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Final Evaluation Report

ART Programme

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Acknowledgements

This evaluation report document is a collaborative effort of many individuals including:

1. WV Youth Empowerment Manager– Nana Berdzenishvili, WV Youth Empowerment Learning Hub Lead Sophia Petriashvili

2. WV Ministry Quality Manager – Jasenko Eminovic, and Evidence Building Manager Giorgos F. Fillipou.

3. WV National Office staff members and ART project stakeholders in seven countries.

These parties contributed to the elaboration and finalization of evaluation design, gave their views and insights on different aspects of ART program's implementation, and provided feedback on the draft evaluation report.

Affirmation

The final evaluation of ART project responds to the donor requirement to report on the results of the project by the project end. In addition to accountability to the donor, the results of the evaluation are intended to be used by various WV Offices and development agencies for improving youth programming initiatives.

Except as acknowledged by the references in this paper to other authors and publications, the evaluation described herein consists of our own work, undertaken to assess the results of ART program.

Primary quantitative and qualitative data collected throughout the evaluation process remain the property of the communities and families described in this document. Information and data must be used only with their consent.

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30 June, 2015

Introduction

The present evaluation report is developed based on the review of literature and secondary information sources, and primarily based on the interviews of the project's beneficiaries, partners and other stakeholders.

The report is to be shared with the donor, implementing and partner agencies, as well as to all those stakeholders who expressed their interest in the results of evaluation at the evaluation planning workshops.

Glossary/Acronyms and Abbreviations

ADP	Area Development Programme
ART programme	Be Aware, Raise Your Voice and Take Actions Programme
BiH	Bosnia and Herzegovina
CBCP	Community Based Child Protection
CBO	Community Based Organization
CP	Child Protection
CR	Child Rights
CVA	Citizen Voice and Action
CDI	Community Driven Initiative
CPA	Child Protection Advocacy
CPU	Child Protection Unit
DME	Design, Monitoring and Evaluation
EE	External Evaluator
FGD	Focus Group Discussion
GNI	Gross National Income
ICT	Information Communication Technology
KIIs	Key Informant Interviews
LG	Local Government
LLA	Local level Advocacy
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MVC	Most Vulnerable Child
NGO	Non-Governmental Organization
NO	National Office
SMART	Sensitive, Measurable, Achievable, Relevant and Time-bound
TOR	Terms of Reference
WV	World Vision

1. Executive Summary

The program evaluated was a regional pilot program with a total financing of 1.3 mln. USD and duration of four years. It consisted of seven country-level projects implemented in Albania, Armenia, BiH, Georgia, Lebanon, Pakistan and Romania. The aim of the program was to address child protection issues through youth empowerment and through the establishment of community based child protection networks.

The final evaluation of ART program was undertaken for accountability and learning purposes. It used both qualitative and quantitative methods of data collection which included literature and records review, and structured and semi-structured interviews with the program's direct and indirect beneficiaries.

The findings of evaluation showed that ART program with its' new approaches was relevant to the local needs, country and World Vision priorities. It correctly defined the pathways and steps necessary for bringing the desired outcomes and for contributing to a broad goal, however, M&E framework was inadequate for measuring progress on important outcome level indicators.

Evaluation findings also indicate that ART program provided equal opportunities and benefits to both boys and girls as it is evident from almost even numbers of boy and girl program direct and indirect beneficiaries. The program improved protection mechanisms for vulnerable children and MVCs through the establishment and/or strengthening of CBCP units, youth engagement in CP advocacy, and implementation of community-led and youth-led initiatives.

ART program contributed greatly to active and meaningful engagement of core youth group members in addressing child protection and youth issues in their communities. This was achieved through youth empowerment and the creation of supportive environment for young people's engagement in the community life.

Sustainability of ART program looks promising as it achieved good ownership of results that contributes to future utilization of the suggested models, tools and approaches by community members. The program also built capacities of different stakeholders and built partnerships among them which is likely to continue after the program end. Moreover, considering the interest from the side of non-participating ADPs and experience sharing, there are good prospects for replication of ART project models and approaches in other World Vision projects both in ART and non-ART ADPs.

