. The scales used in the evaluation were modified from externally validated scales on youth participation in programs, youth civic, social and political engagement, generalized self-efficacy, and awareness of rights. Almost all items in the scales have been validated previously and show internal consistency.

In addition to the scales, we added in a number of questions to the Youth Questionnaire to ask students to attribute change in these dimensions to their participation in CIS programs. This type of attribution will help us overcome the limitations (discussed more below)

concerning self-reports. The surveys were administered after a focus group discussion with participating students.

Sample and Respondents

The total population of beneficiaries from the grants (CIS APS and EDY) reached **10,504** (non-unique cumulative YI-YIV QIV) out of which 39% Male and 61% female. Given the limited time frame, we adopted a convenience sample of youth from participating organizations. Individual youth were identified from their participation in a CIS-supported programs. The final sample of students surveyed was 94 (45M / 49F), drawn from 10 CIS-supported programs, ranging between the ages of 13-30. Each youth participant completed a short questionnaire regarding their engagement in the CIS activities, its impact on their self-efficacy and empowerment, their development of skills and knowledge due to their participation in CIS programs (see Annex for complete questionnaire in English and Arabic).

In addition, we conducted 11 focus group discussions with the same youth. The focus group discussions provided more detailed information about the benefits of CIS participation with young people (see Annex for Focus Group Discussion protocol).

To gather information on how CIS affected youth-serving CSOs, we conducted in-depth interviews (IDIs) with staff from youth-serving CSOs, that had received funding and training from CIS. These IDIs targeted specific personnel in a position to answer questions about their involvement with CIS and its impact on their programming. Of the 33 possible organizations that benefitted from the CIS program, we targeted the IDIs from the three organizations that worked with EDY Phase II and CIS APS, along with a convenience sample of 3 organizations from the 9 CSOs that had placements from YWDF and 3 from the NT Youth Advocacy Fellowship. These organizations were targeted because their extensive involvement with CIS made them the most informed on benefits and limitations of CIS. In total, 13 IDIs were conducted, representing 10 CSOs that worked with CIS. Table 3 shows the final focus group and interview sample.

Table 3 Final Focus Group and Interview Sample

Type	Program	# of Focus Groups	# of Interviews
CIS Direct Interventions	Sar Waqtha	0	3
	IYF - Badir	1 + 12 Booster Phone Calls	1
	New Tactics Youth Advocacy Fellowship	2 + 9 Booster Phone Calls	0
	Creativity Club	0	1
EDY Phase II	Youth with Disability Fellowship	1 + 8 Booster Phone Calls	0
	World in Your Hands (WYH)	1	1
	Desert Revival-Badia (YWDF)		1
	Social Development Society (SDS)	1	1
CIS APS Alternative Education	I3zif	1	
	National Music Conservatory (NMC)	1	1
	National Center for Culture and Arts NCCA	0	1

	Royal Health Awareness Society (RHAS)	1	1
	Jubilee	0	1
	CSBE	2	1

Limitations

There are a number of limitations that should be kept in mind while interpreting the findings. Aware of these possible limitations, we tried to triangulate these findings through focus groups and an analysis of other CIS products, including programming reports and evaluation reports. The primary limitations include difficulty knowing if changes were the result of CIS, social desirability bias and selection bias due to convenience sampling, all of which could undermine the internal validity of the study.

One concern that always exists in focus groups and interviews is social desirability bias – when youth reported positive experiences because they knew that was desired or expected. To prevent bias, data was collected in schools or neutral venue rather than the site of the programming. However, the fact that an adult facilitator was present, may still have impacted the students. To mitigate this, responses were collected by a third party data collection firm, no CIS or program staff, or other authority figures such as school principals or parents attended.

In addition, we are concerned with selection bias, since the sample was non-random, and those who agreed to participate may have been those who had a more positive experience in their program. We do not have a representative sample of all participants. It is possible that those who agreed to participate are also those who had a more positive experience. In addition, participation in CIS programs of any sort may attract a certain type of young person - we expect that youth who were eager to participate in CIS programs or those selected for fellowships (e.g., BADIR) already likely exhibited high levels of self-efficacy or empowerment. However, to mitigate this concern, we made sure to include programs that targeted students from disadvantaged backgrounds, including CSBE, I3zif and Generations for Peace.

There are also methodological limitations that limit our ability to attribute any change to participation in CIS. To overcome these limitations, the evaluation questionnaire asked respondents to refer specifically to the benefits of their participation in CIS programs. However, even when youth participants attribute changes in their attitudes or perceptions to CIS, we cannot verify this because we do not have a control group.

Additionally, the assessment presents a snapshot of their current impressions; it is difficult to know that reported changes will be lasting. Finally, one limitation from the survey data is that there is actually so little variation in student responses on self-efficacy, it is hard to gauge whether the items are valid constructs of self-efficacy. Although CIS participants report high levels of self-efficacy, there are a number of reasons to be somewhat skeptical of such high averages, since self-efficacy tends to be domain specific (academic, social, athletic, etc.).

Findings, Conclusions and Recommendations

Question 1 - Engaging Youth

The first assessment question asks: to what extent did CIS programming engage youth? And, how relevant was their programming to youth needs? The findings suggest that through its grant making and direct initiatives, CIS programs reached **10,504** youth with a variety of targeted programming. Moreover, the focus group discussions suggest that it is unlikely youth would have been able to participate in the extra-curricular activities and civil society initiatives supported by CIS without the program's support. Moreover, surveyed youth report a high level of engagement in CIS programming: most participated in some form of programming weekly, and report high rates of interest and enjoyment with their program.

First, to measure the extent of CIS' youth engagement, we compiled information on all CIS programming that focused on youth.

To better understand youth experiences in CIS programming, we relied on the survey conducted with a sample of 94 youth and focus group discussions. First, we found that the majority of youth respondents (65%) stated that they participated in CIS initiatives stated that they engaged in their CIS activity on a weekly basis, with a smaller percentage engaging daily or monthly. Weekly participation suggests regular engagement with CIS programming.

In focus group discussions many youth explained that their experiences were valuable, with young people describing their participation in CIS-supported programs as "an amazing experience" and saying that "everything was perfect, but I wish it was much longer."

Engagement with CIS-Supported Programming

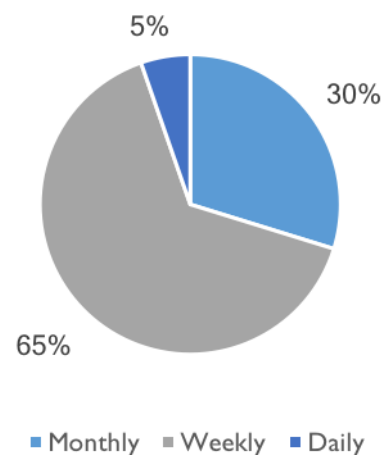


Figure 1: Youth Participants Engagement with CIS Programming

In addition, of the surveyed youth, 95% of respondents said they enjoyed their participation in CIS programming, 93% of respondents said that their participation was important to them, and 89% said that they found their CIS program interesting or very interesting.

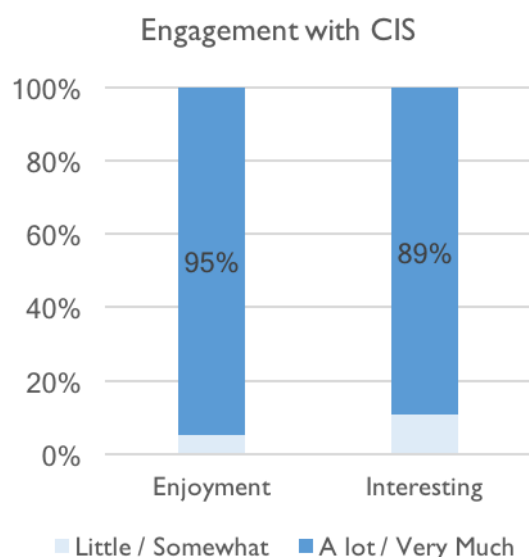


Figure 2 Engagement with CIS Programs (% Agree)

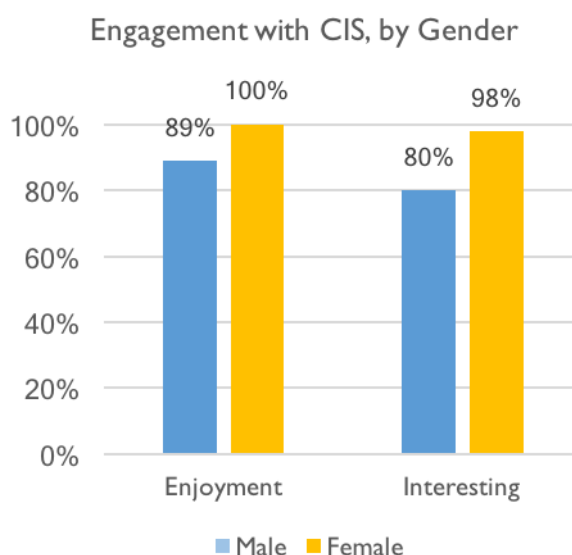


Figure 3 Engagement with CIS Programs, by Gender

However, the survey data also points to differences between male and female students, with female students generally reporting higher levels of engagement across domains. In particular, 98% female students stated that their CIS program was very interesting, while only 80% of male student said this. Further tests show that the difference in mean response to these items was statistically significant. This gender disparity is consistent with a number of other studies conducted by CIS; for example, an evaluation report of Jubilee's STEM initiative also found that it was easier for the program to engage the female students than the male students.

