Vocational Training for Young People in the Occupied Palestinian Territory
Acknowledgements

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We would also like to take this opportunity to thank all those young women and men who shared their stories with us and to the all the stakeholders who contributed their valuable inputs to further enrich the report.

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It is hoped that the recommendations produced in this report will influence and shape the future livelihoods programmes of Y Care International, East Jerusalem YMCA and the wider NGO sector working in the Occupied Palestinian Territory and beyond.

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Executive summary

In June 2013 the Y Care International Impact Assessment team visited the East Jerusalem YMCA Vocational Training Centre in Jericho (EJYMCA VTC), Occupied Palestinian Territory (OPT) to assess the long term change on the beneficiaries as a result of their training at the Centre, which was supported by Y Care International and the European Union from 2006-2010. The assessment team collected Stories of Change from 39 young men and 11 young women and conducted interviews with 25 members of staff from the EJYMCA VTC and 11 young people’s families. The Impact Assessment explored the extent to which the project changed young people’s access to safe and sustainable livelihoods, improved social networks and support mechanisms, and increased wellbeing and confidence. The following summarises the key findings of the assessment and highlights key recommendations from lessons learned.

Key findings

44 per cent of young people believed that getting a job and starting their own businesses had been a significant change in their lives since completing training. The
results suggested many of the young men and women had increased access to jobs and were making steady progress within their chosen field, including seven young men who established their own businesses. One of the key aspects to emerge from the young people’s stories was that they saw the VTC as a stepping stone, or a first step, in improving their lives.

The young people were positive about the impact of the project on their ability to generate income. Overall, 68 per cent said the project had led to a very positive or positive change in their income. Whilst the project generally had a positive impact on income generation, there was a tangible sense of frustration for some young women who had been given an opportunity which they could not take forward after completing the course. Indeed, the majority of young women were not in active employment related to their vocational training skills.

Getting a job in OPT does not necessarily lead to long-term employment. A more effective measure of success is to assess the ability of young men and women to retain employment. The average length of employment for young men and women since graduating from the VTC 2-3 years ago was 11.5 months, an average of nine months for women and 12 months for men. These are positive results and while many of the young men’s stories touched upon a reasonably high movement between jobs since completing their training, they did not suggest they had been unemployed for long periods or were economically idle.

The young people in the project are at risk of exploitation because of high unemployment in the OPT. The young men’s stories suggested that before the training they had been forced to take on long working days to support their families and complete their education. Some stories indicated they were still working long hours—sometimes taking more than one job. Whilst not ideal, the reasons why they continue to do so have changed and are focused on establishing and improving their business so it could become their sole source of income. Long working hours do not always mean exploitation. Many young people work hard to allow them to progress in their livelihoods and secure their families’ long-term future.

It is positive that so few young people commented on taking jobs which were substandard or put them in danger. It shows a positive trend that the young men and women are establishing themselves as strong economic actors, however, in a few stories there was mention of mistreatment by employers, difficult working conditions and poor wages before and after training. It was clear that they did not make a connection to the rights to which they might be entitled in these areas, suggesting that many did not realise they had rights or did not fully understand them.

The young people said that limited economic opportunities within the OPT, and the difficulties of obtaining a permit to work in Israel, can push young men in particular to seek illegal employment in Israel or to work in Israeli settlements. Many young men seek opportunities in Israel because jobs are more widely available, both skilled
employment and unskilled casual labour, and the pay can be up to three times as much for the same job in OPT.

Within OPT young men are expected, and also desire, to take up the provider role in which they can adequately support their own family and extended family’s needs. In Palestinian culture, the capacity to provide for their families equates with passing into manhood and becoming a responsible and respected adult. Many of the young men’s stories reflected this significant change in their lives and their newly-found status as breadwinner.

Many families noted the significant changes in the young men’s behaviour before and after the vocational training. Some were seen as trouble makers in high school, but the life skills they gained during their vocational training made them more responsible towards their families and provided them with greater direction in their lives.

Young Palestinian women experience very different responsibilities and pressures as they move into adulthood. In some cases young women had to break barriers to attend the vocational training and then put it to use once they had graduated, others have been unable to work, because their new husbands have not allowed it and others’ economic aspirations were halted due to new household responsibilities. Whilst not all the young women have gained employment, the training broadened their horizons and strengthened their social skills and abilities to try new initiatives beyond the confines of the family household.

42 per cent of participants in the Impact Assessment ranked a change in their skills, confidence and/or capacities as the most significant change in their lives since graduating from the VTC. For young women, increasing social skills, such as interacting with others and building relationships, and improving their decision making was particularly important. For young men, this was related more closely to increased job security or income, and pride in being able to look after their family. These skills help young women and men to cope with the responsibilities and challenges they face in their lives, particularly important in the challenging environment that they face in OPT.

The Jericho VTC demonstrated a positive shift in strategy in recent years in order to attract more young women to take part in VT. This included offering short courses on subjects that were deemed more appropriate for young women in OPT, such as graphic design and office administration. Young women were also encouraged to participate in computer maintenance alongside their male peers. This was an innovative change and whilst challenges still persist with young women being able to attend training, the introduction of short courses demonstrates flexibility in the VTC’s model.

One positive change in the Jericho VTC as a result of the project was its relationship with the Palestinian Authority, specifically with regards to funding. The Palestinian Authority recognised the value of the VTC and provided ad-hoc funding support to
sustain the VTC. This shows the willingness of the PA to allocate resources to strengthening VT provision, yet an inability to follow through with funding commitments given their own constraints.

**Recommendations based on learning**

Training Within Industry: The VTC project included a component of Training Within Industry. Evidence from other Y Care International impact assessments and evaluations over the years has shown that this is a very effective way of supporting young people to build their skills and experience. Incorporating apprenticeships or on-the-job training in future TVET projects should be continued.

Life Skills: Increasing life skills should continue to be a strong component of livelihoods programmes, because they are important for improving young women and men’s confidence and well-being. They have clearly been a positive and important outcome of the VTC project. TVET should include indicators to measure levels of self-confidence, self-esteem and self-efficacy.

Managing expectations: A few young people were disappointed with their limited progress since the training. Future projects should manage young women and men’s expectations about outcomes following training. Communication about expectations should be realistic and help young people to establish workable and feasible business/employment plans for the future to ensure that they do not become disillusioned when faced with difficulties.

Women’s access to the VTC: For the majority of young women, conservative family attitudes posed challenges for them undertaking TVET. Prevailing gender norms mean that young women are expected to take responsibility for domestic duties. This posed a challenge for attending TVET as well as using acquired skills once they had graduated. Future projects should include sensitisation components for families of beneficiaries to raise awareness and increase understanding of the economic potential of young women and their rights to access income-earning opportunities.

Gender Programming: Efforts should be made to overcome the many challenges and barriers for young women participating in livelihoods in the often conservative context of OPT. One way of making progress could be to work towards all projects making efforts to affect positive changes more broadly for women’s rights and participation in all levels of society. Future projects should move beyond gender sensitivity and begin to support the transformation of gender relationships. The end goal is that young women are able to work and they have equal opportunities to men.

Market Analysis: Although the VTC was working within cultural boundaries and courses offered were supported by a market analysis, only a few courses were available for young women in comparison to a larger range open to young men. Future market analyses should focus in greater depth on identifying job and career opportunities which are suitable for young women living in OPT today.
Resilience: Many young men mentioned the impact that the absence of a family member, through death, illness, abandonment and imprisonment, had on them and their resilience to future shocks. Future projects should support young people undertaking TVET to understand the value of budgeting, saving, and consider the value of establishing, or connecting to existing, micro-credit and savings groups as a means to absorb financial shocks.

Labour rights and standard of work: Evidence suggests that young men and women were not aware of how labour rights and relevant laws were applicable to them. Young people should be supported to understand their labour rights so that they are empowered to address abuses. Projects should incorporate training and sensitisation about labour rights for young people, including how to protect themselves, and what actions to take if they are not being upheld. This is particularly important in such a restricted environment.

Promotion of VTCs: The Palestinian Authority’s vision is to see 20 per cent of young Palestinians attending VTCs. However, the image of TVET also needs to be improved as it is currently seen as a low-prestige choice compared to a university education. A more proactive role needs to be played in promoting TVET to secondary school students and accrediting VT by the Ministry of Education and Higher Education to give it equal status to academic qualifications.

Government Level Advocacy: Given the opportunity presented by the Palestinian Authority’s updating of the Technical and Vocational Education and Training (TVET) Strategy in 2010, future projects should consider including an advocacy component. Young people could lobby the Palestinian Authority to allocate increased resources for TVET and support young men and women embarking on vocational training or careers.

Stories of change

“The most important thing for me is my work, and I remember my grandfather used to say: ‘getting a vocation is like getting a castle’. I am happy with my vocation as I am making money and I am independent.” Khalid, 21, Male

“After the VTC I had a stronger personality. I can deal with people more openly; before I didn’t have that. I now take responsibility for my own decisions. I am always looking for new opportunities to learn more, like more courses. The biggest change is that before the VTC I had low confidence, but then the VTC activities helped me to become more confident in myself.” Reena, 24, Jericho, Female

“An important impact of the VTC training is that I am more self-confident and I am not financially dependent on my parents anymore. Another very important thing is that I have increased my knowledge in graphic design and I have also improved my social skills.” Noor, Graphic Design, Female
“Before I joined the EJYMCA VTC I used to be in trouble all the time… I fell in love with a girl and I asked permission from her father to marry her. But he refused because he didn’t want to give his daughter to a troublemaker with no job and no money. I finished my training in aluminium work and metalwork, and got a job in this area. I bought some tools and machines and opened my own business. After a year of having my business, everyone knew me and knew that I ran a good business. After a year of having my business, I went again to see my girlfriend’s father, this time with money and my own business, not as a troublemaker. So this time he accepted me and I married her two years ago. We have an 18-month daughter and another baby is coming! I work hard to support all my family”  
Fadi, Metalwork beneficiary, Male
## Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>EJYMCA</td>
<td>East Jerusalem YMCA</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental organisation</td>
</tr>
<tr>
<td>OPT</td>
<td>Occupied Palestinian Territory</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>TWI</td>
<td>Training within Industry</td>
</tr>
<tr>
<td>VTC</td>
<td>Vocational Training Centre (Jericho)</td>
</tr>
<tr>
<td>YMCA</td>
<td>Young Men’s Christian Association</td>
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<tr>
<td>YWCA</td>
<td>Young Women’s Christian Association</td>
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1. Introduction

Between 2006 and 2010, Y Care International supported the East Jerusalem YMCA (EJYMCA) to provide vocational and life skills training for marginalised young people living across the West Bank through the EJYMCA’s vocational training centre (VTC) in Jericho.

This work was funded by the European Commission, Y Care International and YWCA-YMCA Sweden.

In 2013 a team of Y Care International staff visited the VTC to assess the long-term impact of the project on young people and the EJYMCA. The findings in this report will inform future programming in the region and across our portfolio of livelihood programmes.

1.1 Background

Youth represent one fifth of the Palestinian population in the West Bank, making the Occupied Palestinian Territory (OPT) a young society with many going through the important journey from childhood to adulthood.
The Israeli Occupation, illegal under international law, puts major constraints on the Palestinian economy. As a result, more than a quarter (26 per cent) of Palestinians are living in official consumption poverty, unable to meet their basic subsistence needs1.

Unemployment is high – a fact that especially affects young people. More than 50,000 university students graduate each year in the OPT, but the labour market can only supply around 5,000 opportunities per year for graduates with university qualifications. National unemployment rates in 2012 were 23 per cent and unemployment amongst young men and women aged 15-24 years was 37 per cent and 50 per cent respectively. Unemployment rates for young Palestinian women are among the highest in the world despite women having higher educational attainment than Palestinian men.

The restrictions of movement put in place by the Occupation also mean young people cannot travel around easily to get jobs.

In 2010, a comprehensive review of Technical and Vocational Education and Training (TVET) in OPT was undertaken by the Palestinian Authority, Ministry of Education and Higher Education, Ministry of Labour, NGOs, representatives from the private sector and international donors. This collaboration resulted in an updated TVET Strategy.

The strategy aims to:
- strengthen TVET institutions through increased resources (infrastructure, equipment and human resources etc.)
- improve the quality of TVET
- ensure access for young women and people with special needs
- encourage self-employment and support job creation
- ensure a sustainable resourcing system for VT and strengthen human resources for effective management2.