While ART program demonstrated the viability of the suggested approaches for addressing child protection issues in ART communities, it also accumulated some lessons learnt which point to the need to for paying more attention to some issues when implementing similar activities in the future. These issues relate to deciding on the type and numbers of core youth group members, choosing proper indicators for monitoring and evaluation, allocating proper resources for monitoring and evaluation activities, developing public relations strategies, and ensuring confidentiality of MVC cases.

2. Evaluation Background

The program evaluated, with financing of 1.3mln. USD, is a regional program that was implemented during April'12-June'15 in seven countries - Albania, Armenia, Bosnia-Herzegovina, Georgia, Lebanon, Pakistan and Romania. The aim of the program was to address child protection issues through youth empowerment. The program envisioned the creation of avenues for youth participation for the advancement of their own protection systems. It also envisioned building capacity of a community youth, especially of a core youth group (later referred to as "ART youth") members so that they would advocate for common issues important to their and their peers' protection and well-being. One more area of the program's intervention was to improve access to child protection systems through strengthening and providing support to formal and informal child protection structures.

The expected outcomes of the program were:

Outcome 1: Formal and informal protection and participation structures in ADP areas design and implement initiatives to protect children from trafficking and exploitation.

Outcome 2: Girls and boys in ADPs participate in the advancement of their own protection systems.

Outcome 3: Girls and boys from AER ADP advocate for common issues important to their protection and well-being

Outcome 4: Capacity on WV NOs in place to allow for sustainability, replication and expansion of the protection and participation measures

Figure 1. Map of countries where ART program was implemented

Table 1. Selected country background indicators

Countries	WV since	GNI per capita	Population living under poverty line	Literacy rate	School enrolment
Albania	1999	4090	N/A	93%	80
Armenia	1988	3720	36%	100%	93%
BiH	1994	4650	44%	98%	90%
Georgia	1994	3560[1]	N/A	100%	86%[2]
Lebanon	1975	9190	30%	90%	97%
Pakistan	1992	1260	22%	55%	72%
Romania	1990	8420	N/A	98%	88%

Source: http://www.worldvision.org/our-impact/country-profiles unless indicated otherwise

ART program was funded by the government of Australia, and it was designed based on the World Vision's prior three years' experience in the region in anti-trafficking area. Until February 2014 the main focus of the program was on anti-trafficking, which was changed to Child Protection through Youth Empowerment after the consultations with seven National Offices (NOs) and the donor. This was due to the fact that in most ART communities the issue of anti-trafficking appeared to be less pronounced as opposed to many other issues in child protection area.

The present final evaluation of ART Program was undertaken for accountability and learning purposes. The former purpose covered the accountability both to the donor and to the people living in the areas served by ART Program. The second purpose was to better understand the processes that brought certain results, and to understand challenges and barriers that were on the way of achieving better results or achieving the sustainability of program operations.

For the accountability purposes the evaluation assessed the

1.   *Relevance* of program interventions against the needs of target beneficiaries.

2.   *Effectiveness* of program operations in terms of the extent of achieving the project goals and objectives, and

3.   *Sustainability* of project in terms of the extent of continuation of project's benefits after the project end.

For the *learning* purposes the evaluation:

4.   Identified *best practices and models* for informing future child protection initiatives.

5.   Identified the *challenges* incurred during the implementation of the project and the ways they were overcome.

6.   Identified the *factors* facilitating and/or hindering the achievement of project results.

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1   Source: http://data.worldbank.org/country/georgia#cp_wdi

2   Net enrolment in secondary education. Source: UNICEF

The evaluation used participatory approach in its implementation. At the start of the evaluation the seven national offices with the participation of ART youth mapped all possible types of stakeholders who might have had any interest in either participating in the evaluation or in hearing its' results. After the external evaluator produced the initial evaluation design with broad evaluation objectives and strategies, these stakeholders were invited to the planning workshops in all seven countries[3] for discussing evaluation objectives and information needs. 129 participants attended these workshops, 70% of which was youth (see Appendix 6.2 for the information about the planning workshop participants). They agreed on evaluation objectives and information needs, and contributed to conceptualizing some complex measures (e.g. civic engagement, empowerment), and developing questions for MVCs identification through questionnaires.