"If you believe it you can achieve it. This is the most important thing that I learnt through my participation." (I3zif)

Findings from the focus group interviews reiterated the idea that a large number of young people felt engaged by participation in the CIS programming (either direct or indirect). Participants highlighted the specific mechanisms by which CIS engaged youth, namely: accessibility of programs and adult mentorship. First, through its resources, CIS made programs accessible that would not have been available otherwise.

First, CIS-funding supported a number of CSOs to run activities that allowed them to expand their work to new youth and to areas outside of Amman. Desert Revival – Badia explained that while their project was initially focused on Amman, with support of CIS, they were able to expand that work to other areas in the South and rural areas in Northern Jordan. In another focus group, youth mentioned that thanks to CIS-support, their CSO, I3zif was able to provide youth with music lessons free, when they would be costly otherwise. In an interview, they mentioned that one of the major changes they experienced from their participation with CIS was to expand their programming to new, rural areas outside of Amman, and to enter schools where administrators and teachers were initially hesitant. Similarly, the youth explained: *"It's one or two lessons per week and the duration of lesson is only two hours. So we would prefer if it's more than that." (I3zif)*. Such statements indicate a high level of engagement in the CIS programming and a desire for similar opportunities in the future.

Secondly, CIS created environments of trust that helped young people establish positive relationship with both adults and other peers. Participants in focus groups mentioned that participation in youth programs helped to forge friendships with peers and build positive relationships with adults. One youth participant explained that their “the program managers became our close friends” (Focus Group participant).

Question 2 - Self-Efficacy and Civic Engagement

Secondly, the legacy assessment sought to determine whether CIS had an impact on youth perceptions of their self-efficacy and civic engagement. To assess students’ self-efficacy and civic engagement, selected students completed a survey that included targeted questions related to whether CIS had an impact on their self-efficacy or civic engagement. In addition, we probed these topics in focus group discussions.

The key findings from the questionnaire show that surveyed participants report high levels of self-efficacy on all items and high levels of civic engagement. Additionally, very high proportions of surveyed youth attribute their participation in CIS programs with having a positive impact on their self-efficacy. There are no significant differences in average levels of self-efficacy by age, region, gender, or disability status. However, females were significantly more likely to attribute their participation CIS programs with helping them to see themselves in a positive light and as capable youth with a number of good qualities.

Self-Efficacy

The survey asked young people to respond to the question of whether their participation in the CIS had an impact on their attitude towards themselves, their capabilities, or whether they have good qualities.

Table 4: Self-Efficacy Survey Items

CIS Impact on Youth Perceptions of Self-Efficacy - Survey Items	
1.	I have a more positive attitude about myself because of my participation in the CIS-program
2.	Because of my participation, I am more likely to think that I am a capable person
3.	Because of my participation, I am more likely to think that I have a number of good qualities

The survey finds that 90% of survey respondents stated that their participation in the CIS program made them think more positively about themselves, 85% said it had a positive impact on their perceptions of capability and 86% said their participation in CIS had a positive impact on their perceptions of their good qualities.

The focus group discussions gave specific perspectives. For example, students who participated in school improvement projects exclaimed: “The discussions that happened between the students and the coordinators made us more self-confident.”

Another student stated that he had “more ambition after participating,” while another said that their programming “made them stronger,” in particular defying social expectations. One youth participant explained how participation in her program helped her integrate into her peer group, explaining: ‘I was isolated from others and no one talked to me, but now I’m a very social person and have a lot of friends.’ Similarly, a youth participant in Social Development Society, which helped youth learn reconciliation tactics, explained that: “Before joining the program I was so nervous I used to scream every time someone tries to get close to me, but after that I learnt new techniques to deal with people without using violence.”

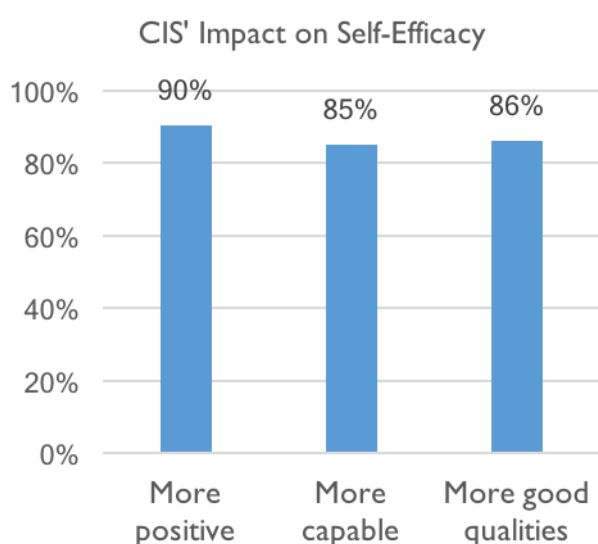


Figure 4 CIS Programming's Impact on Self-Efficacy Items

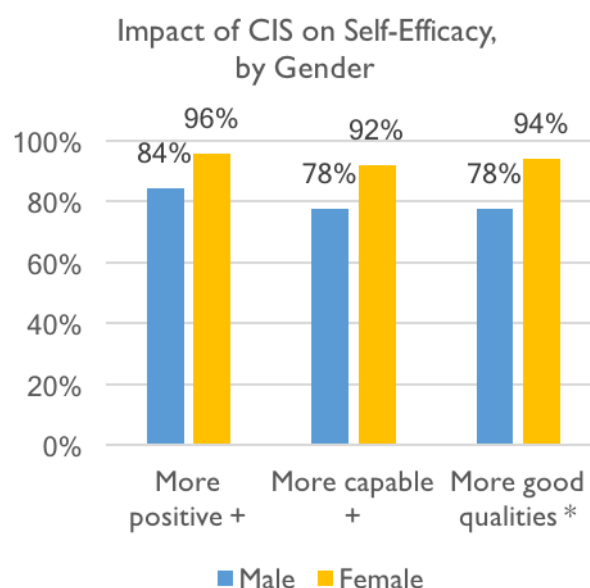


Figure 5 CIS Programming's Impact on Self-Efficacy Items, by Gender

Notes: Statistical Significance on t-test: + $p < 0.10$ * $p < 0.05$

The survey data also finds that while there are not statistically significant gender differences in young people's levels of self-efficacy overall, there were observable differences between male and female youth in terms of the stated impact of CIS programming on their self-

efficacy. Figure 4 shows respondents to the question of whether CIS had an impact on their self-efficacy. The data shows that 96% of females say that their participation in CIS-programming made them view themselves more positively, 92% females said it made them see themselves as more capable and 94% said their participation makes them more likely to think they have a number of good qualities.

Even though the vast majority of male participants also saw positive impacts of CIS programming, their average rates were lower than the females.

Figure 5 shows the impact of CIS programming on self-efficacy, broken down by gender norms. The figure shows that 84% of male participants said that their participation made them have a more positive attitude towards themselves, and 78% said their participation made them think they are a more capable person and to think that they have good qualities. These gender differences are statistically significantly at an alpha of 0.10, suggesting that at least among surveyed participants, females were more likely to attribute increases in self-efficacy to their participation in CIS programming. There are a number of reasons this change could be possible, including differences in perceptions of self-efficacy before the programming or different experiences within their CIS programs. It is also positive that the female students attributed a larger impact due to gender norms that make females more likely to conform to social desirability bias. Our data does not allow us to determine why participation in CIS may have had a more positive impact on females.

That said, the focus group discussions and other reports do suggest that given prevalent social norms that create strong social expectations for female propriety, youth programming targeted towards females may have an especially important role in helping young girls see themselves in a positive light.

The focus groups also shed light onto the mechanisms by which CIS programming affected youth perceptions of self-efficacy. It was clear from focus groups that young people felt a sense of accomplishment from having organized and completing a project. Conversely, boys who participated in World in Your Hands explained the sense of frustration that came from not being able to complete their intended project. The boys, whose project had been to clean their schools stated that municipality authorities had refused to provide the necessary tools to clean and take care of the garden. The inability to complete what they understood as their goal resulted in a sense of frustration and a lack of motivation.