After a positive start, the implementation of the TVET strategy has yet to gain traction partly because of the way responsibility for the project is shared between ministries3. At present, it is not receiving adequate attention or resources. A TVET Higher Council of Vocational Training has been established to implement the strategy, including representation from all TVET institutions and government bodies, but has yet to gain momentum. The Palestinian Authority’s vision is to see 20 per cent of young Palestinians attending VTCs. However, this will not be possible without additional investment in TVET.

The image of TVET also needs to be improved. Currently, students in the tenth grade with the lowest academic achievements are eligible only for TVET. This results in the training being seen as a low-prestige choice compared to a university education. A more proactive role needs to be played in promoting TVET to secondary school students and accrediting VT by the Ministry of Education and Higher Education.

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2 Riyadh research, TVET 2010
3 To date, there is no systematic and unified TVET system. The responsibility for vocational training is shared between three ministries: the Ministry of Labour, the Ministry of Education and the Ministry of Higher Education.
It is important to recognise that given the political context of the Occupation, the Palestinian Authority has extremely limited resources to implement the updated TVET Strategy.

1.2 Project overview

The VTC was funded for four years from April 2006 to March 2010 by the European Union, Y Care International and the YW/MCA of Sweden. The total budget was 872,887 Euros.

It aimed to socially, economically and politically empower 600 disadvantaged young people living in the West Bank.

Specific objectives were to:
- deliver 28 vocational training courses to 600 disadvantaged Palestinians
- run personal development and life skills training as part of the courses
- carry out market labour surveys to identify employers' needs and tailor training courses accordingly
- assist 600 trainees to find employment and/or create income generating activities in their chosen field
- increase the capacity of the EJYMCA vocational training centre and other vocational training institutes in the region to more effectively meet the needs of young people
- encourage sharing expertise within and between local organisations and advocating for better national policies based upon experience of the project.

The project reached a total of 563 disadvantaged young people with TVET— including 67 young women who completed and passed their courses.

It succeeded in targeting poor and marginalised young people across OPT as follows:
- 45 per cent came from poor families
- 70 per cent came from families whose family head only worked on a daily basis or occasionally
- 12 per cent of students could not read and write or had learning disabilities
- 80 per cent of students lived in disadvantaged remote villages and/or refugee camps in the OPT

At the end of the programme in 2010 a final evaluation was carried out to assess impact, effectiveness and efficiency of the programme, it found that:
- 96% of beneficiaries were happy with the training
- 70% of beneficiaries had found employment within one month of completing training

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61% claimed that they now had a stable income

1.3 Impact Assessment framework

Y Care International is committed to critical reflection and organisational learning so as to improve development outcomes for young people. This report represents Y Care International’s third impact assessment in its Learning for Impact series and focuses on the Middle East region through the East Jerusalem YMCA Vocational Training Centre (EJYMCA VTC), from this point on referred to as VTC, partnership.

An impact assessment differs from a regular programme evaluation in that it focuses on longer-term impact. In essence, it is “the systematic analysis of lasting or significant change – positive or negative, intended or not – in people’s lives brought about by an action or a series of actions” (Roche, 1999).

The learning objectives of the Impact Assessment were to assess whether the activities supported by Y Care International made a difference to the young people’s quality of life and VTCs’ institutional capacity and evaluate if this was the right thing to do.

1.4 Livelihoods Theory of Change

This impact assessment report is framed around the key areas of change which Y Care International believes are necessary for young women and men to achieve safe and sustainable livelihoods. These areas, or domains, have been identified from a review of over a decade of experience, learning and evaluation of livelihoods programming for young people across the world. The Livelihoods Theory of Change (ToC) is the result of this process, and the domains of change represent different levels from the individual, to the household and community, up to policy and national level. Each domain of change has outcomes which help to indicate the level attained.

Whilst Y Care International’s ToC is relatively new, it was decided to use it as the framework for the Impact Assessment as it codifies much of what Y Care International and partners have been doing for many years and the learning they have identified. Therefore, it is an accurate reflection of how Y Care International and the YMCA would have framed understanding of how change happens for this particular group. All future Y Care International livelihoods projects will seek to ensure the domains identified are considered in project development and implementation.

The impact assessment will therefore attempt to assess the extent to which the project contributed to achieving safe and sustainable livelihoods for the young men and women involved. It is acknowledged that this project was not designed to address policy level issues therefore it will not make a comprehensive analysis of the project’s impact upon this area.
1.5 Target group and sample size

Y Care International talked with as wide a group of young people and stakeholders as possible to ensure lessons learned could be incorporated not only from the project itself but the wider sector. This allowed an understanding of how the project, and other similar projects, could continue in a challenging economic and political climate.

The following table shows the number of people reached through the impact assessment:

<table>
<thead>
<tr>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young People (former VTC beneficiaries)</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td>Families of VTC Beneficiaries</td>
<td>11 Families</td>
<td></td>
</tr>
<tr>
<td>EJYMCA VTC Staff</td>
<td>25 staff members took part in a plenary session</td>
<td></td>
</tr>
<tr>
<td>Other VTC Institutes</td>
<td>5 other Non-Governmental Vocational Training Centres</td>
<td></td>
</tr>
<tr>
<td>Local Councils and Authorities</td>
<td>1 Representative from the Ministry for Labour</td>
<td></td>
</tr>
</tbody>
</table>
2. Methodology

To reflect Y Care International and EJYMCA’s shared common principles of youth participation, Participatory Rapid Appraisal (PRA) tools were chosen to assess impact. The PRA prioritises the invaluable opinion and input from those who have been in direct contact with the programme, namely the beneficiaries and the EJYMCA staff. This method is further preferred because of its inherent flexibility, low cost, speed and its accessibility for Y Care International to develop an impact assessment framework from.

Y Care International assessed the project’s impact in the following ways: Stories of Change; Questionnaires and Semi-structured Interviews. For more detail on the tools and processes used please refer to Annex 2.

2.1 Methodological challenges and learning

As with all Impact Assessments conducted by Y Care International, staff were tasked with conducting the assessment, rather than using external consultants. Y Care International believes that this improves staff buy-in, increases implementation of lessons learned and promotes continued learning and development of all staff involved.
Originally the impact assessment was designed to cover all six domains of the Livelihoods Theory of Change. However, it was decided to focus on the young men and women through four out of the six domains:

- All young women and men enjoy safe and sustainable livelihoods
- Changes in household and social networks so that young women and have stronger support mechanisms creation
- Changes in the skills, confidence and capacities of young women and men to find a job, start their own enterprises and/or respond effectively to market opportunities creation
- Changes in young women and men’s resilience to shocks

The lack of impact of the project on areas like policy reflects that the project was designed before the Livelihoods Theory of Change was completed; therefore, the following domains were not assessed:

- Changes in policy & practice that provide an enabling environment for the growth of youth enterprises & employment creation.
- Changes in market access in favour of young women and men

The original intention to analyse the organisational capacity of the VTC did not work as expected because of time limitations. The impact assessment team instead spent time with the staff of the VTC understanding the difficult context the VTC continues to operate in and allowing them to provide their own input on the challenges and successes they have dealt with over the years. The team visited other NGO VTCs to understand other approaches and identify lessons for the VTC.

**Sampling:** There were difficulties in reaching people years after an engagement. Some young people dropped out of one of the workshop days without any notice.

**Gender:** Some young women were unable to attend as their husbands and their families wouldn’t allow it. Future impact assessments must ensure the voices of young women are heard. This may be achieved by exploring home visits.

**Buy-in from partner:** The partner clearly saw the value of the assessment and was already thinking about how it could be used and how they would move forward with it.

**Tools:** Learning from previous impact assessments, evaluations and general monitoring helped to inform the design and implementation of the tools. While the approach was adapted slightly, the tools performed well.

**Questionnaires:** Some significant challenges were found ensuring the quality of the questionnaires. With limited time and resources in workshops, the questionnaires were self-administered and therefore many questions were skipped or misunderstood. These limitations have been accepted and therefore no conclusive analysis will be made from the data.

**Analysis:** Y Care International thought hard about how the stories of change would be analysed. In this impact assessment, a clear analysis framework was present before data collection so the team could begin to categorise and sort data reasonably easily.
The analysis was improved from previous impact assessments by placing the responsibility of selecting and analysing the most significant change in the hands of the young people.
3. Findings

3.1 Overall impact findings

The Impact Assessment found 96 per cent of young men and women were happy with the training they received and 84 per cent of respondents believed the course to be very good or good.

However, nine per cent of young women reported that the training course was very poor. This represents one young woman, who said that whilst her skills had improved as a result of the training, she had been unable to find stable employment since taking it. Because of this she felt that the training course was not strong enough and did not support young people.

The overall impact of the programme was seen as positive or very positive by 58 per cent of the young people. Given the positive nature of the stories from them this seems surprisingly low. Only 2 per cent claimed that the course had a negative impact and 12
per cent claimed it had not led to any change. Eleven people chose not to reply and three young people had their responses invalidated as their answers did not match the previous information they provided in the questionnaire.

Therefore, 28 per cent of the young people's overall feelings on the impact of the programme cannot be accounted for. This is a lesson for the future regarding methodology.

The overall assessment of the impact of the project suggests positive trends in the lives of the young people. This is supported by the break down into individual impact areas such as income, safety, happiness and support by community and family.

There are certain areas where the project has been extremely important in creating positive change – including improving the happiness and confidence of young people and increasing income levels.

### 3.2 Safe and sustainable livelihoods

Fadi's story best represents the key changes related to creating safe and sustainable livelihoods for young men and women:

"Before I joined the EJYMCA VTC I was at school but I didn't like it. I used to always be in trouble, with the teachers, with my family, and with the neighbours.

"I fell in love with a girl and I asked permission from her father to marry her. But he refused because he didn't want to give his daughter to a troublemaker with no job and no money. So, I decided I wanted to be a soldier. If I was in the army I could be involved in trouble all the time, but from the other side.

"A friend of mine came to me and told me about the VTC. He was trained there, graduated and then he got a job. I thought that getting training and getting a job was better than joining the army. If I could get a job then I could make money, be independent, support my family and get engaged to my girlfriend. My friend said I would be freer and better paid than working as a soldier in the army.

"I finished my training in aluminium work and metalwork, and got a job in this area. I bought some tools and machines and opened my own business. After a year of having my business, everyone knew me and knew that I ran a good business. So that I can earn more money, I also work in an industrial company that imports supplies for machines. I work there from 8am to 6pm and then I go to my workshop and work until midnight.

"After a year of having my business, I went again to see my girlfriend’s father, this time with money and my own business, not as a troublemaker. So this time he accepted me
and I married her two years ago. We have an 18-month daughter and another baby is coming!"

After getting married I built my home on top of my father’s house, as a second floor. As my father is not well educated, he was tricked by my uncle who took his land, so we lost our family land. But during all this time something else happened. My mother was sick with cancer for two and a half years, but the doctors only found out after a year when it was difficult to cure her. During her illness, all of the family’s income was spent on her medicines and hospital care. But this didn’t work. Her cancer was very advanced and she died two years ago.

Before my mother died, she wanted my father to get married again to be sure that another woman was going to stay at home taking care of the family. In 2012, I took out a bank loan to pay for my mother to travel to Mecca in Saudi Arabia for religious reasons. After that, I paid for my father’s wedding to a new woman (this was his third wife as he had married before my mother). My mother died one month later – about eight months ago. When my mother died, she was 36 years old and her youngest child was three.

Since then, we live all together in the house. I work hard to support all my family: me, my wife and our daughter, my father and his wife and my younger brothers and sisters.

**Employment**

Employment is highly valued, especially among young men in the OPT. In the workshops there was a strong feeling that the young men saw employment and income generation as a means to develop themselves as family men who could take responsibility and support their families:

> Now I work in the morning at an electric company and then I have my own electricity company. I put electricity into new homes. The most important change is that I found a job therefore I can support my sister. Young male General Maintenance trainee, 24, Jericho,

The project significantly contributed to employment of the young men and women. While it had a more significant impact in securing full time employment for young men (from 0% to 44%) it contributed to raising employment levels among women as well (from 0% to 27% in full time employment and 27% in part time employment).
The young men believe that getting a job and starting their own businesses had been the most significant change in their lives since completing training. Fourteen young men and one young woman identified this as their most important change since attending the VTC.

**Gaining jobs**
Seven young men and one young woman identified gaining a job as the most significant change in their lives since the VTC. Everyone identified this change as having a positive or very positive impact on their lives.

Five of the young people, including the young woman, said that the change could be highly attributed to the VTC. Two suggested that it had a medium contribution to their change.

One young man said that the VTC had a very low contribution to this change as he had become a footballer – which was not linked to his training.