Depending on the location, the data collection was done by WV DME unit staff members or by contracted personnel. They conducted interviews with ART youth using structured questionnaire, focus group discussions (FGDs) and key informant interviews (KIIs). The census data was entered into the Access database by the WV staff members and the FGD and KIIs reports were produced according to the provided templates. The gathered data was analysed by the external evaluator who shared the preliminary findings with the NOs. The feedback received from WV offices on the draft evaluation report was incorporated into the present evaluation report. Some follow-up measures are planned in the participating countries for discussing the results and planning follow-up activities with the purpose of improving future youth programming initiatives.

The subsequent sections of this report give overview of evaluation methods used, give findings of the study and provide conclusions and recommendations.

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3   In Bosnia and Herzegovina two planning workshops were held in two remote communities in order to ensure the participation of all relevant stakeholders.

3. Methodology and Limitations

The present evaluation utilized mixed methods approach for collecting data. **Qualitative**, in-depth information was captured through conducting focus group discussions and key informant interviews with the main stakeholders of ART program. In total 40 FGDs and 42 KIIs were conducted in all project locations during two weeks' period of 4-18 June, 2015 (see Appendix 6.3. for the list of persons interviewed and Appendix 6.4. for the list of FGDs conducted by country). The purpose of conducting these discussions and interviews was to obtain evidence for the outcome level changes in the stakeholders' views, perceptions, practices and behavior. To the extent possible, the situation after the end of ART program was compared to the baseline situation for the year 2012[4].

Focus group discussions were conducted with four types of beneficiaries – ART youth, parents and teachers of ART youth, and community youth. One of the main purposes for conducting FGDs with ART youth was to obtain information about ART youth's experiences with the program and their views on the supporting and impeding factors to youth engagement in the community life. FGDs conducted among adult partners of ART project – parents and teachers, were conducted with the purpose of obtaining information about these groups' understanding of youth civic engagement, and the support available to youth from their side. And lastly, FGDs conducted among community youth tried to elicit information about the support required for engaging youth in the community life and about the role of youth in addressing CP issues.

Semi-structured interviews with key informants were conducted with the main stakeholders of the project - government, community and NGO representatives, and among the leaders of youth groups. The latter respondents were asked to provide evidence of any community-level-changes that were brought by young people and by their cooperation with the project. Adult respondents of KIIs provided their views towards young people's engagement in the community life, support systems and practices used in ART communities and their views on using these practices in the future. They also provided useful insights into the contribution of ART program in improving the child protection system and tools in the communities.

The **quantitative** information about the program was collected through conducting ART youth census and through the compilation of secondary data on relevant program indicators. The purpose of interviewing *all* ART core youth members with structured questions was to obtain the information on the extent of their participation in ART program's activities and in the community life - especially with regards to the child protection issues which was the final goal of the program. The ART youth questionnaire also elicited information about young people's views and beliefs on issues relevant to child protection and youth empowerment, their satisfaction with the capacity building support and with the participation in the program in general.

Finally, the external evaluator reviewed the literature[5] and project records to provide answers to some of the evaluation questions that are presented in Appendix 6.1 of this report. Furthermore, the EE was present at ART Youth International Forum, conducted in May 2015, where she made observations of the young people's capacities and level of enthusiasm with the project. Data collection instruments allowed for data triangulation as the information was collected from various sources using different data collection methods.

The main limitations concern the limited availability of human, financial and time resources for this evaluation (see comments under Chapter 6). It restricted the implementation of household-based surveys for getting quantitative data about the community youth and community level changes. Nonetheless, it was possible to obtain qualitative evidence of the changes that have had taken place in the communities and to obtain representative data of ART youth towards which the bulk of the program's activities were directed.