“Before the program I was hopeless and I suffered from inferiority complex, but [the program] gave me a lot of hope and a positive view to my life so that I can work now” (World in Your Hands participant)

In addition, interviews and focus groups with youth with disabilities suggest that participation in CIS-supported programs had a significant impact on youth with disabilities' self-confidence. In an interview with Sar Waqtha, Tuqa Al Majali, a youth activist, explained that youth with disabilities “used to have a fear from applying for a job and not getting accepted due to having a disability,” but through their participation in the Sar Waqtha and the YWDF programs, they changed their self-perceptions concerning their employability.

Civic Engagement

The questionnaire asked young people a series of questions designed to assess their levels of civic engagement, and whether CIS had an impact on their engagement.

Table 5: Civic Engagement Survey Items

Youth Beliefs About Civic Engagement - Survey Items	
1.	Youth like me can really understand what's going on with my community or school
2.	I feel like I have a pretty good understanding of the important issues in my community or school
3.	Youth like me have the ability to participate effectively in community or school activities and decision making
4.	My opinion is important because it could someday make a difference in my community or school
5.	There are plenty of ways for youth like me to have a say in what our community or school does
6.	It is important to me that I actively participate in local youth issues
7.	I believe that most community or school leaders would listen to me

Youth respondents exhibited generally high levels of agreement on civic engagement. On all of the surveyed items, almost all young people said that they agree that it is possible to understand issues in their community and school, and that there are plenty of ways to have a say. However, they are less convinced that community and school leaders will listen to them (81%), or that their opinion will make a difference (89%).

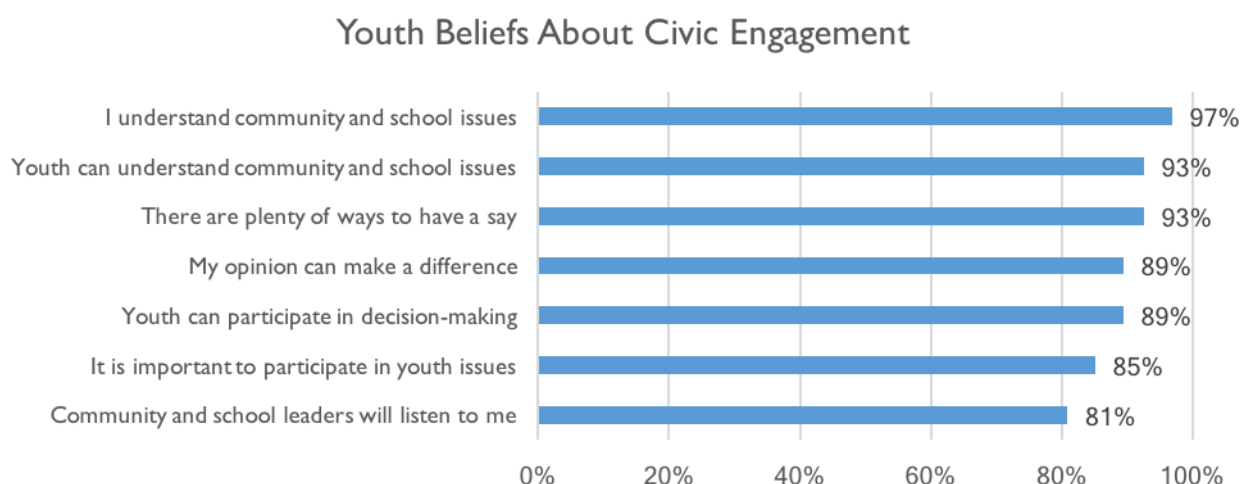


Figure 6 Youth Beliefs about Civic Engagement (% Agree or Strongly Agree)

Youth interactions with adults, and a loss of trust between youth and adults also came up in focus group discussions, which sheds light on why responses were lowest for the idea that community and school leaders would listen to youth. For example, a number of young people complained about interactions with adults, pointing out that teachers as facilitators did not always listen to their suggestions, or did not always show up. Although CIS carried out a number of trainings with youth-serving CSOs (see RQ 3), it seems that additional training with teachers to model practices that incorporate youth voices and decision-making may be warranted for some CSOs.

Impact of CIS Programming on Civic Engagement

The questionnaire also asked a series of follow-up questions to understand if CIS-supported programming had an impact on any one of these domains. Figure 7 shows the percentage of young people that CIS had an impact each of the items. The figure shows that almost all youth respondents (97%) stated that CIS helped them understand key issues in their

communities and schools and that there are plenty of ways to have a say (93%) and participate in decision-making (93%).

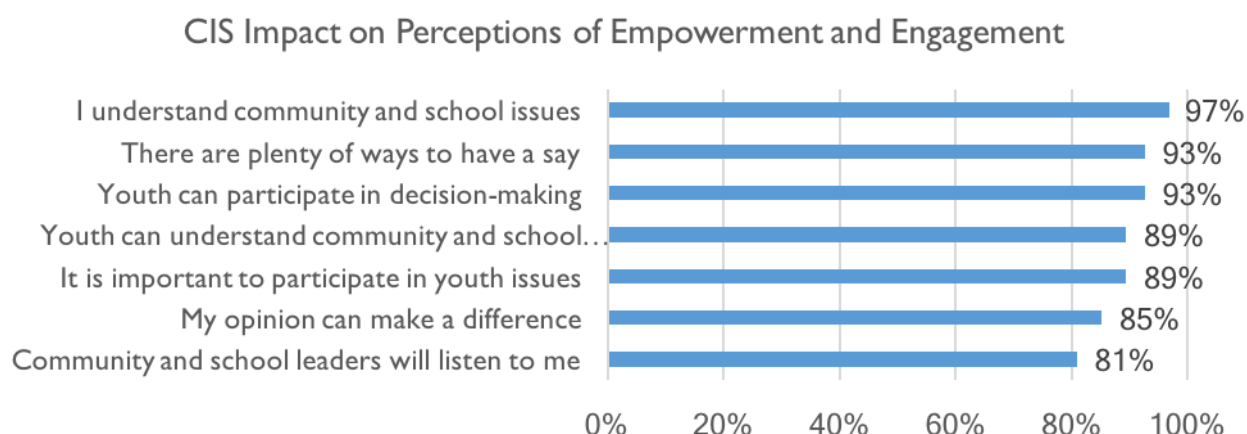


Figure 7 CIS Impact on Perceptions of Empowerment and Engagement

The interviews and focus group discussions shed light on how participation in CIS programs changed youth perspectives towards volunteering and civic engagement. For example, in an interview with NCCA, Muhannad Nawafleh explained the role of volunteering in changing youth perspectives:

Through our initiative, you can make a difference. Young people don't know anything about voluntary work; they don't know the meaning of doing something that people in their area might benefit from. When it happens, it feels like a big change in their lives. 2-3 months that changes their lives. Those young people, who worked with us, have changed their perspectives and the way they see life.

A lower percentage (81%) felt that community and school leaders would listen to them, or that their opinion could make a difference (85%). This finding suggests that while youth have generally high assessment of their ability to understand and participate in their communities and societies – the specific items where they exhibit lower levels of agreement are on the items suggesting adults will listen to them and that they can effect change.

Another important finding is that individuals' perceptions of self-efficacy are closely correlated to civic engagement – higher responses on the scale of self-efficacy are associated with greater perceptions of the necessity of civic engagement and the belief that youth can be positively impacted. The focus groups and interviews with youth participants shed light on how closely self-confidence and civic engagement are linked. For example, a participant with Sar Waqtha explained:

To be honest my experience with the organization was absolutely wonderful... [it] gave me a proper boost in confidence that we as the youth can make an actual change, we just need willpower and patience and need to invest in us as people and in the youth. (Tuqa Al Majali)