Employment in the OPT can be very insecure. The 2010 final evaluation of the VTC project found that overall 70 per cent of the young men had been daily paid workers before the project which had limited stability and security. It also meant many faced unemployment for long periods while trying to find ad-hoc jobs.

The stories from the young people and families highlighted the limited opportunities that young people face in accessing employment:

“Before going to the VTC I stayed at home, I had no work.” Young male auto-mechanics trainee, 22, Ramallah

“My son faces the problem that he may take a job but have to wait a few months to get paid for it. Jobs are on a day-to-day basis in the country and this is not good enough to earn a living and make enough from it.” Mother of Young male trainee, Jericho

The results suggested many of the young men and women had increased access to jobs and were making steady progress within their chosen field:

“I got a job after the VTC training in the same field; in maintenance. I am now the head of maintenance at the Palestinian Authority. I took the certificate from the YMCA and got a job. My biggest change is my job.” Young male general maintenance trainee, 23, Ramallah

One of the key aspects to emerge from the young people’s stories was that they saw the VTC as a stepping stone, or a first step, in improving their lives:

“YMCA gave me the basics and I learned more skills at the company I am working with.” Young male, general maintenance trainee, 24, Jericho
“After my training in auto-mechanics from the VTC I trained some more at BMW in Ramallah...some skills are from BMW but the basics were from the VTC.”
Young male automechanics trainee, 22, Alazarj

Y Care International believes apprenticeships are an effective way for young people to gain experience of using their new skills and knowledge and develop them at work.

**Job and employment retention**
Getting a job does not necessarily lead to long-term employment. A more effective measure of success is to assess the ability of young men and women to retain employment.

The average length of employment for young men and women since graduating from the VTC 2-3 years ago was 11.5 months, an average of nine months for women and 12 months for men.

As has already been discussed, the situation in OPT continues to limit opportunities for stable employment. Many young people face barriers in merely accessing jobs due to the market and employees’ preference for experienced workers. Yet the results from the young people are positive for retaining jobs, and while many of the young men’s stories touched upon a reasonably high movement between jobs since completing their training, they did not suggest they had been unemployed for long periods or were economically idle:

*I was often at home as it was not regular work [before the VTC]. I got a new job as soon as I graduated. It was a stable job, not like before.* Young male metalwork trainee, 20, Hebron

**Establishing a business**
Seven young men claimed the most significant change in their lives had been starting their own business. Everyone said it had a very positive or positive impact upon their lives.

Six out of the seven ranked the role the VTC had played in realising this ambition as high and the seventh man said the project had had a medium contribution:

*For me, the most important change has been getting a vocation and skills to be able to set up my own business. This was very linked to the YMCA.* Young male auto-mechanics trainee, 23, Bethlehem

Many of the young men talked about their lives after training as being a journey to becoming responsible adults. This included being self-reliant by having their own business:

*The most important change has been opening my own business and working on my own with no boss.* Young male auto-mechanics trainee, 22, Jaman
For many young men keen to establish themselves as adults it is the most effective way to show progress and illustrate how they can provide for their families:

_I am happy because I now have my own car, and I have bought land to build my own house. I now have money to help my family._ Young male auto-mechanics trainee, 23, Bethlehem

The young men were at different stages in the development of their businesses. For some of them it was something to which they were still aspiring, while others had newly established their businesses and were still assessing how it would grow:

_I opened one month ago. I hope I will have lots of customers. My biggest change is opening my own business but it is new so it is not a very positive change._
Young male auto-mechanics trainee, 21, Nablus

The success of the young men’s businesses is further evidenced in their ability to hire staff which highlights that there is enough demand and income from the business to warrant outgoing wages. One of the young men has provided placements for other VTC students for the Training Within Industry (TWI) component ensuring more young people are able to learn in the same way as he did.

**Key Learning**

Despite facing many problems, the young men and women are resilient to life in the OPT and have learned to address challenges in a mature and positive way. Their stories highlight young people as being particularly adaptable, resourceful and hard working. However, many of the young women’s freedoms are severely limited. They face challenges getting jobs which may be outside their control.
Safe Livelihoods

Y Care International believes work should not expose young people to health hazards or exploitation. The young people in the project are more vulnerable to exploitation because of high unemployment in the OPT. There is a high risk that young people will accept jobs with long working hours and difficult physical conditions for little remuneration.

It has been found that young men and women globally are often at risk of being taken advantage by employers and by others. Vulnerable young men and women, such as those in the project, are particularly high risk as they have fewer opportunities, resources and skills which they can turn to. Y Care International projects attempt to build resilience against such exploitation and hazardous working.

Within the OPT context this issue is particularly pertinent as the Occupation has a great impact upon the economic situation, resulting in young men accepting jobs which are under-paid or require a large investment of time or physical effort for very little return. Despite this, over half (52 per cent) of the young men and women Y Care International spoke to believe the training has had a very positive or positive effect on their ability to access a safe livelihood. However, of the 24 per cent that reported a negative change, exploitation was often mentioned. Whilst no one selected it as their most significant change it did appear to some extent in nine stories: seven young men, one young women and one family member with four key elements being highlighted in these stories: infringing labour rights, the standard of employment, breaking of employment rights, long working hours and legality.

**Infringing labour rights**

It is interesting that there was limited discussion of labour rights among the young people. Though they talked about working hours, wages and working conditions, they did not make a connection to the rights to which they might be entitled in these areas.

Few recognised that their labour rights may have been violated, suggesting that many did not realise they had rights, or did not fully understand them.
More promising however, was the story of Mounerah, a 37-year-old worker. She had made links with her local labour association and used these links to “encourage more girls to go out and become independent.”

This collaboration is promising as it highlights that some young people have access to organisations which can help to protect their rights and they can find support if necessary.

**Standard of jobs**

Some stories highlighted that many young people had previously worked in unsuitable conditions before enrolling on the course:

_I finished high school and chose to go straight to work. I worked in a factory making locks. I didn’t enjoy the job; it was hard work, hot weather and I only got small pay._

Young Man, 23, Jericho, Metalworks

The training they receive allows them to access better quality jobs which do not put them in harm’s way. With the additional qualifications many young people are able to move away from low skilled jobs, daily labouring and poor work environments.

However this progression often takes time:

_Straight after the training I got a part time job in graphic design in Jenin. I worked there for two months, my employer paid me the first month and then refused to pay me for the second so I left. He went to jail – he was a bad man._

Young female graphic design trainee, 23, Jenin

It is positive that so few young people commented on taking jobs which were substandard or put them in danger. It shows a positive trend that the young men and women are establishing themselves as strong economic actors, however, as noted above it is important that young men and women are adequately trained in understanding their rights and they have appropriate self-efficacy skills to protect these in the workplace.

**Long hours**

Exploitative employers often make staff work long hours, or set the hourly rate so low that long hours become a necessity.

The young men’s stories suggested that before the training they had been forced to take on long working days to support their families and complete their education:

_“I was looking for a successful job before I started at the VTC. I was working long hours, at school and then working afterwards, I worked 10-12 hours a day.”_

Young male general maintenance trainee, 24, Jericho

Some stories showed they were working long hours even after the course – sometimes taking more than one job. Whilst not ideal that many of the young men are still working
long hours, the reasons why they continue to do so have changed and are focused on establishing and improving their business so it could become their sole source of income:

“I worked in two jobs, morning and night. After that I had the money to build my own business. One month ago I opened my own business, it is a coffee shop in Ramallah.” Young male general maintenance trainee, 21, Ramallah

Young men seemed willing to undertake these long hours in the short-term if it meant they were able to secure their families a long-term future:

“After I finished at the VTC I started looking step by step how I could change my life.” Young male general maintenance trainee, 24, Jericho

**Working illegally**
The young people said that limited economic opportunities within the OPT, and the difficulties of obtaining a permit to work in Israel, can push young men in particular to seek illegal employment in Israel or to work in Israeli settlements.

Many young men seek opportunities in Israel because jobs are more widely available, both skilled employment and unskilled casual labour, and the pay can be up to three times as much for the same job in OPT.

Some young men are successful in getting permits to work in Israel. However, there is a wide acknowledgement that some Palestinians enter Israel illegally to work.

They face huge risks including large fines and detainment by the Israeli Defence Force.

For many Palestinians, illegal work is a last resort in a desperate attempt to provide for their families until such time as the Palestinian economy improves.

**Key Learning**
- Young men and women do not often talk about challenges in the workplace in relation to their labour rights. This suggests many are not aware of the relevance of Palestinian labour law to their daily lives.
- Young people must understand their labour rights, so they can demand accountability for their working conditions and, where necessary, address any problems.
- Long working hours do not always mean exploitation. Many young people work hard to allow them to progress in their livelihoods.
Ability to generate income

Y Care International believes that a core element of achieving safe and sustainable livelihoods is being able to earn an income over a sustained period. Improvements in the ability to pay for basic needs and positive changes in lifestyles, such as investing in house improvements, are positive signs that young men and women have more resources to invest in themselves and their families.

The young people were positive about the impact of the project on their ability to generate income. Overall 68 per cent said the project had led to a very positive or positive change in their income.

Long term change in income

It is worth noting that, in comparison to the young men, 45 per cent of young women reported that the project had had a very positive impact on their income. Whilst young women had lower levels of employment and income than their male counterparts, they still highly valued the skills that they had acquired. These would help them to generate income, whether or not they could actually achieve this in the short term within the cultural and economic constraints they faced.

There has been an encouraging shift away from the bottom income brackets towards the middle with promising signs that some young men and women are starting to earn higher salaries of over $800 a month.

Income levels before and after %
It must be acknowledged that there was a large number of young men and women who opted not to answer both either the before or after income questions. Income and financial information remains difficult to gain from beneficiaries and one issue with conducting impact assessments is that the beneficiary has not been part of the project for many years and so feels less compelled to share this level of personal detail.

As has already been outlined, women’s actual take-up of employment has been limited for many reasons, including cultural constraints. This is reflected in the income status of the young women.

A closer look at the figures for men and women shows that the limited employment status among young women means that all of the respondents fall into the bottom two brackets of income. However, there has been some progress. After the training three young women earned an income –before it, none had. However, 55 per cent of the female respondents remain in the lowest income. Four are unemployed and the remaining two earn around $140 a month.

One young woman who is employed as a teacher in a private school reported being paid below the minimum wage because she was unqualified.

“I love my job and I am very happy with it as I am helping my husband to bring in enough income to take care of our family. However, salaries at private schools in Palestine are less than the minimum wage. I am currently earning $200 a month but the minimum wage is $400 per month.” Young female graphic design trainee, 27, Aqbat Jaber

Savings, as well as income, are a good indicator of young people’s financial well-being.

Being able to save gives young people some degree of resilience from financial shocks – which is extremely important for vulnerable young people. Secondly, the ability to save also reflects that there is sufficient income to divert a small amount away from the acquisition of basic goods, such as food, rent etc.

Five stories of change, all from young men, identified a positive change in their income as being their most significant change in their lives since the project ended and many other young people discussed the issue of income in their own stories even if they did not select it as their most important change.

Four out of the five young men classified their most significant changes as being very positive with the fifth young man reporting this change as being a positive change in his life. Whilst the primary issue of the impact assessment is to understand how the young men and women’s lives have changed, it is important to try to elucidate the extent to which the project contributes to these changes. It was found that all four men who classified their change as being very positive also believed that the VTC and their training had made a significant level of contribution to this change:
“The most important change for me has been earning an income and I believe this has been very strongly related to the VTC”. Young male metalwork trainee, 20, Hebron

One young man believed that while the VTC had contributed to the change in his life it was not the sole reason he has been able to increase his income. Credit for success must also go to his new employer:

“I have been able to get a stable income partly because of my increased skills from the VTC training but also because I have learned new skills at the company I am at now.” Young male metalwork trainee, 23

For many of the young men the ultimate benefit of more sustainable employment and higher wages was being able to build their own house:

“The most important changes in my life since the VTC have been being able to help my family and build my own home. I have been able to do this because my income is stable so this is the most significant change in my life.” Young male metalwork trainee, 23, Jericho

Two key elements emerged from the stories of change. There needs to be a degree of regularity and sustainability in incomes for young people to feel reassured about their role.

Having access to a regular income allows young people to make plans and decide where and how they will spend the money in advance:

“As a result of my regular and stable income I have been able to build my own house which I am in the process of doing.” Young male metalwork trainee, 23, Jericho

Through an increased ability to generate income young people are able to take on a more effective supporting role in their families and provide financial support, many even taking on the main breadwinner role in their families.

In four of the five stories highlighting income as the most significant change, the young men reported that their increased income had allowed them to help their families financially.