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4   While the reporting on quantitative data has some flaws, certain qualitative data can still be used from the baseline study report.
5   See Appendix 6.5. for the list of reviewed literature.

4. Findings

Findings of this evaluation will be presented separately for each of the three evaluation criteria required for this study – relevance, effectiveness and sustainability. Within each of those criteria, the findings are numbered and they follow the key evaluation questions that are presented in Appendix 6.1. The discussion of the challenges and factors facilitating or hindering the implementation of the project and obtaining certain results will be given together with presenting the key evaluation findings.

4.1. Relevance

As ART program introduced an innovative approach in ART program's ADP communities of involving youth in addressing child protection issues, the relevance criteria of evaluation will review the relevance of this approach to the policy contexts of the respective countries, consistency of this approach with World Vison's and ADP operations, and the relevance of project activities to the needs of youth and communities. The evaluation will also review the adequacy of the project design considerations for achieving program goal and objectives.

1. The review of literature and analysis of evaluation findings confirmed that the **engagement of youth in addressing child protection issues was relevant to youth-related policies and strategies of host countries, interests and needs of youth in ART communities, WV's operations in the respective ADP areas, and to WV's policies.**

Relevance to youth-related policies of host countries

To start with, the rights of the child to speak up and influence the decisions that affect them, to join and associate with organizations and groups, are the rights specified by the Convention of the Rights of the Child which is signed and ratified by the governments of all seven countries where the ART program was implemented. This means that the States accept an obligation to respect, protect, promote and fulfil the rights including adopting or changing laws and policies that are needed for the implementation of the provisions of the agreement.

ART program was in line with host country priorities. All ART program countries with the exception of Pakistan have national policies and strategies in place related to youth and their participation in the decision making.

- National Youth Strategy 2007-2013, Albania (successor strategy is not developed yet).
- Youth Policy Strategy 2013-2017, Youth Policy Strategy 2008-2012, Armenia
- Youth Law, 2010 and a national youth policy is under development in BiH
- National Youth Policy, 2014, Georgia
- National Youth Policy, 2012, Lebanon
- Pakistan does not have a national youth policy - the responsibility is shifted to the regions. In June 2012, Punjab province's the very first youth policy was approved.
- Youth Law, 2006 and draft 2014-2020 Youth Strategy, Romania

However, despite the developed policies, strategies and plans, the allocation of resources for their implementation is low in most ART program countries of MEERO region[6] pointing to the need of external assistance.

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6   This finding is based on the review of factsheets available on http://www.youthpolicy.org/nationalyouthpolicies/
    website for the respective countries. Per capita spending on youth related issues is relatively high in Armenia.

Relevance to youth needs

The baseline study identified that young people in ART communities did not have opportunities and avenues for their meaningful involvement in the community life while the interest and willingness in influencing the decision making processes regarding child protection issues was high among boys and girls who participated in FGD sessions. Hence, the study identified the need of strengthening the capabilities of young people for their meaningful engagement and strengthening existing youth structures or creating new ones (dependent on youths' interests) for facilitating this engagement.

Relevance to ADP programming

As the interviews with ADP staff members suggest, ART program complemented and enriched the operations of the respective ADPs of World Vision in the fields of child protection and education which are common areas of work in those ADPs. In turn, ART program built upon the work of World Vision in the respective ADPs and utilized the established partnerships at a community and/or higher levels, in addition to building new ones.

One of the strongest integration of ART project in ADP programming was detected in Pakistan. Here ART project in Rawalpindi area was implemented jointly with another advocacy project named "Communities for Improved Child Well-Being" (this four-year-long project is in its' last year of implementation). These two projects and one more project in non-formal education shared the resources (e.g. community mobilizers) and did integrated planning for their key activities such as conducting joint trainings for the mutual stakeholders – members of CBCP units and youth.