CIS Impact on Civic Engagement, by Gender

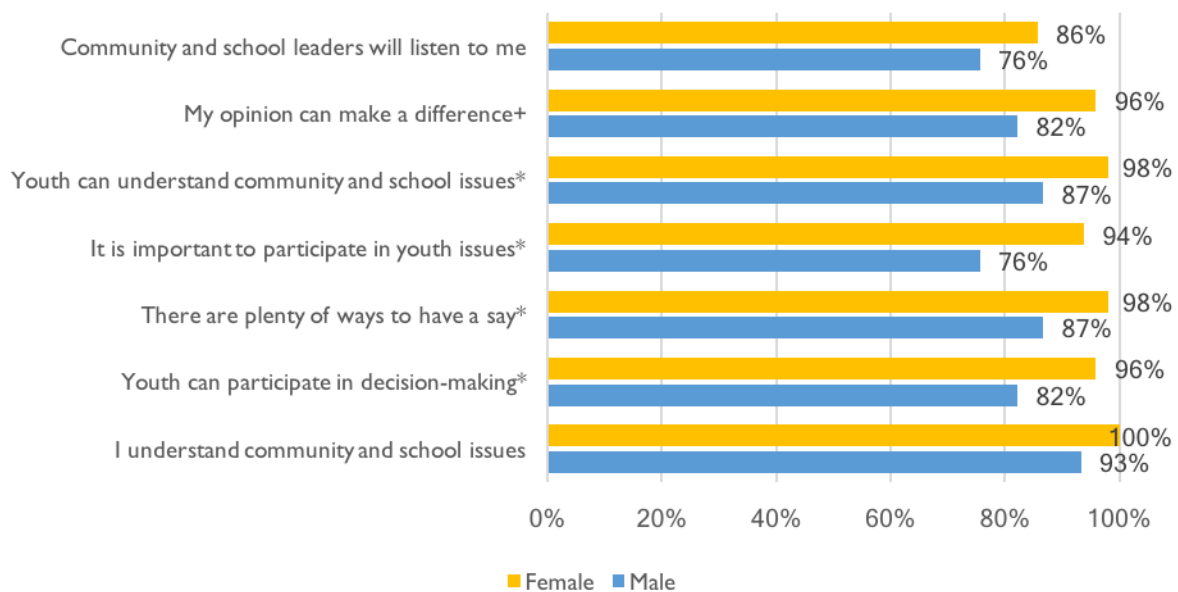


Figure 8 CIS Impact on Civic Engagement, by Gender

However, not all students had positive experiences; some students said that they did not learn anything new from participation. Other criticisms included high turnover of staff, with one student explaining that sometimes their teacher was absent for a week or more. This is understandable, as CIS supported a wide variety of CSOs with varying levels of capacity and diversity of programming.

Limitations for change, which many forms of youth programming face, are the larger structural issues that shape youth lives, including high prevalence of violence within their families, schools and communities. In focus groups, youth mentioned the prevalence of violence and criticism in their schools and families. Youth exclaimed that 90% of their teachers use violence to punish students, while others said that families tell their children to “beat and insult anyone who offends them.” Another student said that: “we need more support, not just from the society, but from our families as well. If your father told you that you are a failed person, this word will destroy your life” (FG). The preliminary findings from this legacy assessment suggest there is an ongoing need for youth programming that also works with youth influencers, including parents and teachers.

Other societal issues limited the impact that youth-serving CSOs could have on youth. For example, in interviews with CSO leaders, interviewees explained that one of the biggest challenges for their programming was the lack of social acceptance for mixed gender activities, which put the CSOs under pressure of segregating transportation methods, finding additional venues, and allocating more resources for gender separation.

Skill Building

One of the key mechanisms by which CIS programming is thought to affected youth self-efficacy and civic engagement is by teaching youth new skills, through which they would feel more capable to effect change. In focus groups, participant described some of the skills and information that they learned through participation in various programs:

Table 6 Participants Skill Development

General Skills	Specific Skills	Learning Topics
<ul style="list-style-type: none"> • Proposal Writing • Project Planning • Communication skills • Writing Goals • Leadership Skills • Problem Solving Skills • Constructive Criticism • Anger Management 	<ul style="list-style-type: none"> • Sketching, Drawing, Painting • Basics of architecture design • Playing a new instrument • Singing 	<ul style="list-style-type: none"> • Human Rights • Nonviolent problem solving • Protection from violence • Social interactions • Contacting the government • Obstacles facing persons with disabilities

Because CIS-supported programming varied significantly; for example, youth in I3zif learned how to play a new musical instrument, while those in the Center for the Study of the Built Environment (CSBE) learned design and engineering skills. In the individual questionnaires, we asked participants if they had learned any of the following skills. Figure 9 shows percentages of respondents that stated they learned new skills, and if so, which type of skills, disaggregated by the respondents' gender.

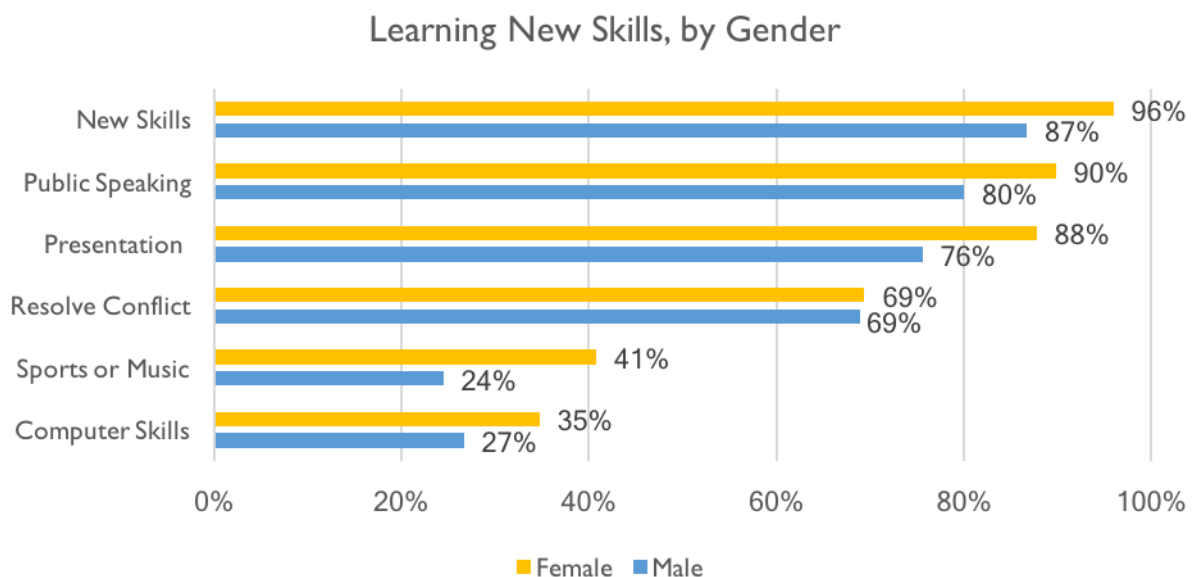


Figure 9 Reports of Learning New Skills, by Gender²

Nonetheless, it is clear that the overwhelming majority of respondents (91%) stated that they learned some type of new skill, with learning public speaking (85%) and how to give presentations (82%) being the two most common. The focus group discussions confirmed these findings; participants mentioned that the most important skills they learned were communication skills and how to influence and teach others. Only 2 out of the 13 programs surveyed for this legacy assessment included a music education component, which helps to explain the relatively lower percentage of children who state they learned music skills.

Impact of Skill Building on Self-Efficacy and Civic Engagement

Regression analysis of the questionnaire data shows that learning specific skills were associated with higher levels of self-efficacy and civic engagement. To understand whether specific skills were associated with improved perceptions of civic engagement, I ran a series

² Only 2 out of the 13 programs surveyed for CIS included a music education component, which helps to explain the relatively lower percentage of children who state they learned music skills.

of regressions that model the impact of CIS programming on youth perceptions of self-efficacy and civic engagement. All regression models control for gender, age, urbanicity (Amman or outside Amman) and levels of civic engagement or self-efficacy.

The regression findings show that learning specific skills made youth more likely to say that CIS had an impact on them, namely, public speaking skills, computer skills, and presentations skills were consistently significantly positively associated with both civic engagement and self-efficacy items.

Table 7: The Impact of Skills on Self-Efficacy Items

Self-Efficacy Survey Item	Specific Skill
I have a more positive attitude about myself	<ul style="list-style-type: none"> • Presenting
I am more likely to think that I am a capable person	<ul style="list-style-type: none"> • Public speaking • Presenting
I am more likely to think that I have a number of good qualities	<ul style="list-style-type: none"> • Public speaking • Presenting

Table 8: The Impact of Skills on Civic Engagement Items

Civic Engagement Survey Item	Specific Skill
Youth have the ability to participate effectively in community or school activities and decision-making	<ul style="list-style-type: none"> • Computer skills
There are plenty of ways for youth to have a say	<ul style="list-style-type: none"> • Public speaking • Computer skills
My opinion is important because it can make a difference	<ul style="list-style-type: none"> • Public speaking • Presenting
It is important to participate in local youth issues	<ul style="list-style-type: none"> • Presenting
Community or school leaders will listen	<ul style="list-style-type: none"> • Public speaking

These findings suggest that by teaching youth specific types of skills, namely presentation skills, public speaking and computer skills, CIS programs had an impact on their perceptions of their own capabilities, and also helped them understand avenues through which they can have a say on decision-making in their schools and communities.