Y Care International has already identified the importance of understanding young people’s role in the household economy, how they contribute to it and whether their role is recognised by the rest of the household.

Within OPT young men are expected, and also desire, to take up the provider role in which they can adequately support their own family and extended family’s needs.
The capacity to provide for their families equates for many with passing into manhood and becoming a responsible and respected adult:

“With his income he is helping the family a lot. Before he used to take but now he gives back.” Young male electrics trainee, 19, Jericho

However, this responsibility can often become a huge burden for a young person and young men must take on additional workloads to cover these needs:

“My family bought a house but then had no more money, so I was able to help them financially. Now I am able to pay for my brother to train in metal work at the YMCA VTC, and I am financially supporting my family.” Young male metalwork trainee, 20, Hebron

Many young men reported being the sole breadwinner for their family and having to financially look after parents, siblings, wives and children. They could seek little help from other sources so the pressure and expectation for them to succeed is very high.

Similarly, young women take on the household duties which often limit free time, require large amounts of manual work and confine them mainly to the home.

Often the work of women as economic actors is overlooked and not viewed comparatively to the men who bring home the income.

“I am getting more responsibilities at home, helping my mother… taking more responsibility for my family. This is a hard negative change for me.” Young female computer maintenance trainee, 24, Aqbat Jaber

**Key Learning**

- Income is important, however it needs to be measured in a more meaningful way to ensure a greater understanding of how an increase in income can improve the lives of young people. What positive changes does an increase in income create?
- Many of the young men in particular used their increased income to establish their business and take on greater responsibility for supporting their families financially.
- Comparing results to average national incomes may not be entirely useful, because for many people the initial stages after training include apprenticeships or low paid jobs as they continue to develop their skills.
3.3 Household and social networks as support mechanisms

Noor’s story demonstrates the importance of family support for young women, as well as some of the limitations they can place on young women to achieve their livelihoods. She said:

“I finished my higher education but didn’t get a good enough mark to go to university. I was always at home and my parents told me to come to the VTC. One of their friends told them about it because their son had gone.

“I studied Graphic Design and I was a boarder here because I am from Jenin [which is a long way away]. I was happy when I graduated because I could go home; I missed my family while I was at the VTC. Straight after the training I got a part-time job in graphic design in Jenin. I worked for two months there. My employer paid me for the first month and then refused to pay me for the second month, so I left. He went to jail, he was a bad man.

“I am now 23 years old and live at home with my parents in Jenin. There are not many graphic design jobs available in Jenin and my parents wouldn’t let me live in Ramallah on my own where there are jobs. So I decided to apply for a job at Civil Defence. I am an instructor for students who are training to become firemen and social workers and I have been doing this for a year now. My salary is 1,100 NIS (£190) per month and next year it will be 1,800 NIS (£310) per month. I do my job mainly for the income, but I do like it.

“I would prefer work as a graphic designer. I would like to do an advanced course in graphic design and because there are no graphic design jobs available in Jenin, I have thought about opening my own business. I would like to live alone, I am not interested in getting married.

“One of the best things that happened to me since before I started the VTC was that I have trained as a DJ. Although I didn’t get this training at the VTC, my increase in confidence as a result of the VTC training helped me to do this.

“An important impact of the VTC training is that I am more self-confident and I am not financially dependent on my parents anymore. Another very important thing is that I have increased my knowledge in graphic design and I have also improved my social skills.”

5 School up to 18 years old
6 Civil Defence is under Ministry of Interior, Palestinian Authorities
The impact assessment findings demonstrated changes in young people’s lives that were most clearly related to young people’s role in the household (domain outcome 2) and young people receiving emotional and material support from family and friends (domain outcome 3). Less evidence was collected to demonstrate changes in young people’s access to land and other family assets (domain outcome 1) or a reduction in levels of stigma and discrimination experienced by particularly vulnerable groups in the household (domain outcome 4).

Findings suggested that changes in young people’s role in their households is important in allowing them to participate not only in the vocational skills training itself, but also in relation to how they use their new skills beyond graduation.

**Young men’s role in the household**

Young women were more likely to emphasise changes in their household role, and emotional and material support provided by family and friends, than young men.

Differences between the levels of support they received are due to social and cultural reasons.

On leaving secondary school, young men are quickly expected to gain an income. This is so they can build a house of their own, become independent and provide for a new wife and family.

In addition, young men are also often responsible for providing for their extended family, especially if the family has suffered difficult circumstances, or the young man has several siblings who need support.

Families are often supportive of vocational training for young men, especially if he has failed his secondary school exam and cannot go to university.

Many families noted the significant changes in the young men’s behaviour before and after the vocational training. Some were seen as trouble makers in high school, but the life skills they gained during their vocational training made them more responsible towards their families and provided them with greater direction in their lives.

A young man aged 23 from Bethlehem studied auto-mechanics. His mother mentioned that before starting the vocational training, “…he could be a trouble maker, but VTC were able to control him and make him more responsible.”

The family used to have agricultural land, but had lost it. They now rely upon him and his older brother to support all the family and the extended family’s needs. His mother mentioned that “His personality changed a lot at the VTC. He was independent, responsible.”

Given the high level of unemployment in the West Bank, the Jericho VTC is often recommended by previous graduates as a good way young men without sufficient qualifications can get jobs.

In some cases their families would have preferred the young man to go to university due to the prestige of gaining an academic qualification, but the young man has chosen to go directly to vocational training.
The family of a young man, 21, from Ramallah who studied metalwork and aluminium work, was initially against his decision. However, “since graduating my family have supported me more as they have seen that it was the right decision for me and I have been able to earn a good income and have reliable work.”

Young women’s role in the household

Young Palestinian women experience very different responsibilities as they move into adulthood. Depending on their family culture, as well as wider social reasons, they can be very limited in their mobility. They are expected to get married and start a family between adolescence and their early twenties – a younger age than men.

Because of this, there is less pressure on young women to secure employment and an income. It may even be actively discouraged by their families.

This situation can be exacerbated if they do not pass their high school qualifications and get into university:

“For my area, if a girl didn’t pass her high school exam she had to wait at home for a man to come to marry her.” Young female computer maintenance trainee, 37

In these circumstances, it can be very difficult for young women to access vocational training.

She mentions that “even in 2009 it was still not easy for women to get out, to work and to move around. Before the VTC I was fully dependent on my family and I couldn’t move around freely.”

In one or two cases, once young women have graduated from vocational training, their family responsibilities made it impossible for them to put their vocational training to use.

“The biggest change is taking more responsibility for my family, this is a hard, negative change for me, but it has nothing to do with the YMCA, it is to do with my family.” Young female computer maintenance trainee, 24, Aqbat Jaber Refugee Camp

In some cases, when women get married their new husbands do not approve of them working even if their family had condoned the vocational training.

Some young women have to break barriers to attend the vocational training and then put it to use once they had graduated.

“My family don’t give me permission to do anything. That’s why I had to work with my sister at the beginning. But I am starting to disobey them and do what I want like go to the market/park to sell. It causes some problems with my family.” Young female graphic design trainee, 24, Jericho

Despite some difficulties with her family, she was happy overall with her new-found independence and trust in herself.

Sometimes the training can change the families’ perceptions and attitudes towards their daughters.
"Before the VTC my family didn’t allow me to do anything but since then they have allowed me to be more independent and look for jobs.” Young female graphic design trainee, 37, Jericho

While families may approve of their daughters attending the vocational training, many young graduates are limited by how far they can travel from their families for accessing jobs. Living and working alone in a city is generally not acceptable unless the young woman is married, as demonstrated by the case study.

However, some young women’s families are very positive about the opportunity of vocational training for their daughters.

A young woman, 22, from Jericho studied graphic design. Her father mentioned that “The changes in her skills were positive. She had more knowledge and was more educated. She also grew in confidence at the YMCA, she was more interested in herself. She now does traditional dancing and we are happy that she is promoting the Palestinian culture.”

While not all the young women gained employment after the vocational training, especially in relation to jobs in their vocational field, the training broadened their horizons and strengthened their social skills and abilities to try new initiatives beyond the confines of the family household.

Another young woman explains that “the VTC gave me a stronger personality and better communication skills. I started a library in my village with the help of the labour association and other organisations.”

Another female student, 25, of graphic design claimed her family was pleased when she started to get paid for painting jobs, but she also began volunteering in a women’s centre supporting women affected by violence and later opened a beauty salon in her own home. She also volunteers at a library to encourage children to read and has continued her university studies. Her family is particularly supportive of her with her father mentioning the importance of vocational training for young Palestinians, in addition to university education. This is likely to be in recognition of the difficulty of finding employment even with a university degree. He mentions “I am very happy there is vocational training for females, this is not available everywhere. It is very good so that women have another choice, another option, not just academic.” He actively encouraged his daughter to attend the training and recommended the VTC to other family and community members.

Key Learning

- The stories of young men and young women following their graduation demonstrate distinct gender differences on how they are treated by their families and wider society.
- Both young men and women reported being discouraged from participating in TVET by their families
- There is a positive bias towards gaining a university qualification in OPT. TVET is the only option for low achieving students and is therefore regarded with a negative
social bias as a second-choice option. However, families became more supportive of their children’s decision to attend the VTC once they saw the impact of their new skills in securing a higher income than before and contributing to the family.

- For the majority of young women, conservative family attitudes initially posed challenges for them undertaking TVET. Prevailing gender norms expect young women to take responsibility for domestic duties which is a challenge for attending TVET as well as using their skills afterwards.
- An important change cited by the majority of young women was an increase in their levels of self-confidence and self-esteem.

### 3.4 Skills, confidence and capacities

Rena’s story represents the changes related to Domain 4 since the VTC for young women, a 24 year old from Jericho. She said:

“After the VTC I had a stronger personality. I can deal with people more openly; before I didn’t have that. I now take responsibility for my own decisions. I am always looking for new opportunities to learn more, like more courses.

“Before the VTC I was always disappointed. My family tried their best to help me be happier but it didn’t work. Now, I am happier and they are too. I was introduced to a new organisation that has a project on how to make friendship support groups in my area. I got paid for working on this project and I gained more confidence.

“The biggest change is that before the VTC I had low confidence but then the VTC activities helped me to become more confident in myself.”

One-third of the indicators of quality of life identified by the young VTC graduates participating in the impact assessment were related to the skills, confidence, capacities and assets of young people. Y Care International’s Livelihoods Theory of Change, Domain 4 identifies the necessity of positive changes in the skills, confidence and capacities of young people to find a job, start their own enterprises and/or respond effectively to market opportunities.
Out of the 50 young people who were part of the impact assessment, 21 ranked the most significant change in their lives since graduating from the VTC as a change in their skills, confidence and/or capacities. Of these 21 young men (13) and women (8), more than half (12) identified these changes as very positive and with a high relationship to the VTC.

**Most significant change since graduating from VTC for young people participating in impact assessment**

- **Technical / vocational and business management skills**: 38%
- **Literacy and numeracy**: 19%
- **Employability skills**: 24%
- **Life skills**: 9.5%
- **Well-being and self-efficacy**: 9.5%
- **Financial and physical capital**: 0%

Outcomes which are key to realising Domain 4 are explored below related to the information collected from the young VTC graduates. The six outcomes are related to: vocational and business management skills, literacy and numeracy, employability skills, life skills, well-being and self-efficacy, and financial and capital assets. The graph above shows the breakdown of the most significant change ranked by the young people related to the six outcomes under Domain 4.

**Technical / vocational and business management skills**

Overall, 74 per cent of the VTC graduates included in the impact assessment said that the training created very positive or positive long-term change for having a skilled trade.

Nearly a quarter of the graduates who identified their most significant change since graduating from the VTC as outcomes which fit under Domain four mentioned their vocational skills and knowledge.

“The most important thing for me is my work, and I remember my grandfather used to say: ‘getting a vocation is like getting a castle’. I am happy with my vocation as I am making money and I am independent.” Young male VTC graduate, 21

Two young male graduates said that their TWI placements helped them or led them to get a job.
Of the six young men who identified opening their own business as their most significant change since graduating from the VTC half referred to the fact that increasing their skills or learning a vocation enabled them to do this.

However, the father of a female VTC graduate in Graphic Design said that his daughter’s skills and knowledge increased as a result of the VTC but that it is still not enough to get a job.

He talked about the challenging environment in the West Bank and the high unemployment rates for young people.

**Literacy and numeracy**

Basic literacy and numeracy are essential for safe and sustainable livelihoods. However, in the West Bank, where primary school completion is 91 per cent, there is a 99 per cent youth literacy rate.