In Lebanon as well ART program was integrated well into the Beirut area programming, however here ART project was not conceived[7] as a separate project, but rather it became part of a bigger project "Strengthening Child Protection System approach in Lebanon" that had similar objectives[8].

With the exception of Lebanon and Pakistan NOs, where ART ADPs had other advocacy projects, ART program had a *unique role* in a way that it targeted youth for making them capable of advocating and influencing decisions at a community level and making child protection system serve better the interests and needs of vulnerable children. An *added advantage* of ART program was the provision of opportunities to youth to voice collective child protection advocacy message at an international arena[9] such as the meetings of the United Nations bodies, and European Commission.

Relevance to WV policies

ART program is consistent with World Vision's global and regional policies that consider child and youth's participation a key strategic priority for ensuring sustained child well-being. World Vision's Child and Youth Participation Strategic Direction Document prioritizes building capacities and increasing and strengthening child and youth structures as two of the five[10] priority directions. ART project is in line with these WV policies where the youth participation is considered both as the means and goals of protection.

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7   According to interviews with staff members involved in the implementation of ART project.
8   Here, ART project funds were used for financing awareness raising activities and for one youth-initiated project on road rehabilitation.
9   This in turn provided youth participants a forum for sharing with one another, validating concerns and identifying key priorities across the region.
10 Five priority directions of the strategic document are: 1. Integrate and mainstream child and youth participation; 2. Increase and strengthen child and youth structures; 3. Promote accountability to children and youth; 4. Build capacities and improve resources; 5. Improve knowledge management.
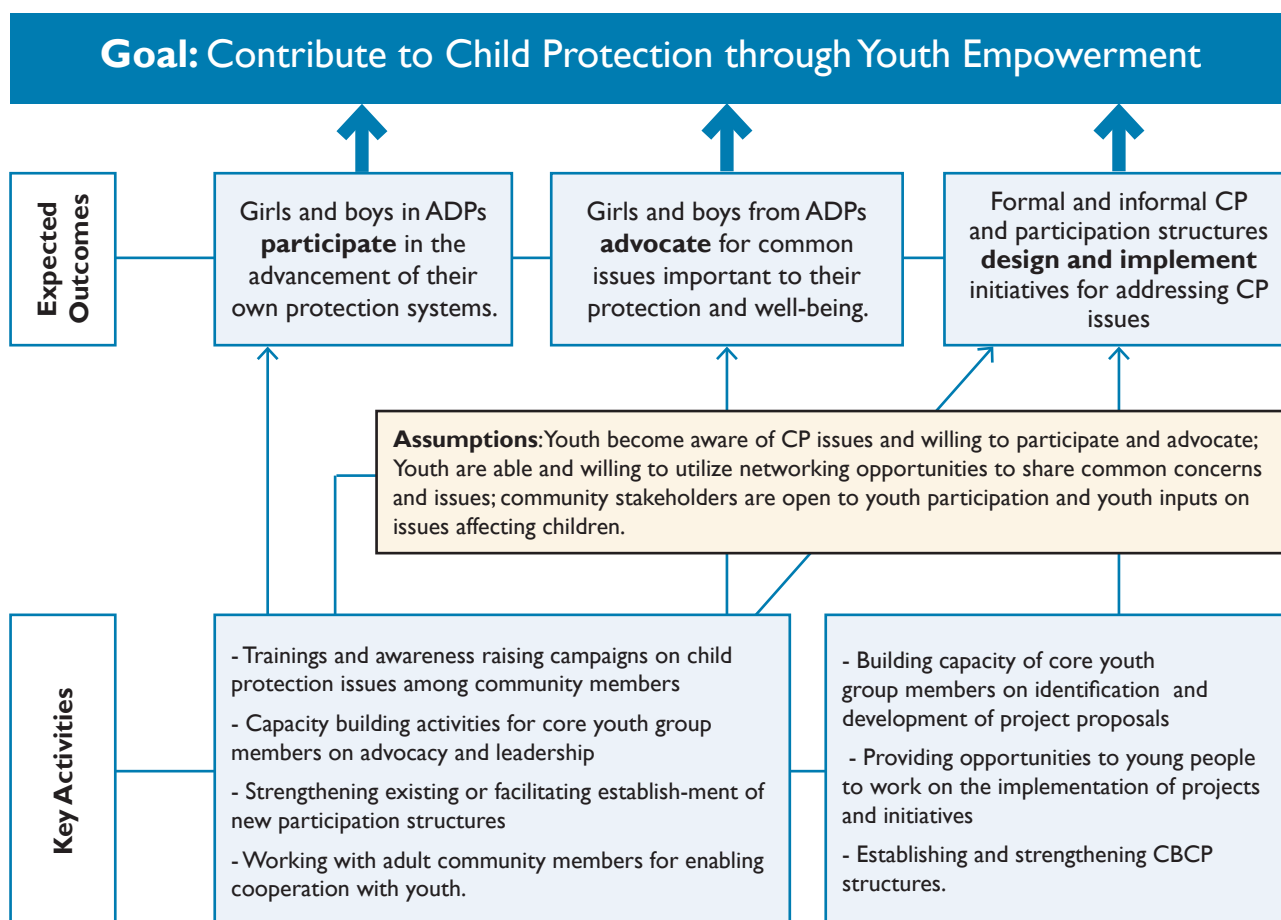
2.   The program correctly defined the pathways and steps necessary for bringing the desired outcomes and for contributing to a broad goal.