Understanding of Rights

The questionnaire also asked youth about their perceptions of rights, including those concerning gender equity, fundamental human rights and the rights of children with disabilities. The questionnaire items are shown in Table 9.

Table 9: Youth Beliefs of Rights - Survey Items

Youth Beliefs About Rights - Survey Items
<ol style="list-style-type: none"> 1. Women are just capable as men of contributing to society 2. A man's job is to earn money; a woman's job is to look after home and family 3. Women are able to be good leaders as well as men 4. I believe everyone has fundamental human rights, including the right to education and the right to participation in society 5. Children with disabilities should have the same rights as everyone else

Youth participants showed high levels of agreement with a set of rights-based statements. In fact, nearly all participants stated that they agreed that children with disabilities should have the same rights as everyone else (98%), that everyone has fundamental human rights, including the right to education (98%), and that women are just as capable as men of contributing to society (97%). Slightly lower percentages of youth agreed with statements related to gender norms in society, and the place of women. Specifically, only 87% of respondents argued that women are as able to be good leaders as men, while 19% of youth believed that a man's job is to earn money and a women's job is to look after the home. The graph below reports on the 81% who disagreed, to indicate agreement with egalitarian gender norms.

Focus group discussions with young people suggested that participation in CIS-supported programs helped young women feel a sense of self-confidence and to realize their right to participate in civic life. In one focus group, a young woman stated:

"Society views women as less than men - and men can go out in workshops and talk freely with people, but we overcame this idea and went out to the seminars and talked freely so that give us more confidence to complete what we started" (FG).

Other female participants from CSBE mentioned that their participation helped them change up their daily routine, which was a first for them. These findings may support the idea that youth programming had a larger impact on young women's understanding of their roles and possibilities; however, there is a need for follow up analysis on this topic. One implication for the findings is the need to address gender issues with youth from a young age.

In addition, the focus groups and interviews with youth participants showed how many youth changed their attitudes towards youth with disabilities. Two youth activists who worked to improve disability rights at Mutah University as part of the Sar Waqtha program explained that they received specific trainings on human rights and the rights of youth with disabilities, and this helped changed their perceptions about the nature of inclusion. One explained:

The biggest change was that we moved from having a pitiful sympathetic view to seeing it as a question of actual human rights in life - that every person has rights. Of course switching to focusing on human right doesn't come fast. The biggest change is switching to focusing on our rights and that gave us more self-confidence. And we strongly demand our rights.

Similarly, in the focus group with youth participants from the Youth with Disabilities Fellowship (YWDF), respondents explained how important it was for them to learn about rights:

In one of the workshops I attended, they listed the rights of people with disabilities on the wall. I was very shocked when I read them - our lives would be complete if we had those rights. So this was the first change, I knew my rights and how to demand them.

Despite generally very high levels of agreement about rights, there are clear and statistically significant gender differences in levels of agreement. Figure 10 shows levels of agreement with each question, broken down by gender. The figure shows that male students are much less likely to agree that women are capable of being leaders as males, and also much more likely to agree with the statement that a man's job is to earn money while a woman's job is

to take care of the family. The data shows that 69% of the male students disagreed with the statement, showing a belief in equal gender norms, while 31% agreed with the statement espousing traditional gender roles.

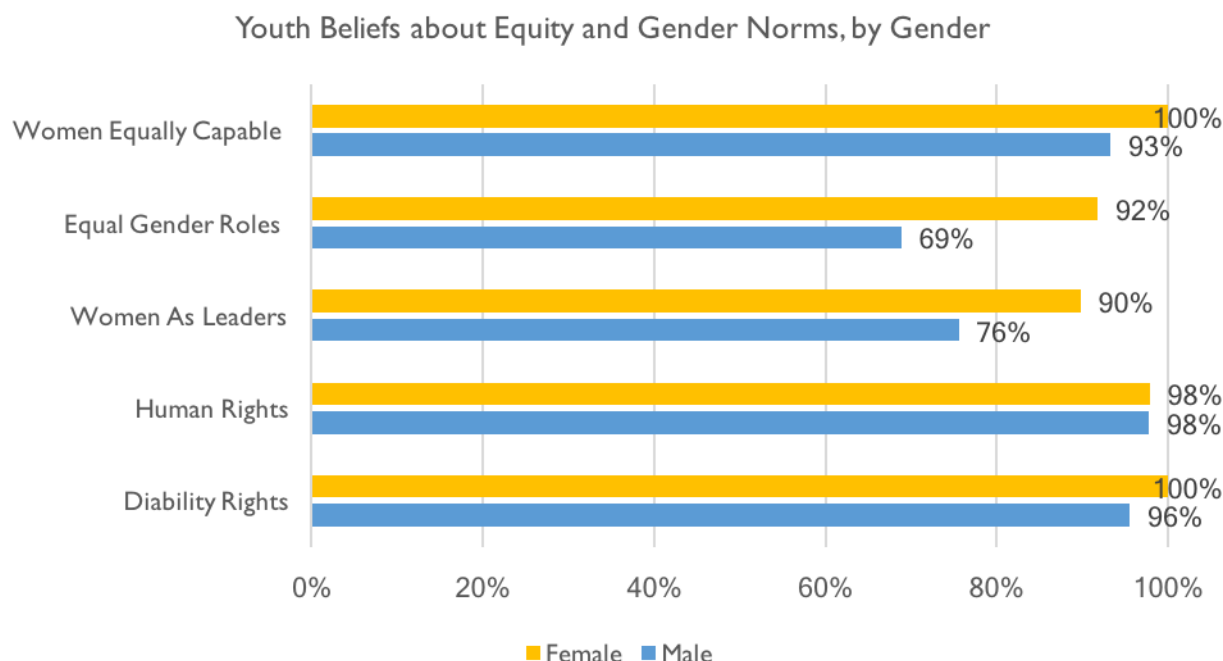


Figure 10 Youth Beliefs about Equity and Gender Norms, by Gender

Subsequent regression analysis of the data showed a consistent and statistically significant relationship between having belief in rights and egalitarian gender norms and individual self-efficacy. Students who had egalitarian beliefs about women and their gender norms were also more likely to state that they were likely to have positive attitude about themselves, their capabilities and more likely to think they had good qualities. However, due to the nature of our survey data, the direction of causality cannot be determined, and we did not gather data on whether students' attitudes about rights changed directly as a result of participation in CIS-supported programs.

Question 3 & 4 - Impact on Youth Serving CSOs

The second part of the legacy assessment focuses on how CIS impacted youth-serving civil society more broadly. The focus of this section is on how the capacity development initiatives and approaches adopted by CIS had an impact on CSOs, or not, focusing primarily on their adoption of inclusive approaches to youth engagement. Because respondents addressed both issues together, this section addresses the two questions together, namely: 1) to what extent was change evident in the ability of participating CSOs to apply and maintain youth positive development frameworks? And 2) to what extent to which CIS contributed to gender equity and inclusion among CSOs' youth engagement efforts?

This section draws primarily on findings from the 13 in-depth interviews with program coordinators and leaders of CIS' grantee organizations. Interviews with the Key Informants from youth-serving CSOs consistently mentioned having received valuable training from CIS, and it is worth noting that all the respondents mentioned having had very positive interactions with CIS staff, and stated they were in continuous communication and that CIS staff were supportive and professional.

In terms of impact, the key informants mentioned the largest impact of CIS on their organizations were: 1) expanding and supporting their youth programming; 2) general capacity building and 3) the adoption of inclusive frameworks. Trainings on gender and inclusion of youth with disabilities were mentioned explicitly, while those related to positive youth development were less explicit.

Expanded Youth Programming

The biggest change CSOs mentioned that resulted from their participation with CIS was the support for their programming, which allowed them to continue or expand their programs to new youth populations or new areas. NCCA, NMC, WYH and Sar Waqta all mentioned that expanded operations was the biggest impact of their participation in CIS. The interviews emphasized that CIS support helped them expand the number of youth served and/or the areas they served, expanding to new and often more rural regions of Jordan. CSOs were less likely to articulate changes in terms of their engagement with youth explicitly. However, given the nature of their roles in running and managing, this emphasis on their programming, rather than broader organizational or operational approaches, makes sense.

For example, CSBE explained that their programming expanded to younger ages of youth through connections in schools:

“Honestly this is the only project that had youth engagement. In the past we didn’t even have schools, we needed to work with certain people to provide us with schools to make that connection. The youth involved were mostly university students. We held a lot of lectures and we have CSBE awards, we engage a lot of youth in the Arab world but not younger than college age, this was the first time.” – CSBE

Other organizations mentioned expanding operations to broader geographical areas.