Because of this, basic literacy and numeracy was not mentioned as a benefit by the young people.

**Enhancing employability**

When asked what factors played a role in their quality of life, young people identified the ability to improve their skills as a key factor.

All the young people said this was important in their quality of life.

One female VTC graduate said that her computer skills and English had improved as a direct result of the courses provided at the VTC. She also said that she learned to write her CV and prepare for interviews. All of this, she said, increased her self-esteem and helped her to feel more confident.

A number of the young people said that there were not many jobs related to computer maintenance or graphic design in the area, so they could not find work in the vocation that they had trained in. Limited jobs and mobility in the West Bank make this a real issue.

However, a recent World Bank study recognised that digital work such as graphic design, data input, market research and translation could provide significant employment opportunities for Palestinians over the next few years.

Location of job opportunities is a particularly important factor for young women, interviews with families demonstrated that often support to young female family members to find employment was conditional on it being close by (see also 3.3).

**Life skills**

One 25-year-old young woman said that she made a lot of friends at the VTC and that she is more open to talk to people in her community. Life skills such as building relationships, talking to others and being confident in making decisions are referenced by many of the young women as something which changed as a result of the VTC.

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A female graphic design graduate said that the most important thing for her was her access to counselling which she said enabled her to talk to people, take care of herself, be more responsible and make friends.

Acquiring life skills was also important for young men. One 24-year-old man said “at the VTC I not only studied but I also met people from different cities and I could have discussions with other people about different things.”

In over half of the interviews with family members of VTC graduates, parents said that their son or daughter was now more responsible than they had been before the VTC. This was particularly true for male VTC graduates’ parents.

**Well-being and self-efficacy**

Overall, 66 per cent of the young people said that the training created very positive or positive long-term change for their happiness and confidence.

**Young women**

Improvements in well-being and self-efficacy were identified as the most significant change by half of the women who were part of the impact assessment.

All of these young women ranked this change as very positive and very often a result of the VTC. They mentioned increased self-esteem, self-trust, confidence, better decision-making and greater independence. One mentioned becoming more daring.

These findings highlight the particular importance of the VTC for improving the well-being and self-efficacy of young female graduates and is especially interesting given the restrictions many young women face due to the cultural context in the West Bank.

“One of the most positive changes in my life compared to before I did my training at the VTC is learning how to do things by myself, independently, this had a lot to do with the VTC training. Another important change has been a big increase in my trust in myself and my self-esteem, I feel more confident.” Young female graphic design trainee, 26

Young women also mentioned the benefits of greater well-being on their families.

The father of one young woman said that his daughter was more social, relaxed and happy since the VTC and that this had had a positive impact on the whole family. He said “before it was like she was separated, in a prison. Now she has a job and income. It is the best dream I could wish for my daughter.”

However, there was also a tangible frustration for many young women that they had been given an opportunity which they could not take forward after completing the course.

**Young men**

Improvements in well-being and self-efficacy since graduating from the VTC were also important for young men. One 22-year-old man said “since I received my training in metal works my psychological health has improved drastically as I have a vocation, I can access work, help support my family and create a better life.”
Another young male graduate said that before the VTC training he was depressed but he is more relaxed now that he has a regular income.

**Financial and physical capital assets**

The young people said that owning a house and land was important to them. They said that restrictive Israeli laws and permits had an impact on building their own homes and therefore an impact on their quality of life.

One third of those who participated in the group discussion on the first day said that the important issue with building or keeping their own home was keeping their home or land from Israeli settlers.

Two young people who participated in the group discussion on the second day said that their land had been destroyed and taken by Israelis.

Four young men said that their most significant change was building or buying an apartment or house since the VTC. Two of them said that they were able to build their own house because they had increased income.

Many of the young men mentioned the importance of having a home to enable them to get married and start a family. Homes, jobs, and marriage are all linked in Palestinian society.

Owning a car was also important for the young people. A number of men said more income meant they would be able to buy one.

Only 8 per cent of the young people said that they had savings before they took training at the VTC compared to 36% who said they had savings now. The average savings before was £178 (1,025 Shekel) compared to nearly £550 (3,161 Shekel) now.

**Key Learning and Recommendations**

- Basic literacy and numeracy training was not relevant in the West Bank where there are very high literacy and education levels.
- A number of VTC graduates noted that they had been unable to find jobs within the vocations in which they trained in their home area. Young women were particularly restricted by the proximity of job opportunities as families were unwilling to allow them to travel far for work.
- The positive impact the VTC had on building life skills has been important for many of the young people. For young women, increasing social skills such as interacting with others and building relationships was particularly important. For family members, increased responsibility was an important change mentioned as a result of the vocational training.
- Overall, two-thirds of young people said that the VTC had created positive long-term changes in their happiness and confidence. Again overall, 16 per cent ranked improvements in their well-being and self-efficacy as the most significant change in their lives since graduating from the VTC. These changes were particularly significant for young women, half of who ranked this as the most significant change for them and were generally related to increased independence, self-esteem,
confidence and decision-making. For young men, this was related more to increased job security or income and pride in being able to look after their family.  
- Physical assets like houses and land were particularly important to young men. The ability to attract a wife and start a family was contingent on the young men's ability to build or buy a house, which itself was reliant on not only stable and sufficient income, but also the political context of the OPT.

### 3.5 Accessibility of markets

Under this domain, key changes anticipated for young people following vocational training include better market linkages and an increase in the flow of information about market supply and demand to youth enterprises. The Jericho VTC project under review included a component of on-the-job training and placements for young trainees. Many of the young people surveyed (in particular young men) had since secured employment and/or established their own small business. As such, findings would suggest that on the whole, young men and to a lesser extent young women had increased market access as a result of their participation in the programme. Few individual stories, however, made a specific reference to improved market access as a most significant change.

Young people frequently made reference to barriers around establishing or growing their businesses in the OPT.

One man said he had been unable to achieve his dream of establishing an air conditioning business given the high costs and logistical difficulties of importing and exporting goods and materials between Israel and the OPT.

As mentioned previously, young people have been willing to take the risk of entering Israel without a permit to seek better paid jobs, as well as seeking employment in Israeli settlements where working conditions are poor and young women in particular are at risk of abuse.

This was backed up through an interview with the Director of the Ministry of Labour (Jericho Governorate) who highlighted that young Palestinian women working in illegal settlements are open to abuse, noting cases of housemaids who have experienced sexual abuse.

**Key Learning**

- While market access was not referred to specifically as a significant positive or negative change, young people have encountered obstacles in securing safe employment and/or growing their own businesses since graduating.
3.6 Resilience to shocks

Resistance to shocks

Many things can disrupt the lives of young people living in the OPT, from detainment by the authorities, to suffering the death of a family member.

Family illness was mentioned by a young man from Hebron who said that following his mother’s illness, “all of the family’s income was spent on her medicines and hospital care”.

The death of a parent had a significant impact on the lives of four of the young men participating in the impact assessment. Two of them said that they had become responsible for their family when their fathers died and they provided for their siblings and mother.

Another young man became responsible for his family when his father and his brother were detained after being caught working illegally in Israel. Overall, 28 per cent of the young men said that they supported, or were responsible for, their parents and siblings. This clearly represents an additional burden on their income and on their freedom to move to find work.

Families can offer essential support in times of disruption. “When I started training at the YMCA VTC, my family situation was hard and we were poor. I studied aluminium and metalwork and when I graduated, I got a job in aluminium…Together [my brother and I] were able to improve our family life and built our own house…the whole family stays together and we support each other.” Young male metalwork trainee, 22

Savings and assets (such as houses or cars) can also play a part in resistance to shocks.

Disaster risk reduction (DRR)

Sustainable livelihoods are not only affected by the state of national economy, but also natural and man-made disaster risks.

Since 2010, over 13,000 people have been affected by floods in the West Bank. Natural disasters were not mentioned by any of the participants of the impact assessment but man-made hazards such as conflict and the Israeli Occupation were mentioned.

Capacity to adapt income sources

Young people are more resilient to shocks if they are able to adapt their income sources. Reducing dependency on one source of income means that if young people lose one job there are options for earning a living from other sources.

Two young men mentioned that they had a job in the morning and worked on their own businesses in the afternoons. This increases their resilience to shocks as they have two income sources. Additionally, having a recognised vocational qualification and

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improved life skills increases the chances of finding another job if these young people lose their jobs.

**Access to micro savings and insurance schemes**

Access to micro savings and insurance schemes has been recognised as an important factor in increasing the resilience of young people to shocks.

Savings and insurance spread the financial burden of shocks such as unemployment, illness, and natural or man-made disasters like drought, flood and conflict.

After the VTC more young people decided to save. However, none of the young people mentioned micro savings and insurance in the impact assessment discussions.

**Key learning**

- The only aspects of resilience to shocks mentioned by the young people who participated in the impact assessment were related to absence of family members. This was due to death, illness, abandonment and imprisonment. In many cases this led to an increased pressure on the young male VTC graduate to provide for his family.

### 3.7 Changes in partner organisation

Part of the aim of the impact assessment was to assess the changes in the organisational strength of the Jericho Vocational Training Centre as a result of the project. Due to time limitations, it was not possible to complete this exercise in sufficient detail. What follows are some observations from an interview with the Director of the VTC. Interviews were also carried out with directors and senior staff of five other NGO-run vocational training centres in the West Bank, which provide a basis for comparison of best practice between NGO-run VTCs in the following areas: type and quality of VT provision; relevance of VT courses to the labour market, targeting of vulnerable groups; government engagement; and financial viability.

One positive change in the Jericho VTC as a result of the project was its relationship with the Palestinian Authority, specifically with regards to funding. When the Y Care International/EU project came to a close, the Jericho VTC Director recognised that the need to continue to provide VT for young people in OPT remained critical as a way of “creating young people as producers, to support themselves, their families and the development of the country” (Director, Jericho VTC). The Director went on to state that individuals within the Palestinian Authority also recognised the value of the VTC and told him “we can't let you close”. Following that, the VTC started to receive funding support from the PA which, although critical to helping sustain the VTC following EU funding, was ad-hoc and unreliable. This shows the willingness of the PA to allocate resources to strengthening VT provision, yet an inability to follow through with funding commitments given their own constraints.

Other VTC Directors interviewed also noted that they received very limited and irregular financial support from the PA. All VTC Directors stressed the importance of the PA taking a proactive role in promoting VT as a viable alternative to university for young
Palestinians, rather than being seen as a last resort. In an interview with the Ministry of Labour representative of Jericho governorate, he acknowledged that “it will take a few years to change the perception of VT as inferior to academic training.” The selection of courses offered by VTCs interviewed tended to reinforce gender inequalities – by restricting young women’s access to certain courses, offering traditional, ‘gender-stereotyped’ courses for young women such as tailoring, and not mixing training groups. One VTC Director stated his justification for not mixing training courses: “in this country, you can’t mix males and females – you will have an explosion!” Numerous examples were cited of young women dropping out of VT courses due to restrictions imposed by a husband, even against the wishes of the woman’s own family. Cases were also cited of young men preventing their sisters from attending training.

The Jericho VTC demonstrated a positive shift in strategy in recent years in order to attract more young women to take part in VT. Following the project, the VTC started to offer short courses on subjects that were deemed more appropriate for young women in OPT, including graphic design and office administration. Young women were also encouraged to participate in computer maintenance alongside their male peers. This was an innovative change and whilst challenges still persist with young women being able to attend training, the introduction of short courses demonstrates flexibility in the VTC’s model.

Two notable examples of other NGO VTCs that provide targeted VT courses for young Palestinian women are run by the Lutheran World Federation in Jerusalem and the YWCA in Ramallah. The Jericho VTC could explore these experiences to consider further adapting VT provision to meet the needs of young women.

**Lutheran World Federation VTC, Jerusalem**

In response to a lower number of female trainees, the VTC undertook a comprehensive market analysis in 2011/12 to identify opportunities to increase uptake for young women. Subsequently, two new courses were introduced in 2012: craft work (e.g. pottery) and catering in Jerusalem; and office administration skills in the Ramallah branch. The VTC also offers catering which attracts young women as well as young men. Catering trainees produce food for the staff and other trainees lodging at the VTC, and also cater for outside events. The introduction of these courses has increased the number of young female trainees, and the LWF also offers mixed training courses for men/women.

**YWCA VTC Ramallah**

The YWCA targets young women predominantly, but also encourages young men to sign up to VT courses. The ratio of young women to young men is approximately 3:1 and training courses are mixed. The YWCA has not experienced challenges from families stemming from conservative attitudes that have prevented young women accessing VT, as evidenced in a number of cases in this study. This is likely to be a reflection of more progressive attitudes in Ramallah. VTC graduates tend to find employment in hotels or government offices and the YWCA Director acknowledged that
the private sector in Ramallah tends to be more progressive, for example preferring women without veils.