The theory of change presented below demonstrates the pathways to achieving the program goal. The ART program model for empowering youth with the aim of influencing community level decisions regarding the CP issues consists of three domains: first, raising youths' awareness around CP issues in order for them to participate meaningfully in the discussions and in the decision making processes; second, enabling youth to speak up, raise their voice, by building their capacities in advocacy and leadership areas, and by strengthening the existing or establishing new youth participation structures; and third, by giving opportunities to youth to take action by themselves or in cooperation with adults. The third domain involved giving youth opportunities to work on the identification, development and implementation of projects addressing the needs of vulnerable children and youth.

The baseline study conducted for ART program in May 2012 identified the lack of child protection mechanisms as one of the barriers for better protection of children's rights (In Lebanon and partly in Armenia CBCP models existed before the start of ART program). Therefore, the study confirmed the need to establish new community based child protection structures. The establishment of these structures was in line with legislative provisions of all seven countries which requires child protection systems to have coordination and referral mechanisms at community or district levels.

The findings of evaluation presented under Chapter 4.2 show the validity of assumptions and achievement of the expected outcomes that the concerned stakeholders attribute to ART program's activities.

Figure 2. Theory of Change for ART Program

Goal: Contribute to Child Protection through Youth Empowerment

| Expected Outcomes | Girls and boys in ADPs **participate** in the advancement of their own protection systems. | Girls and boys from ADPs **advocate** for common issues important to their protection and well-being. | Formal and informal CP and participation structures **design and implement** initiatives for addressing CP issues |

Assumptions: Youth become aware of CP issues and willing to participate and advocate; Youth are able and willing to utilize networking opportunities to share common concerns and issues; community stakeholders are open to youth participation and youth inputs on issues affecting children.

Key Activities

- Trainings and awareness raising campaigns on child protection issues among community members
- Capacity building activities for core youth group members on advocacy and leadership
- Strengthening existing or facilitating establish-ment of new participation structures
- Working with adult community members for enabling cooperation with youth.

- Building capacity of core youth group members on identification and development of project proposals
- Providing opportunities to young people to work on the implementation of projects and initiatives
- Establishing and strengthening CBCP structures.

3. While output level indicators were well defined, the ART program's monitoring and evaluation framework was inadequate for measuring progress on important outcome level indicators.

First of all, the targets to be achieved by the end of the project were not set for outcome-level indicators from the very beginning or after the revision of program goal, only annual benchmarks were established for output level indicators.