“We expanded: at the beginning we had 24 supported national initiatives. When we worked with USAID, this became 36, and then 56. It is not all USAID, also the UNICEF. When you expand, you give opportunities to youth in far governorates, because we focus a lot on governorates, it made us reach certain areas that we didn’t know about especially in the South, or the Northern desert. We were able to reach them out and develop them. And bring them to Amman, and they started representing Jordan in the international youth conference. This was a big transformation in the youth life that we affected.”- NCCA

In summary, the IDIs indicated that one of the primary ways that CIS impacted the youth-serving CSO sector in Jordan was by helping existing CSOs to expand programming to new, often marginalized, youth and new geographical areas.

Including Youth in Decision-Making

One of the key goals of PYD approach is to fully engage youth in decision-making about what types of programs are most relevant to their needs. Interviews with CSOs suggested that CIS encouraged youth-serving CSOs to more fully engage youth in decision-making and program design. For example, in an interview, Social Development Society mentioned that after working with CIS, they have changed their approach to youth programming from more passive to active and creative pedagogies.

Before we did working groups and lectures, but after dealing with youth we felt they are attracted more to be trained through sports, theatre and art. They would commit more. Our training techniques are shaped based on their needs and commitment.

The organization explained how this approach is a significant change from how many organizations approach youth development:

Most of social organizations would design the projects and then youth would execute it. But in our organization we're convinced youth should be involved in designing projects from the start.

Similarly, the Creativity Club-Karak mentioned that - based on their work with CIS - two youth representatives are now members of their managing council, which allows them to become involved in the decision-making process. Sar Waqtha also explained that their participation with CIS resulted in them including in their management board, stating that through their participation, they learned to value youth, stating:

“We learned to value youth, to respect their opinions, to make older and younger generations communicate more easily and to have closer perspective towards things. We use their energy and help them become self-confident.”

Capacity Building for Youth Serving CSOs

In addition to expanding programming, CSOs participated in a variety of trainings related to capacity building. In interviews, CSOs mentioned that CIS trainings were very beneficial to their general capacity building. The CSOs specifically mentioned trainings on organizational planning, financial management, monitoring and evaluation, gender, and trainings around inclusion. For example, in project reports, many organizations updated various aspects of operations, including communications and outreach materials, strategic plans, M&E plans, and other documents as a result of their participation. Others mentioned improved financial literacy, such as how to read financial documents.

They also mentioned that research workshops were useful; in these research workshops, CIS shared new research with CSOs which they could then incorporate into their programming. All interviewed CSOs received some type of training from CIS; the most commonly mentioned were: Monitoring and Evaluation (M&E), proposal writing, and other forms of capacity building. Beneficiaries praised the quality of the technical support provided through the various training programs, and the M&E training was specifically described as “highly beneficial” and an “eye opener.” Participating organizations also appreciated the constant follow-up and feedback provided by CIS post evaluation and training sessions. The CSBE mentioned how trainings developed their communications capacity as well, stating that they did not know how to promote their work but now they are much more active on social media.

Integrating Gender and Disability Inclusion

Interviews asked CSOs specifically about changes to their approaches to inclusion as a result of their participation in CIS. Some CSOs mentioned new approaches. For example, NCCA mentioned that while their organization already conducted trainings with youth, after working with CIS, they have made these rules and guidelines for interacting with youth

much more explicit and firmly rooted in the organization. He explained: “We already had trainings for youth on communication skills and skill building, but of course, whenever you work with an international organization, there are specific standards, or rules, and we benefited from these, in terms of how to interact with youth, including sensitivity of language, looks, tone of voice, interactions, and unacceptable behaviors.” He explained that working with CIS helped to institutionalize these standards into the organization. Sar Waqtha also mentioned the benefit of trainings on gender to support women’s rights and social roles.

“While we thought we were being inclusive; they definitely did shed some light on how we could be more inclusive in that space” (IDI)

Additionally, one of the changes that CSOs mentioned was an ability to reach marginalized youth and include them in their programs. For example, one key informant interviewee explained: “CIS definitely added a lot of value in terms of how to be more inclusive and how to communicate to ensure that when you are working with marginalized communities, to make sure your message gets across and that you invite them to be part of your program” (IDI – Badir). Similarly, Jubilee mentioned opening a STEM school for children with visual disabilities thanks to the CIS program, and the Creativity Club

mentioned that after their program began, they began training their teachers in sign language and ensure that their facilities could accommodate people with physical disabilities.

CIS also helped some youth-serving organizations have a new understanding and appreciation for the barriers faced by youth with disabilities. For example, one CSO mentioned participating in the YWDF, which placed interns with disabilities to work in their organization. The experience of hosting an intern with disabilities shed light on many of the accessibility issues in the office space that the organization had not been aware of before, and that to the extent possible some changes were made to make the office space more inclusive.

Interviews from focus groups indicated that CIS-supported organizations engaged youth with disabilities, and importantly, they did so from a rights-based perspective, not one of charity. For example, Dr. Rabea Sar Waqtha, a university of Mu’tah official and the focal point for Sar Waqtha stated:

“This law guarantees that all disabled people enjoy their rights as any other person living without discrimination. Now we as an organization we work towards implementing these rights.”

She explained specifically how the support from CIS motivated them to better engage youth with disabilities, stating:

“It motivated us to work with youth. To have more youth in management board, to build the upcoming generations, because they’ll carry the responsibility after us so we need them to be more aware to achieve sustainable development. No one denies that we need to invest in youth more, because they are smart, they have energy and potential.”

At the same time, many of the CSOs seemed to adopt a quantitative approach to inclusion – for example, programs would consider gender inclusion to be equal provision of programming to both girls’ and boys’ schools. This approach, while inclusive, does not imply

the adoption of a gender lens that understands how needs may differ by gender or targets programming to specific needs. Not all CSO were engaged in the same way on inclusion and gender, and so, many do not mention gender or inclusion in their programming reports at all, which suggests that there is a need to support inclusion programming in the future.

Sustainability

Interviews with key informants suggested that many of the youth-serving CSOs supported by CIS have adopted the processes, indicators and trainings provided by CIS. For example, one CSO mentioned that some aspects of their programs are ongoing. The Social Development Society, which engaged youth to prevent conflict in schools, explained that although their program ended two years ago, the guidelines that students developed to prevent violence around student council elections remain in place.

In other cases, CIS-supported organizations have tried to institutionalize their novel program approaches for other organizations to implement. For example, CSBE mentioned that one of the lasting effects of their work with CIS was to develop a new method for engaging youth in schools, and that they hope to expand and institutionalize these efforts.

“I think we really developed our capacity, the project allows you to experiment with ideas, assess your own ideas and approaches, come up with the right solutions for such a project so now for example we have a manual and a track record. We have something to show for the methodology we developed, this is good for us, if we wanted to apply for funds, and try to sustain the project....So that’s our goal, maybe we try to get funded for another phase and institutionalize the project with universities or offices or other CIS programs. We would like to see it spread. If someone pays us to work more on it but we also want to try to keep the project more sustainable without too much time put from our side.” – CSBE

In addition, other organizations, such as Badir, explicitly incorporated gender and inclusion considerations into their quarterly work plans, which suggests institutionalization of inclusion into CSO operations. Similarly, the Social Development Society mentioned that the capacity development they received has had lasting impact, such that now they have policies and guidelines established throughout the organization, including financial plans, monitoring plans, and guidelines for training and volunteers.

At the same time, it was not clear to what extent all organizations felt that specific supports were needed for youth with disabilities. One interviewee explained, “At the end of the day, people with disabilities are part of the community and can apply for the program like anyone else, and if they are selected, they will be included” (IDI). In other words, organizations were happy to include youth with disabilities when encouraged by CIS; however, the idea that CSOs must proactively and systematically reduce barriers to their participation is still somewhat removed from dominant approaches to inclusion. Further analysis should be done after the project has closed to determine if the changes are long-lasting.

Comparison and Validation of Results

The results found in this study align to many findings from CIS' grantees end-of-project reports and external impact assessments. A number of other reports find that CIS-supported programs had a positive impact on students' personalities and self-confidence. Importantly, a number of other reports and external assessments point to positive impact on youth self-confidence and self-efficacy. For example, a pre- and post-test of **I3zif's program** of music education in community center found increase in the percent of youth saying they feel like they are at least as talented as other youth from 59% before participation to 99% after participation. In addition, the external evaluation for **Generations for Peace** program found that a key benefit was improvement, particularly for girls, in terms of self-confidence and self-esteem. Another unexpected benefit was helping youth discover their unrecognized talent and potential.