It was unclear from the assessment the extent to which market analysis is utilised by the VTC to review and adapt courses to meet emerging needs in the labour market. Some evidence was seen during a visit to the VT training areas, for example the auto-mechanics workshop has installed a computerised machine for identifying and solving mechanical faults which is necessary when working on newer models of cars. One VTC interviewed provided a strong example of linkages with the business sector that provided an ongoing feedback mechanism to identify ways of enhancing training curriculum and approaches. YWCA Ramallah VTC has established an Advisory Council of business leaders that informs their strategy and operations, and also facilitates training placements and employment opportunities for young training graduates. One VTC Director referred to the need for market analysis when he stated that “what we do [VT] is not teaching, it is business and you need to keep up with new ideas and innovate”.

The Jericho VTC’s 2010-14 Strategic Plan, developed at the end of the Y Care International/EU project, placed emphasis on developing and ensuring financial sustainability. This included targets to increase the collection of tuition fees and diversifying funding sources through local partnerships (including PA support) and international donors. The Jericho VTC currently exempts students who do not have the means to pay from paying tuition fees, therefore ensuring it directs its support to the most vulnerable young people. As noted above, from 2010 to date the VTC began to receive funding support from the PA towards operational costs which was a positive, yet fragile change.

Certain challenges facing the VTC remain unchanged as a result of the project, related to its location. The Jericho context presents a particularly disabling environment for youth employment in the West Bank, because there is limited investment in Jericho and it has one of the highest rates of unemployment amongst all governorates in the OPT. The economic isolation of Jericho was stressed by the Ministry of Labour representative for Jericho who also noted that many young people are forced to seek work in one of the 32 illegal settlements surrounding Jericho, at significant risk to their own safety.

On the one hand, the Jericho VTC continues to attract young trainees from across the West Bank because it is recognised as providing quality TVET at a low cost, and 70 – 80 per cent of young graduates secure employment within a few months of graduating. However, the lack of investment and the relative isolation of the local economy in Jericho, as compared to Ramallah and Jerusalem, increasingly have a negative impact on the ability of the Jericho VTC to generate income to sustain its operations. The VTC currently provides very few goods and services for sale in the local market, and due to restrictions on movement and trade under Israeli Occupation, it would not be possible to sell goods outside the Jericho market. Currently, the VTC generates less than 10 per cent of its income locally. By way of comparison, the Lutheran World Federation VTC in Jerusalem is able to generate up to 40 per cent of its income locally, which includes the sale of goods and services produced at the VTC.
The Jericho VTC’s mission statement is “to serve the community by providing market relevant vocational training and life skills for the poor and marginalised youth - both males and females - to give them equal chances and access to the Palestinian labour market, to become active members in their communities and in the Palestinian society”. The focus on poor and marginalised youth is demonstrated in the stories of the young men and women who took part in this assessment, and the VTC has a strong track record in reaching out to disadvantaged groups across the West Bank, stemming from its origins of supporting young refugees. Given this focus, the VTC does not expect all students to pay fees for the VT courses and therefore has to fully subsidise all operational costs. For other VTCs surveyed, those that had set fees for courses where students were expected to pay in full were not targeting students from such poor and marginalised backgrounds. In the most part, fees did not represent a significant proportion of income raised by VTCs and courses tended to be subsidised through programme funding secured through international partners/donors.

Four years on from the end of the project, the VTC’s funding model continues to experience challenges which limits its ability to innovate, such as upgrading infrastructure and piloting new VT courses to reflect market demand. Of the other VTCs interviewed, some demonstrated a more diverse funding mix, but in the most part all the NGO VTCs remained heavily dependent on external (international) funding partners. The Jericho VTC has also continued to have a high dependence on external funding partners which poses a significant risk to their long-term viability.

Despite these funding challenges, the VTC continues to demonstrate high levels of commitment and success in providing highly marginalised young men and women with the technical skills and confidence needed to secure income generating opportunities and actively participate in Palestinian society.
4. Conclusions and recommendations

Life skills, well-being and self-efficacy
Overall, two-thirds of young people said that the VTC had created positive long-term changes in their happiness and confidence. Half of young women ranked the most significant change for them since the VTC as positive changes related to independence, self-esteem, confidence and decision-making. This emphasises the importance of increased well-being and self-efficacy as outcomes of the project; overall, 16 per cent ranked improvements in their well-being and self-efficacy as the most significant change. For young men, this was related more closely to increased job security or income, and pride in being able to look after their family.

The importance of the VTC project for building life skills was also raised. For young women, increasing social skills, such as interacting with others and building relationships, was particularly important, whereas for family members, increased responsibility was an important change highlighted as a result of the vocational training. These skills help young people to cope with the responsibilities and challenges they face in their lives; particularly important in the challenging environment that young people face in OPT. Equally, the opportunity to build relationships and interact with people outside existing social circles has been an important part of the VTC project and especially valuable in OPT where there are restrictions on freedom of movement.

However, a key focus of the VTC project was increased access to income-earning opportunities through TVET. Given the evidence that the majority of young women were not in active employment related to their vocational training skills, it is arguable there is a need to determine the most cost-effective way of achieving increased well-being and self-efficacy for young women in particular.
Increasing life skills should continue to be a strong component of livelihoods programmes as they are important for improving young women and men’s confidence and well-being, and have clearly been a positive and important outcome of the VTC project. However, more research needs to be carried out on how to increase the income-earning opportunities for young women in particular, or into whether there is a more cost-effective way of achieving the same outcomes for young women which focused mainly on increased well-being and self-efficacy and less on income-earning.

Other Y Care International impact assessments and evaluations have also highlighted the importance of promoting a culture which recognises challenges and the importance of learning from them. Evidence from this impact assessment suggested that the young people are incredibly resilient given the daily challenges they face as a result of the Occupation. The stories highlight young people as being particularly adaptable, resourceful and hard working.

Managing expectations
Some evidence was collected that young people were disappointed with their progress since their training. Therefore, future projects should ensure they manage young women and men’s expectations about outcomes following training. Communication about expectations should also be realistic and help young people to establish workable and feasible business/employment plans for the future to ensure that they do not become disillusioned when faced with difficulties.

Labour rights and standard of work
Evidence suggested that young men and women were not aware of how labour rights and relevant laws were applicable to them. It is therefore important that young people are supported to understand their labour rights so that they are empowered to address where they are not being met.

As such, projects should incorporate training and sensitisation about labour rights for young people, including how to protect themselves, and what actions to take if they are not being upheld. Support could also be given to young people to access legal advice if they feel their rights are not being respected. This is particularly important in such a restricted environment. Projects should also seek to make links within the labour market, with employers for example, to advocate for fair treatment for young women and men at work, and to uphold labour rights and laws.

It should be noted that many young people actively work for long hours as they are motivated to progress. While this choice is not exploitative, there is a need to ensure this is safe and sustainable.

Family and household influence
Young men
Evidence shows that many of the young men use their increased income to take on greater responsibility for supporting their families financially. Providing counselling or support for young people taking on a more prominent family role should be considered
on a case by case basis, although there was limited evidence that this was necessary in addition to life skills.

Many young men mentioned the impact that the absence of a family member had on them and their resilience to future shocks. Absence was as a result of death, illness, abandonment and imprisonment of family members, and in many cases this led to an increased pressure on the young man to provide for his family.

Savings, as well as micro-credit and loan schemes, can help to absorb financial shocks to the family unit. **Future projects should support young people undertaking TVET to understand the value of budgeting, saving**, and consider the value of establishing, or connecting to existing, **micro-credit and savings groups**.

Family discouragement from attending the VTC was experienced by both young men and women, usually at the beginning of the project. In OPT there is a positive bias towards gaining a university qualification over TVET.

Families became more supportive of their son’s decision to attend the VTC once they saw the impact of their new skills in securing a higher income than before and contributing to the family.

Many young men also talked about the importance of physical assets, in particular houses and land. The ability to attract a wife and start a family was contingent on the young man’s ability to build/buy a house, which itself was reliant on stable and sufficient income and the political context.

**Young women**

For the majority of young women, conservative family attitudes posed challenges for them undertaking TVET. Prevailing gender norms expect young women to take responsibility for domestic duties, which is a challenge for attending TVET as well as using acquired skills once they had graduated. One of the most significant barriers to young women accessing employment opportunities in OPT is their family. Conservative attitudes about young women travelling and working constrain women’s ability to access income-earning opportunities even when they have the skills required. Without the support of, in particular male members of their family (especially fathers, brothers and husbands), women will continue to struggle to become strong economic actors.

**Future projects should include sensitisation components for families of beneficiaries to raise awareness and increase understanding of the economic potential of young women and their rights to access income-earning opportunities. Efforts should also be made to promote an enabling environment for women to access employment or establish their own businesses.** This might be achieved through awareness raising and advocacy activities at all levels of society – family, community, and national – and through lobbying for gender-sensitive policies and practices.

In the design of TVET programmes, **greater emphasis should be placed on understanding the different needs and situations of young women and young**
men, and how prevailing gender norms within the local context may limit the potential impact of a programme on young women’s ability to establish a livelihood.

**Gender**
An important change cited by the majority of young women was an increase in their levels of self-confidence, self-esteem and self-efficacy. The importance of these changes should not be underestimated as they play an important part in a person’s quality of life and well-being. **TVET should therefore include indicators to measure levels of self-confidence, self-esteem and self-efficacy** alongside changes in income levels. A consideration of how these changes in well-being affect young people’s roles in the household is also interesting, particularly for young women.

Efforts should be made to overcome the many challenges and barriers for young women participating in livelihoods in the often conservative context of OPT. One way of making progress could be to **work towards all projects making efforts to affect positive changes more broadly for women’s rights and participation in all levels of society**. Future projects should move beyond gender sensitivity and begin to **support the transformation of gender relationships**. The end goal is that young women are able to work and they have equal opportunities to men.

Although the VTC was working within cultural boundaries and courses offered were supported by a market analysis, only a few courses were available for young women in comparison to a larger range open to young men. **Future market analyses should focus in greater depth on identifying job and career opportunities which are suitable for young women living in OPT today.**

**Market access, linkages and opportunities**
A number of VTC graduates said that they had been unable to find jobs in their new vocation close to home. Young women were particularly restricted by the proximity of job opportunities, because families were unwilling to allow them to travel far for work. Therefore, **it is important that market analyses for future project development disaggregate findings by location and this is considered when advising young people on suitable courses**. Additionally, **job opportunities for working from home should be identified particularly for young women**.

Whilst market access was not referred to specifically as a significant change for the young people, many have encountered obstacles in securing safe employment and/or building their own businesses since graduating from the VTC. This is in part due to the economic impact of the Occupation, but it may also be due to a lack of understanding of local market opportunities. A **more explicit focus on supporting young people to understand local market opportunities** would be beneficial in future projects. Linkages could be strengthened between young entrepreneurs and local markets in their chosen trade. Relationships should also be built with potential employers during the project – beyond those made for the Training Within Industry component – to lead to more opportunities post-graduation.

Additionally, **providing training for young people on establishing and managing small businesses** has been demonstrated in other Y Care International livelihood
programmes as an effective way of supporting young people to establish sustainable livelihoods.

The VTC project included a component of Training Within Industry and evidence from other Y Care International impact assessment and evaluations over the years has shown that this is a very effective way of supporting young people to build their skills and experience. **Incorporating apprenticeships or on the job training in future TVET projects should be continued.**

**Wider context**

Given the opportunity presented by the updated 2010 TVET Strategy, **future projects should consider including an advocacy component involving young people who are trained to demand the full implementation of the Strategy.** This would include lobbying the Palestinian Authority to allocate increased resources for TVET in the form of trained staff and infrastructure; the creation of a single organisation with a ring-fenced budget to implement the Strategy; and the active functioning of the TVET Higher Council of Vocational Training, including representation from all TVET institutions and government bodies, to implement the Strategy on the ground.
Annexes

Annex 1: Profile of the beneficiaries consulted in the Impact Assessment

Profile of respondents

The impact assessment did not achieve gender parity amongst the young VTC trainees. The percentage of young women in the VTC project was 16 per cent. Young women made up 22 per cent of the impact assessment participants. Therefore, this is a low proportion, it is a reasonable representative sample.

The average age for young women participating in the impact assessment was 26 years, and for young men 22 years.