Furthermore, M&E plan lacked indicator definitions. The revised program goal indicator "% of target communities seeing youth empowerment as an efficient approach for strengthening the CP systems" is not a useful measure if the program worked only with one community in a given country; besides, the indicator is vague and it is unclear from whom the information needs to be collected - is it the CBO's, relevant government and decision-makers' opinion that matters, or the information needed to be collected from the community adults in general. The same is true regarding another program goal indicator "proportion of youth able to express themselves with confidence and participate actively in CP discussion". Here it is unclear what the "proportion of youth" refers to – proportion of community youth in general or to the proportion of ART core youth group members. Given the scope of ART capacity building activities, especially with regards to advocacy and leadership capacity building, it is expected for this indicator to measure changes at ART youth level. Alternatively, if the indicators had benchmarks it would have helped in knowing which youth the indicator refers to.

Again, because of the lack of indicator definitions, the national offices did not have unified understanding of some outcome level indicators. For example, for the indicator "# of CBCP initiatives *developed and functional* per project per country" it is easy to identify the number of developed initiatives, but the assessment of "functionality" is another issue. Because four[11] out of seven countries used to report on this indicator to the donor semi-annually or annually, perhaps the indicator should have included the term "implementation" instead of "functionality": "# of CBCP initiatives *developed and implemented*" or it would have been even better to separate the identification/development and implementation stages of initiatives.

One more outcome-level indicator "% of children participating in children's clubs or groups" does not specify the types of clubs or groups. For example the participation in dance clubs give spaces to youth for interaction, but it is not relevant to the objective of ART program. It would have been appropriate to indicate the purpose for participation – e.g. % of youth participating in youth advocacy groups.

Some indicators that are reported as outcome level indicators, actually are output level indicators – e.g. "# of children and adults receiving child protection training" or "# of children and adults participating in preventive and awareness raising activities related to CP". The corresponding outcome-level indicator could have been "% of children and adults with *increased understanding/awareness of CP issues*."

Finally, but not the least, some indicators were not relevant to the revised objectives of the program and they were not changed after the revision of program goal. For example, the indicator "# of children assisted to attend and complete life skills, literacy, *technical/vocational/job skills* training or leadership programs" is not relevant to the objectives of the program. The program should have identified what core skills were required for youth engagement in advocacy and required the indicator to measure the awareness of those areas among target populations.

With regards to reporting on a few indicators there were some errors detected in the reported numbers of beneficiaries. When the beneficiaries are the same individuals from year to year, the practice of summing up annual numbers results in double or triple counting of beneficiaries. For instance for Armenia the number of WV staff members who are able to replicate the project methodology is reported to be 17, whereas the actual number is 7.

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11 Armenia, BiH, Georgian and Romania used to report on this indicator, while Albania, Lebanon and Pakistan left measurement of this indicator to evaluation.

4. **ART program's M&E plan did not specify the resource requirements (both human and financial) for M&E activities and the robustness of the monitoring system for ART program varied greatly among the countries**.

In a few countries like Armenia, Romania and BoH the monitoring system was robust in terms of DME officers undertaking regular and frequent monitoring trips to project sites[12], checking records, documentation and interviewing project's beneficiaries. In other counties (e.g. Lebanon and Pakistan) the monitoring activities were not as rigorous, in the first year of ART project's implementation at least, as the monitoring system failed to identify the problems in a timely manner. Furthermore, formal monitoring visits were not foreseen by the program from the side of the regional program manager. While the latter person would meet program partners and beneficiaries during her visits to countries, these visits did not have the monitoring purpose per se.

5. **The relevance of ART program's activities in terms of incorporating and addressing disability issues was adequate considering the scope and focus of the program**.

The program in all ART communities conducted awareness raising sessions and/or campaigns around child rights and child protection issues, which included the protection of rights of children with disabilities. In BiH for example, the training sessions for CBCP forum members covered the special needs of children with disabilities and the directions of addressing them. In Armenia, Albania and Lebanon, youth group voiced up child protection issues, including the rights of children with disabilities, through marathon, theatrical forum and talent show performances.