Additionally, other program reports noted higher rates of female engagement and difficulty in changing attitudes to gender roles specifically. For example, an external evaluation of the Generations for Peace also found that participation in the program did not generate changes in mindset related to gender equality and redefinition of gender roles, which aligns to the finding in this report that of all questions about gender beliefs, the one regarding gender roles exhibited the least egalitarian attitudes and was the one where males and females diverged most. Similarly, as this assessment has found, the end-of-project report for **NMC** found that female schools showed more care and attention for music classes, and that female students showed much more interest in learning music.

Finally, reports on CIS training workshops help to confirm and validate findings regarding the role CIS played in capacity building. A 2016 report on a workshop for EDY Phase II grantees finds that 90% stated that the workshops covered their practical needs, and 100% said they gained new information.

Lessons Learned and Recommendations

This legacy assessment finds that young people who participated in CIS-supported youth programming expressed very high levels of engagement and interest in the programming. A high proportion of them attribute changes in their self-efficacy and their desire to engage in civic life to their participation in CIS programs. It also finds consistent gender differences and a number of limitations. In line with these findings, the assessment points to a number of recommendations for future programming. Although CIS was not a youth program, the recommendations for youth programming in Jordan generally.

1. Support a Variety of Youth-Targeted Programming

This legacy assessment found that for many youth, CIS was the first time they had been engaged in targeted school or community programming. They reported overwhelmingly positive impressions of their experiences, and this legacy assessment finds support for the idea that youth programming supports a variety of domains of youth development. In short, the assessment shows an important role for civil society organizations to support youth programming. Future programming can capitalize off of Jordan's recently adopted National Youth Strategy (2017-2025). CIS' innovative approach to grant-making encouraged CSOs to develop new programming for youth, and future programs must continue to support a variety of innovative and sustained youth programming for diverse groups of youth throughout Jordan.

2. Support Programming for Adult Influencers

In addition to supporting youth direct, the findings also suggest there is a need for adults to more effectively engage youth. Among the findings related to self-efficacy and civic engagement, the highest rates of disengagement revolved around interactions with adults. Many young people felt that adults would not listen to them. In addition, focus groups suggested adults – teachers, parents and program directors – could all benefit from better models of how to engage youth. Therefore, future programming could work with youth influencers, including parents and teachers. Additional training with teachers and adults are needed to model practices that incorporate youth voices and decision-making into their work.

3. Embed Skill-Building into Youth Programming

Low levels of youth civic engagement are considered a major problem in Jordan. The Brookings' policy brief argues that it is necessary to "introduce young people to the ways through which they can make a difference in their communities" (p. 8). This legacy assessment found that a variety of youth programs can promote youth civic engagement programming. In particular, this legacy assessment found that when young people learned specific skills, namely communication, presentation, power point, public speaking and computer skills, they were more likely to report that their participation in CIS-supported programming had an impact on their civic engagement. Future studies should investigate the relationship between skill-building and civic engagement in Jordan. In addition, donors, civil society and government should embed concrete skill-building activities into both school-based and extra-curricular youth programming.

4. Investigate Gender-Based Differences and Address Lower Levels of Male Engagement

Third, a consistent finding from the questionnaire data is that male students were less likely to state that CIS-programming was interesting or impactful. The data collection and analysis are not able to convincingly explain this gender gap. It could reflect differences in gender socialization, the nature of programming, or the non-random sample selected. However, future research must follow up on this finding – it is important to understand if youth-serving organizations are engaging male participants sufficiently and possibly need to modify programming to better engage them. There is growing body of research on the growing female advantage in academic performance in the Arab world, and in Jordan in particular, where females are consistently outperforming male students on standardized exams. Recent studies have argued that there is a need to better address male disengagement from school in general; this legacy assessment suggests there may be a need to address their lower levels of satisfaction or different experiences in youth programming as well. This legacy assessment also shows that there is a need to address gender issues with youth from a young age.

5. Address School and Community Violence Proactively

A fourth finding from the legacy assessment is that young people are exposed to high rates of structural violence, in families, schools and communities. One of CIS' innovative youth programming approaches tried to address issues of violence in youth communities through an open call for proposals that would directly engage youth in designing and implementing CSO responses to this problem. Over 179 CSOs submitted video applications and ultimately 23 were awarded the mini-grants of \$5K. The scale of interest in the program shows a widespread interest addressing issues of violence. Focus groups also indicated that there is an important role of CSOs to teach youth how to better manage their emotions and address inter-personal conflicts in positive ways. This is an issue that requires ongoing support and attention.

6. Support Trainings for CSOs on Positive Youth Development and Gender and Disability Inclusion

Finally, this legacy assessment finds that youth-serving CSOs welcome opportunities to strengthen and expand their programming and enhance their effectiveness. Youth-serving CSOs focused on the role that CIS played in helping them expand their programming and improve their monitoring and evaluation. However, they also mentioned the important role that CIS trainings played in helping them better understand and implement inclusive approaches, particularly for women and students with disabilities. The interviews suggested that youth-serving CSOs in Jordan would benefit from continued training on positive youth development and inclusion to ensure they are fully sustained and institutionalized into CSO operations.

- End -

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Technical Annex

Table 10: Youth Focus Group Samples

	Name	Segments
FG 1	Bader	CIS Direct Intervention
FG 2	New Tactics (NT)	
FG 3	New Tactics (NT)	
FG 4	Royal Health Awareness Society (RHAS)	CIS APS Education
FG 5	National Music Conservatory (NMC)	
FG 6	Centre for the Studies of the Built Environment (CSBE) (Females)	
FG 7	The Online Music School (I3ZIF)	
FG 8	Centre for the Studies of the Built Environment (CSBE) (Males)	
FG 9	World in Your Hands (WYH)	EDY Phase II
FG 10	Youth With Disabilities Fellowship (YWDF)	
FG 11	Social Development Society (SDS)	

Focus Group Participants	FG Details	# Responds	Booster Telephone	Total
	BADIR	6	12	18
	CSBE-Females	12		12
	I3ZIF	10		10
	CSBE-Males	9		9
	WYH	10		10
	YWDF	3	8	11
	RHAS	9		9
	SDS	11		11
	NMC	9		9
	NT	2	9	11
	Total sample	81	29	110

Table 11: In-Depth Interviewees

Participants Names	Name Of Organisations	Segments
Ms.Amal Irefieg	RHAS	CIS APS Education
Ms. Rana Rizkallah	NMC	
Mr. Muhannad Nawafleh	NCCA	
Ms. Lara Zreiqat	CSBE	
Ms. Hala Abbadi	Jubli	
Ms. Noor Freig	Desert Revival Badia	EDY Phase II
Ms. Sanaa Tamimi	World in your hands	
Ms.Amal Sayyed	Social Development Society	
Mr. Hafez Neeno	IYF	CIS Direct Intervention
Dr.Rabaa Al majali	Sar Wagtha	
Ms.Tuqa Al Majali	Sar Wagtha	
Ms.Haneen Abu Hijlih	Creativity Club	
Mr. Qayes Al Qaysi	Sar Wagtha	

Youth Participant Questionnaire

Thank you again for coming today and participating in our group discussion. I would like to ask you a few questions about your experience in [CIS-program] and about yourself and your community more generally. There are no right or wrong answers. We want you to be honest and share your opinions. I will read the questions to you, and you will circle the response on your paper based on your own opinions.

Please think about your participation in [CIS-program]:

1. How much choice did you have over the program activities? Did you feel like you had a say in what you did or how you did it?

1 = No choice at all

2 = Some Choice

3 = A lot of choice

2. How important was participating in the program to you?

1 = Not important

2 = A little

3 = Some

4 = A lot

5 = Very important

3. Was the program interesting?

1 = No, not interesting
2 = A little interesting
3 = Some interesting
4 = A lot interesting
5 = Very interesting

4. Did you enjoy participating in it?

1 = No, not at all

2 = A little

3 = Some

4 = A lot

5 = Very much

5. When you were at [CIS-program], did you wish you were doing something else or could leave early?

1 = No, never

2 = Sometimes

3 = Yes, often

6. How often were you engaged in any [CIS program] related activity?

Daily

Weekly

Monthly

Now I would like to ask you a few questions about yourself more generally. From 1 (Strongly Disagree) to 5 (Strongly Agree), circle how much you agree with the following statements:

7. I have a positive attitude about myself

1 = Strongly Disagree
Agree

2 = Disagree

3 = Not sure

4 = Agree

5 = Strongly Agree

8. I see myself as a capable person

1 = Strongly Disagree
Agree

2 = Disagree

3 = Not sure

4 = Agree

5 = Strongly Agree

9. I am able to do things as well as most other people

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

10. I feel I have a number of good qualities

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

Now, please think about your participation in [CIS-program]. The following questions ask if participation in [CIS-program] had any impact on how you think about yourself.