The VTC managed to, within a reasonably small sample, provide young people from eight of the nine vocational training courses so stories from each trade area are represented. However, trends have not been identified within trades as the sample is too small to draw conclusive analysis from.

Young people who attended the VTC project came from throughout the West Bank including Jenin, Nablus, Ramallah, Hebron, Bethlehem, Jericho and Salfit, as well as large refugee camps, such as Aqbat Jaber. For those who cannot travel daily to the VTC, a boarding house is available which offers accommodation for both young men and women.

No incentives were provided for the young people to take part in the impact assessment, although transport costs were refunded and lunch was provided. For many, taking part in the impact assessment meant a day out from work or away from their family responsibilities. Yet there was a feeling within the workshops that everyone was happy to be asked to take part and one young man said that the VTC had done so much for him that he was happy to support it in any way he could.

### IMPACT ASSESSMENT FRAMEWORK

#### Project Outcomes:
- **Objective One**: 600 disadvantaged young people have developed marketable skills in 7 trades.
- **Objective Two**: Over the duration of the course, 600 disadvantaged young people develop greater self-esteem and an understanding of their rights and entitlements and how to exercise them.
- **Objective Three**: Vocational training is provided in trades with demonstrable income generating potential and that meet market labour needs.
- **Objective Four**: Disadvantaged young people are economically empowered through earning an income as a result of their vocational training.
- **Objective Five**: The YMCA vocational training centre and other vocational training institutes in the region will have developed their capacity to more effectively meet the vocational needs of disadvantaged young people.

### Dimensions of Change

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<thead>
<tr>
<th>Areas of inquiry/ Indicators to Explore</th>
<th>Data Sources</th>
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| Changes in the quality of life of young people | -Improved capacity of partners to deliver programmes for young people. Changes in partner organisation so that are clear about their mission, are institutionally viable, and have socially relevant programmes for marginalized young people.  
-Young people are enjoying safe and sustainable livelihoods. | YMCA Workshop; Interviews with YMCA staff members |

| Changes in partner organisation so that are clear about their mission, are institutionally viable, and have socially relevant programmes for marginalized young people | To Be  
Has the project affected organisational strategy?  
Is there clarity over the internal structures of the organisation (to be). What role has the project had in shaping how the YMCA defines their mission, vision and identity?  
To Relate  
Did the project provide an opportunity to establish new partnership with other organisations? Have these relationships been consolidated and added value to the YMCA?  
Have relationships with stakeholders developed as a result of the project? | YMCA Workshop; Interviews with YMCA staff members |
Has the way in which the YMCA relate to and approach the community been adapted?

**To Do**

- Have project management systems changed as a result of the project?
- Has the capacity of the YMCA to deal with the needs of vulnerable young people been strengthened as a result of the project? In what ways?
- What key aspects of the project are still operational e.g. monitoring systems, key programme ideas or toolkits?

### Young people are enjoying safe and sustainable livelihoods

- Reduction in the underemployment/unemployment rate
- Livelihoods choices do not expose young people to health hazards or exploitation
- Youth livelihoods are characterized by income that are above the national poverty line and offer the potential for a stable source of income

*Changes in the skills, confidence and capacities of young people to find a job, start their own enterprise and/or respond to market opportunities*

- Young people have skills that improve their chances of employment and enhance their employability
- Young people have relevant life skills
- Young people have improved wellbeing and self-efficacy

*Changes in the household and social networks so that young people have stronger support mechanisms*

- Young people receive emotional and material supports from their closest family and friends

*Resilience to shocks*

- Young people have improved capacity to adapt their incomes sources
- Young people have better access to micro-savings, insurance schemes and assets.

Young people’s Workshops:
- Stories of change

Questionnaire for Young people.

Focus groups with families.

Interviews with training providers and local leaders.
Stories of Change were captured through three days of workshops with the young people. Fifty-one young people described their lives before, during and after the project and highlighted the biggest change since their involvement.

Questionnaires were given to all young people in the workshops. Ninety-eight per cent completed them. The questionnaire was loosely based upon Y Care International’s own livelihoods monitoring and evaluation tools.

Semi-structured interviews (SSI) were used to gain in-depth knowledge. Y Care International visited 11 families to discuss how young people used the VTC.

Y Care International developed a more structured interview guide to use for other VTCs that were visited throughout the West Bank.

Livelihoods Impact Assessment Questionnaire

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<td>2. Sex: M ☐ ☐</td>
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<td>3. Date of Birth:</td>
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<td>4. Name of village/town: ………………………………… 5. County/Region……………………………</td>
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<th>Training Course Information</th>
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<tbody>
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<td>1. Year of graduation from training:</td>
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<td>2. Training Course:</td>
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<td>3. Did you complete the training?</td>
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<td>Yes ☐ No ☐</td>
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<td>4. If you did not complete the training, what was the reason?</td>
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<tr>
<td>Couldn’t afford associated costs ☐</td>
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<tr>
<td>Civil unrest/conflict ☐</td>
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<tr>
<td>Pregnancy ☐</td>
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<td>Transportation problem ☐</td>
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<tr>
<td>Dissatisfaction with trainer ☐</td>
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<td>Family problems ☐</td>
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<td>Health problem ☐</td>
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<tr>
<td>Lost interest ☐</td>
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<td>Needed to earn a living ☐</td>
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### Overall course evaluation:

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5. **What was your employment status before you started the training course?**

- Apprentice
- Full time employment
- Part time employment
- Carer
- Self Employed
- Unemployed
- Student
- Intern

**Other (please state):**

6. **What was your average monthly income before the start of the training (NIS):**

<table>
<thead>
<tr>
<th>Amount</th>
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<td></td>
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</table>

7. **On average, how much were you able to save before the start of the training (NIS):**

<table>
<thead>
<tr>
<th>Amount</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
**What is your current employment status:**

Since completing training, how many years/months have you been generating income for?

_______ Years ___________ Months

- Apprentice
- Full time employment
- Part time employment
- Carer
- Self Employed
- Unemployed
- Student
- Intern

Other (please state):

For those with some form of employment, what type of trade do you work in/what type of job do you have?

Do you currently employ anyone?

Yes ☐ No ☐

If yes, how many people?

**What is your current average monthly income/savings (in NIS)**

<table>
<thead>
<tr>
<th>Income (NIS):</th>
<th>Savings (NIS):</th>
</tr>
</thead>
</table>

Overall, did the training create any long term change for you in the following areas…

<table>
<thead>
<tr>
<th>The training led to a very negative change…</th>
<th>The training led to a negative change…</th>
<th>The training didn’t create any kind of change…</th>
<th>The training led to a positive change…</th>
<th>The training led to a very positive change…</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Sad Face]</td>
<td>![Sad Face]</td>
<td>![Neutral Face]</td>
<td>![Neutral Face]</td>
<td>![Neutral Face]</td>
</tr>
</tbody>
</table>

- Having a skilled trade
- Having a reliable and good source of income
- Having a job which doesn’t harm me or put me at risk of mental or physical injury
- Being an active member of the community
- Being supported by my family
VOCATIONAL TRAINING FOR YOUNG PEOPLE IN OCCUPIED PALESTINIAN TERRITORY
LEARNING FOR IMPACT

Why is it being carried out?
To understand what has happened to the young people in the past two years:
 What has changed in their lives?
 What hasn’t changed?
 Has this been a positive or negative change?
 What has created this change?

Measures to ensure safety and confidentiality within the workshop:
 Need to explain how the information from the workshop will be used.
 Ensure consent from the young people (will have to have further consent from parents/guardians for those under 18).
 Describe how the information will be recorded e.g. photos, flipchart paper etc. and how we will use this.

Young People Workshops

Overall, what kind of effect has the project had on your life in the long term?

<table>
<thead>
<tr>
<th>Had a very positive effect…</th>
<th>Had a positive effect…</th>
<th>Didn’t have an effect…</th>
<th>Had a negative effect…</th>
<th>Had a very negative effect…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

(Please tick)

Being happy and confident

<table>
<thead>
<tr>
<th>Being happy and confident</th>
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</tbody>
</table>
Confidentiality within the group: emphasis on safe space: what is being said within the workshop will be kept within the workshop by the young people and not shared outside.

**Activity 1: Setting of quality of life indicators**

**20mins**

- Need to ascertain from the young people indicators from which Y Care International can assess whether the project has had an impact in addressing the dimensions of change
- Should be completed as a full group and led from the front by the facilitator and translator who will write up the indicators on a large piece of paper

**What key factors are necessary for a young person to have a good quality of life within Palestine?**

- What factors and conditions need to be in place for young people to have a good quality and standard of living?
- Whilst the young people should identify what is most important to them, the facilitator should suggest they explore about factors that are:
  - External to them e.g. context,
  - Relationships e.g. family, community,
  - What individual young people need e.g. skills
  - What they require from their family, community, society

Ask each person to turn and talk to the person next to them for a couple of minutes to discuss what the key factors are for them. Bring the group back into a plenary to discuss.

**Feedback**

- Ask for some suggestion about what the young people consider to be important.
- Where indicators are not clear e.g. single words, such as money, the facilitator must ask the group to clarify what is meant and ensure that the rest of the groups understands the comments
- Get as much participation as possible.
- Where some factors may be missing ask young people if they think it is important but do not force them to include it if not wanted.
- The facilitator should summarize some of the key point raised and ensure the young people agree with the lists.
- Facilitators must ensure that notes from the discussions are adequately recorded.

Once the indicators have been consolidated under top-line headings e.g. health, relationships etc. each heading should be written onto an impact grid or on a section of wall- this must be done twice for both groups. Place the sheets on prominent walls around the room so they remain visible throughout.

**Splitting into Groups**
Ask the men and women to create two groups. Separate the men and women into different areas so they won’t be overheard.

**Activity 2: Stories of Change: Part one**

**35 mins**

**Purpose**

Stories of Change allow for reflection on the project and on the changes in their lives. Will be used to describe past and present situations, and to illustrate the most significant changes in the young people’s lives.

**How To**

This activity should be carried out on an individual basis to begin with and then the whole group is bought back together in part two to share their stories and provide feedback.

The young people should be asked to take a few moments to think about what their lives were like before the start of the project and then write three short bullet points that best describe or summarise their lives before. This should fit on a single post it note.

Once they have had a few moments - maximum five minutes ask the group if anyone would like to feedback and provide some examples. This shouldn’t cover everyone but give an idea of the types of issues.

The young people should then be asked to complete the same activity for their life at the end of their training. Again ask for a couple of points of feedback from the group. Once completed these two activities ask the young people to keep their two post its but write their first name on the back.

Now we will move onto the stories of most significant change for the young people. The young people should be asked to think about their life since the project has ended and think about the changes that have happened that have most affected them. These changes can be both negative and positive but they should be the ones which have had the greatest impact for the young person. The young person doesn’t need to pick the most important only they can discuss up to three changes that have had the greatest impact upon them.

They should be given A5 pieces of paper to write their stories of change on.

Give the young people up to 15mins to create their stories. Facilitators should ensure all participants understand the process and should walk around the room to check that the process is fully understood and ask the young people what changes they are focusing on.

Also remind the beneficiaries that changes do not have to be positive;
this is a chance for them to talk freely about negative changes that have occurred since they finished their training e.g. loss of job

After twenty minutes ask the group to come back together. Ask each participant to present their story and explain the change they have recorded. Give each person three minutes to explain.

The presentations should be taped, or carefully recorded verbatim (and in the first person) by a skilled note-taker – just as for a regular testimonial. Recording the stories that go with each drawing is absolutely critical in being able to exploit the impact drawings as evaluation data.

After the presentation ask the group if they have any comments or questions for the person. Depending on the questions asked, prompt the young person to provide some detail about:
- What were the reasons behind the changes?
- Were the changes negative or positive?
- How significant have the changes been in the young person’s life e.g. completely changed their life or just altered it a little.

**Time**
- Five minutes to explain the method.
- Five minutes for the reflection and writing of 3 bullet points for the life before training exercise.
- Five minutes to feedback from a few of the participants
- Five minutes for the reflection and writing of 3 bullet points for the life at the end of training exercise.
- Five minutes to feedback from a few of the participants for the life at the end of the training
- 10-15 minutes for reflection and writing of the story of the most significant changes experienced since the project has ended.

**Materials**
- A piece of plain paper per person A5 (provide more if necessary).
- Two post it notes per person
- Pens or markers.
- Adhesive tape.
- Means to record stories/testimonies: flip, Dictaphone, full notes taken down in the first person.

**Rationale**
The time for reflection and writing of stories opens people up, with the result that the stories that are shared are far more personal, and are often quite moving.
Activity 3: Presenting stories and ranking
1.5 hours

Purpose
To allow the young people to share their stories of most significant change and then assess the changes for type, quality and which factors had the greatest impact in creating change e.g. project.

How to
Gather the group back together. The young people will still need their stories. This session will present and analyse the stories. It will be best to explain the concept and then present your own personal example of the process to begin with.

The young people will present their story and then will be asked to code their stories against the quality of life indicators already established and decide on the extent to which the most significant changes were positive or negative and to what extent the project contributed towards these changes.

The method:
Firstly, the indicators should now be posted on the wall as impact grids. Revisit these to remind the young people of the different headings they earlier identified.

Each person will be given two minutes to tell their story. They can either read or just tell their story but make sure they don’t run over on time.

Whilst the young person tells their story the rest of the group should be thinking about what types of changes were experienced and how these fitted against our indicators. Once the young person has ended, ask them and the group to identify the key change in the story and think about what indicators they fit with.

Once a basic answer has been given ask for more nuance- how positive was it? Give them the post it note to quantify using a sliding scale. This should be done on the vertical scale.

Now we need to address the contribution of the project to the change. For the key change ask the young person to think about the cause of the change and how much influence their participation in the project had. Use the horizontal scale to measure this. The scale should read no contribution/impact to extremely high contribution/impact from left to right e.g. the further away from the vertical axis the higher the influence of the project on the change.

Work through an example to begin with:

E.g. Since leaving university my life has changed a lot. My family has grown with the births of my two nieces and four of my siblings have
been married.

Now I also have a job at Y Care which has meant that I travel regularly and get to meet interesting people and I get to do the thing I love. Moving to London has also meant that I can live with my friends again and I am closer with my sister as I see her more regularly.

Will need to be aware of timing with the men as they are a larger group and will need to have more precise limitations on time.

At the end of the task review the grids and try to come up with some brief observations.

Semi Structured Interview: Other Non-Governmental Vocational Training Centres

**PERSONAL DETAILS**

1. Name & position:
2. Sex:  M ☐  F ☐  
   4. Contact tel. number:  
5. Name of VTC:  
6. Location:

1. What type of vocational training courses do you provide?
   - Subjects (traditional skills e.g. auto-mechanics, welding; entrepreneurship skills; office-related skills)
   - Duration
   - How are your courses accredited?
   - Fee structure for different courses
   - Delivery methods (in-house, theoretical and practical training)
   - Do you provide any practical support e.g. accommodation, transport, childcare?

2. In addition to technical vocational training, do you provide any other types of training?
   - Life skills
   - Psycho-social counselling
   - Civic education/labour skills
   - Employability skills: CV writing and interview preparation, English language

3. Do you provide any post-training support?
   - On-the-job training?
   - Monitoring and follow-up of students and for what period of time?
   - Employment service/database/job-matching/job or career fairs etc.
4. Do you target particular groups of the population?
   - Disadvantaged
   - Gender
   - Age
   - Disability
   - Geography
   - Do your tuition fees vary according to the type of student?
   - Do you find that some of your students face difficulties in their families?
   - If so, do you do any work specifically with the families of your students?
   - Do you find that young female students face any particular difficulties?

5. How do you ensure that your courses are relevant to the current labour market (market analysis)?
   - How often do you review your curriculum?
   - Do you have any examples of new courses, which have been introduced recently in response to market analysis?

6. Do you engage with any local or national authorities in relation to vocational training and employment?
   - e.g. Ministry of Education and/or Labour, municipal councils etc.
     - Advocacy for increased funding
     - Advocacy to influence national or local policy change?

7. How do you measure the success of your training?
   - What are your indicators of success? (gaining employment, increased income, safe livelihoods etc.)
   - Is any evidence of success/learning used to modify courses on offer etc.

8. We are interested in the ensuring the financial viability of the VTCs we support around the world, so we’re interested to know where your funding comes from?
   - Is it a mix of funding sources
     - INGOs/international donors,
     - government (local or national),
     - Income generating activities e.g. fees, rental of space, sub-contracting of trainers and other skills, selling products?
     - Private sponsorship e.g. banks
     - Do you receive any in-kind donations?

9. How much do you network and build relationships with other institutions?
   - Other VTCs
Industry/private sector

10. What is your long-term vision for your VTC?

Do you have any concerns about the sustainability of the VTC?

11. What would you consider to be the key opportunities and challenges of operating a VTC in the West Bank today?

Materials to take away:

- Presentation/brochure on VTC
- Organogram
- Any examples of curricula
- Take photos of infrastructure

Annex 3: Terms of Reference

Terms of Reference for East Jerusalem YMCA - Jericho Vocational Training Centre (VTC)

Impact Assessment

June 2013

Y Care International is the international relief and development agency of the YMCA movement in the UK and Ireland. We work in partnership with YMCAs across the developing world to respond to the needs of the most disadvantaged young people and to help build a more just world, free from poverty.

Programme Background

Between 2006 and 2010, Y Care International supported the East Jerusalem YMCA (EJYMCA) to provide vocational and life skills training for marginalised young people living across the Occupied Palestinian Territory (OPT) through the YMCA’s vocational training centre in Jericho. This work was funded by the European Commission, Y Care International and YWCA-YMCA Sweden.

The aim of the project was to socially, economically and politically empower 600 disadvantaged young people living in the West Bank. This was achieved through the provision of vocational training and key life skills to help improve young people’s capacity to find employment and participate in local and national decision making.

Purpose and Objectives

An Impact Assessment (IA) is the systematic analysis of lasting or significant change - positive or negative, intended or not - in people’s lives as a consequence of an action or series of action. Y Care International, in collaboration with the East Jerusalem YMCA (EJYMCA), will be carrying out an Impact Assessment (IA) for the 2006-2010
programme in order to discover the programme’s long term impact on beneficiaries’ lives.

This will vary from the 2010 Final Evaluation in that it will provide a long term view of impact and will bring forth information about how the quality of life has changed for beneficiaries and furthermore, it will assess Y Care International’s contribution to strengthening Jericho VTC’s capacity to deliver an effective programme. The IA results will be used as part of internal organisational learning thus making our responses to young people’s needs more effective. This IA will not determine future partnerships or funding opportunities, however, once the process is complete Y Care International and the EJYMCA, in agreement, may disseminate this material as they see appropriate. Furthermore, this IA will be used to inform future IAs in other regions.

The learning objectives can be summarised as:

 Did we make a difference to the young people’s well-being and Jericho VTC’s institutional capacity?
 Were these the right things do both for the young beneficiaries and strategically for Y Care International and the Jericho VTC?

Scope

Whilst the VTC project had no explicit Theory of Change (ToC), Y Care International has recently developed an organisational Theory of Change and also a Livelihoods Theory of Change which will be used to structure the IA.

The core purpose of the IA will be to explore how the project has contributed to:

 Changes in the quality of life of young people (central domain)

To do this the IA will examine two key domains of change. The first, organisational development comes from the organisational ToC and the second, improvements in young people’s livelihoods, comes from Y Care International’s thematic Livelihoods Theory of Change.

 Changes in partner organisation so that are clear about their mission, are institutionally viable, and have socially relevant programmes for marginalized young people
 All young people enjoy safe and sustainable livelihoods (central domain)

Within the second domain of change, the IA will assess sub domains of change that all contribute to the overall central domain. These are:

 Changes in policy and practice that provide an enabling environment for the growth of youth enterprises and employment creation

10 A theory of Change refers to the pathway of change for a programme or organisation; it will include: the problems and underlying causes; vision; principles of engagement; who we work with and how and the overall goal of the intervention.
11 See annex 1 and 2 for the organisational theory of change and the livelihoods theory of change.
Changes in household and social networks so that young people have stronger support mechanisms
Changes in the skills, confidence and capacities of young people to find a job, start their own enterprise or respond effectively to market opportunities
Markets are more accessible for young people
Resilience to shocks

Indicators

The indicators, which will determine the areas of enquiry, have been developed in relation to the above dimensions of change. The indicators are purposefully open-ended and flexible to allow for further input from the stakeholders.

Expected Outcomes and Limitations of the IA

It is expected that this IA will provide an invaluable learning curve and will bring forth a good picture of how the programme has impacted, positively and negatively, upon the lives of beneficiaries and Jericho VTC, however, there will be factors that limit the effectiveness and validity of the IA:

- There are finite resources being given to the IA therefore, the capacity and thoroughness of the assessment will be somewhat curtailed from the planning stages.
- Informants of the process, the beneficiaries, EJYMCA and Y Care International staff, may be hesitant in criticising the programme and may be prone to putting a positive spin on the intervention.
- Access to key informants may be challenging due to the length of the time that has elapsed between project implementation and the IA.

Methodology

Participatory Rapid Appraisal (PRA)

To reflect Y Care International and Jericho VTC’s shared common principles of youth participation the Participatory Rapid Appraisal (PRA) has been chosen as the method to assess impact. The PRA prioritises the invaluable opinion and input from those who have been in direct contact with the programme, namely the beneficiaries and the Jericho VTC staff. This method is further preferred because of its inherent flexibility, low cost, speed and its accessibility for Y Care International to develop an IA framework from.

Tools:

The Tools will be developed by Y Care International staff and English versions will be available for review and translation support for the Jericho VTC. Jericho VTC will be responsible for piloting and testing the tools prior to the impact assessment being carried out in June.

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12 Please find IA Framework attaches as Annex 1 to this document
Suggested tools include questionnaires, focus groups, visual mapping, in-depth interviews and case studies.

**Sample Size**

The sample size will be divided between participants in focus groups, in-depth interviews and questionnaire respondents and representing the following groups: young beneficiaries, EJYMCA staff, VTC staff, families of young beneficiaries, local leaders/government representatives.

The sample size has been limited by time and budgetary limitations within country. The sample population will be drawn from the beneficiary lists provided by Jericho VTC.

<table>
<thead>
<tr>
<th>Type of person</th>
<th>Number in IA sample</th>
<th>IA tools to be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td>77 young people (15% of beneficiaries, 7% confidence interval)</td>
<td>Questionnaire; Focus groups</td>
</tr>
<tr>
<td>Families</td>
<td></td>
<td>Focus Groups</td>
</tr>
<tr>
<td>Training centre staff</td>
<td>At least 3 people</td>
<td>Interviews</td>
</tr>
<tr>
<td>Local leaders/service providers</td>
<td>At least 3 people</td>
<td>Interviews</td>
</tr>
<tr>
<td>EJYMCA Staff</td>
<td>3 members of staff</td>
<td>Capacity Assessment Workshop; Interviews</td>
</tr>
</tbody>
</table>

**Triangulation**

In order to ensure the assessment’s results are valid and reliable, the IA team will triangulate the data received from all of the participatory forms of data collection.

**Stakeholders**

The main stakeholders who will inform the impact assessment are:

- Young Beneficiaries
- Beneficiary families
- Representatives of government and non-government institutions
- Vocational Training Centre Staff
- Jericho VTC Team

**Evaluation team: area of expertise**

The assessment team will be headed by four members of Y Care International's International Programmes Department and will work in partnership with Jericho VTC to undertake the IA. The team will be involved in the design and the undertaking of the details of the programme and will have further knowledge of the relevant impact assessment tools and methodologies. They will be further aided by Jericho VTC staff.
and volunteers, who will support facilitation of workshops and questionnaires and provide administrative and logistical help.

*The Y Care International team includes:*

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Susannah Taylor</td>
<td>Asia, Middle East and Latin America Programme Manager</td>
</tr>
<tr>
<td>Harriet Knox</td>
<td>Africa and Caribbean Programme Manager</td>
</tr>
<tr>
<td>Lizz Harrison</td>
<td>Disaster Risk Reduction and Emergencies Advisor</td>
</tr>
<tr>
<td>Helen Frost</td>
<td>Monitoring, Evaluation and Learning Advisor</td>
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**Impact Assessment Report**

The Final Report will include the following information:

- Background of context and project
- Impact Assessment Framework
- Methodology
- Challenges faced during the IA process
- Findings
- IA Learning
- Conclusions: Including Analysis
- Recommendations: Potential actions by organisations and timeframes.

Whilst the primary purpose of the IA is for Y Care International and EJYMCA learning, the final report will be shared with Jericho VTC and the wider EJYMCA and will be accessible other Y Care International partners within the YMCA movement. Dissemination outside of the YMCA movement may be agreed by Y Care International and EJYMCA once the IA is complete. Once the report has been finalised it would be extremely useful for Jericho VTC to hold debriefing sessions for the beneficiaries interviewed to share the lessons that have been learnt.