11. I have a *more* positive attitude about myself because of my participation in [CIS-program]

Yes, more positive No, participation had no impact on me

12. *Because of my participation, I am more likely to think that* I am a capable person

Yes, my participation helped me realize this No, participation had no impact on this

13. *Because of my participation, I am more likely to think that* I have a number of good qualities

Yes, my participation helped me realize this No, participation had no impact on this

Now I would like to ask you a few questions about your opinions and thoughts on young people and their role in society more generally. From 1 (Strongly Disagree) to 5 (Strongly Agree), circle how much you agree with the following statements:

14. Youth like me can really understand what's going on with my community or school

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

14a. Did your participation in [CIS program] make you more likely to think that youth like you can really understand what's going on with the community or school?

No, it had no impact on this Yes, it made me think youth like me can understand

15. I feel like I have a pretty good understanding of the important issues in my community or school

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

15a. Did your participation in [CIS program] help you understand the important issues in your community or school better?

No, it had no impact on this Yes, it helped me understand important issues better

16. Youth like me have the ability to participate effectively in community or school activities and decision making

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

16a. Did your participation in [CIS program] make you more likely to think that youth like you have the ability to participate effectively in community or school activities and decision-making?
No, it had no impact on this Yes, it made me more likely to think this

17. My opinion is important because it could someday make a difference in my community or school
1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

17a. Did your participation in [CIS program] make you more likely to think that your opinion is important because it could someday make a difference in your community or school?
No, it had no impact on this Yes, it made me more likely to think this

18. There are plenty of ways for youth like me to have a say in what our community or school does
1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

18a. Did your participation in [CIS program] make you more likely to think that there are plenty of ways for youth like you to have a say in what our community or school does?
No, it had no impact on this Yes, it made me more likely to think this

19. It is important to me that I actively participate in local youth issues
1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

19a. Did your participation in [CIS program] make you think it is important for you to participate in local youth issues?
No, it had no impact on this Yes, it made me more likely to think this

20. I believe that most community or school leaders would listen to me
1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

20a. Did your participation in [CIS program] make you more likely to think that community or school leaders would listen to you?
No, it had no impact on this Yes, it made me more likely to think this

Now I'd like to ask you about whether you learned anything specific or new.

Did you learn any new skills as a result of your participation in [CIS-program]?
No Yes

Now, I'd like to ask you about some specific skills, just answer "Yes" or "No":

21. I am more comfortable at public speaking because of my participation in [CIS-program].
No Yes

22. I learned how to make and give a presentation because of my participation in [CIS-program].
No Yes

23. I learned a new sport or how to play a musical instrument because of my participation in [CIS-program].
No Yes

24. I developed new friends and peers through my participation in [CIS-program]

No Yes

25. I learned new strategies for resolving conflict between individuals because of my participation in [CIS-program].

No Yes

26. I learned new computer skills (Excel, design, power point) because of my participation

No Yes

Now I would like to ask you a few questions about your opinions on different groups of people in society. How much do you agree with the following statements? (Please select from 1 = Strongly Disagree to 5 = Strongly Agree)

27. Women are just capable as men of contributing to society

1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree

28. A man's job is to earn money; a woman's job is to look after home and family

1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree

29. Women are able to be good leaders as well as men

1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree

30. I believe everyone has fundamental human rights, including the right to education and the right to participation in society

1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree

31. Children with disabilities should have the same rights as everyone else

1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree

Please think about your participation in [CIS-program]. Did participation in [CIS-program] change the way you think about your rights?

No, it had no impact on this

Yes, it made me understand my own rights better

Please think about your participation in [CIS-program]. Did participation in [CIS-program] change the way you think about rights of others?

No, it had no impact on this better

Yes, it made me understand other people's rights better

Thank you again. This is the last section. We want to ask a bit of information about yourself.

How old are you?

Are you male or female?

What grade are you finishing in school?

Do you have a disability?

Yes No

If yes, please select from below:

- Visual
- Physical
- Deaf
- Psychological
- Intellectual

Where are you from? (City, Town or Governate)

Focus Group Interview Protocols

Individual Youth Participants

- 1) Can you tell us about your experience with [CIS-related program]?
- 2) Can you tell us about why you chose to participate?
- 3) Was there anything about the [CIS-program] that was new for you, or different from other school activities or extra-curricular programs you've participated in?
- 4) How would you describe the benefits of the [CIS program]?
- 5) Did you learn anything new from participation in [CIS-related program]? If so, what was it?
- 6) What was the most significant change you experienced as a result of participation in [CIS-related program]?
- 7) Has your participation in [CIS-related program] had an impact on how you see yourself, as a person? How so?
- 8) Has your participation in [CIS-related program] changed the way you think about civil society organizations? If so, how?
- 9) Has your participation in [CIS-related program] changed the way you think about the role young people can play in society? If so, how?
- 10) If you were participating in the same [CIS-related program] again, what changes would you make?

Focus Group Supplement for Youth with Disabilities / Sar Waqtha

- 11) How has your participation in [CIS Direct Intervention] impacted how you view education and employment options for people who have a disability?
- 12) Has your participation in [CIS Direct Intervention] had any impact on how you view rights of people with disabilities?
- 13) Has your participation in [CIS Direct Intervention] had any impact on your confidence, self-worth, or connectedness to others?

Key Informant Interviews with Youth-Serving CSO Professionals

- 1) Can you tell us a bit about your organization's participation in CIS?
 - a. How much direct contact did your organization have with CIS?
 - b. Over what time period? How long have then been working with CIS?
 - c. What types of trainings did you participate in?
 - d. Other than training, did they receive any sort of technical assistance?
- 2) How does your organization make decisions about what types of activities and programs to offer?
- 3) How does your CSO perceive youth engagement?
- 4) Did your organization's work with CIS have any impact on organization's approaches to working with youth?
 - a. Have you made any changes in programming as a result of participation in CIS? For example, developing new programs or targeting new types of youth?
 - b. Can you describe how your approach towards working with youth changed and why?
 - c. Do you see youth having an active role in your organization and community in the future?
- 5) What was the most significant change your organization saw as a result of participation in CIS?
- 6) Were any changes formalized or incorporated into organizational practices?
- 7) Can you discuss advantages and disadvantages of engaging youth for your CSO? Is engaging youth a value added, or a burden?
- 8) What are the challenges your organization faces in engaging youth from diverse, marginalized or underrepresented backgrounds?

Supplement Survey for CSOs working with YWDF / Sar Waqtha

- 9) How does your organization include people with disabilities in programs, planning or other types of work?
- 10) Has participation in CIS has your organization changed its approach to working with youth with disabilities? How so?

In-Depth Interviews - Participants Names and CSO

- | | | |
|-----|-----------------------|----------------------------|
| 1) | Ms. Amal Irefieg | RHAS |
| 2) | Ms. Rana Rizkallah | NMC |
| 3) | Mr. Muhannad Nawafleh | NCCA |
| 4) | Ms. Noor Freig | Desert Revival badia |
| 5) | Ms. Lara Zreiqat | CSBE |
| 6) | Ms. Sanaa Tamimi | World in your hands |
| 7) | Mr. Hafez Neeno | IYF |
| 8) | Ms. Amal Sayyed | Social Development Society |
| 9) | Dr. Rabaa Al Majali | Sar Waqtha |
| 10) | Ms. Hala Abbadi | Jubilee |
| 11) | Ms. Tuqa Al Majali | Sar Waqtha |
| 12) | Ms. Haneen Abu Hijlih | Creativity Club |
| 13) | Mr. Qayes Al Qaysi | Sar Waqtha |

Regression Analysis

Regression Analyses for Table 6

	More Positive	More Capable	More Capable	More Good Qualities	More Good Qualities
Female	3.75	2.56	2.84	3.38+	3.77+
Age	0.93	0.92	0.94	0.93	0.92
Amman	2.11	0.71	0.85	0.48	0.54
Learned Presenting	17.48**	4.35*		5.50*	
Learned Public Speaking			20.46***		8.59**
Constant	2.85	9.72	1.82	9.53	6.6
N	94	94	94	94	94

Regression Analyses for Table 7

	Plenty of Ways to Have a Say	Opinion is Important	Opinion is Important	Important to Participate	Community Leaders Listen
Female	6.73	4.42*	4.12+	4.74+	1.53
Age	0.83+	0.95	0.97	0.99	0.96
Amman	0.59	0.92	0.84	0.81	0.77
Learned Presenting			5.26*	6.30*	
Learned Public Speaking	12.04*	4.91*			7.35**
Constant	122.56+	2.73	2.15	1.85	2.13
N	94	94	94	94	94

Note: Learning computer skills perfectly predicted two dependent variables (i.e., 1) Youth have the ability to participate effectively in community or school activities and decision-making and 2) There are plenty of ways for youth to have a say), so regression results are not presented here.