Many initiatives and mini-projects identified and implemented by ART youth were directed at addressing the needs of children with disabilities. In Georgia, for example, children advocated for setting up the resource rooms at schools which provided space for children with special needs to receive after school assistance from teachers and be integrated with their peers after school hours. In Armenia ART youth identified the need for purchasing developmental games for children with special needs. Some more advocacy projects, equally benefited this and other categories of most vulnerable children. These activities related to the appointment of health care personnel in BiH or appointment of government child protection representative in Albania.

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12 In addition, ADP program level staff members were also involved in ART project monitoring.

4.2. Effectiveness[13]

1. The program provided equal opportunities and equal benefits to both boys and girls.

As reported in 2015 semi-annual report, among the ART program's 2,835 direct children beneficiaries 54% were girls, while among 9,120 indirect children beneficiaries girls constituted 47%. This makes boys and girls proportion almost even when both direct and indirect beneficiaries are considered. This result is consistent with the type of initiatives undertaken by the project. For example, the appointment of healthcare professional, an appointment of community level child protection representative, cleaning the environment and many other initiatives, equally benefit both girls and boys.

However, it should be noted that when identifying the interventions no deliberate attention was given to gender considerations - more specifically, consideration about how differently the proposed activities would have benefitted boys and girls[14]. Nonetheless, awareness raising sessions of various stakeholders on gender equality[15] (which was part of child rights trainings), equal participation of both sexes in the identification of issues to be addressed and in the decisions on what initiatives to implement, ensured the delivery of equal benefits to both boys and girls.

In Pakistan where cultural context limits girls' and women's participation in the decision-making, girls and women were encouraged to take part in the discussions and in the decisions of working groups. While in most rural settings of Pakistan CBO meetings are conducted separately among men and women, in the urban area where the ART project was implemented, CBCP meetings were conducted with the participation of both men and women. Moreover, there was a case when CBCP unit meeting had a woman presenter. Another uncommon practice within the cultural context of Pakistan was sending a girl to attend ART Youth International Forum in Dubai. Upon the girl's return to school, the school principal asked her to share her experiences with the peers and to give awareness raising sessions about child protection issues.

> *"As females we stepped out first from our homes after becoming part of youth group"; " Now we know our importance and move out for working"; "Our voice is heard!" (Female ART youth FGD participants)*

The rate of involvement of boys and girls among the core ART youth group members is almost the same at a regional level. Yet, the youth participants' enrolment rate by gender varies greatly among ART countries. As can be seen from Figure 3 the lowest proportion of female youth group members is observed in Lebanon, while Armenia had the highest proportion of girls. This is linked to the youth recruitment strategies that was used in ART countries. In Romania, Georgia and BiH for example, the core youth group members were recruited from schools and their distribution by gender reflects either the proportion of male/female students in secondary and high schools, or stronger initial interest in the project from girls' side in the case of Romania and Georgia, and stronger initial interest from boys' side in the case of BiH. In Armenia, the project started work with initial group consisting of mainly girls who in turn brought to the project more of their female friends, although, it should be mentioned that the information about the project was available at schools through posters on the walls as well. In these cases <u>it seems that both boys and girls were equally informed about the project and its opportunities but they chose to use these opportunities differently</u>. In Pakistan, deliberate effort was made to attract girls to ART program which entailed work with girls' parents.

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13 It should be noted here that when the results are discussed for Pakistan, they relate to the results obtained in new project location – city of Rawalpindi since January 2014 (the move of the project to a new location was agreed with the donor). With regards to Lebanon, youth interviewed here for the census and FGDs are those young people who took part in road rehabilitation youth initiative and received trainings with ART financing. Other youth activities in Lebanon were financed through a bigger community advocacy project.

14 For example if school hygiene conditions are improved, this activity will not be of much benefit to girls if they are excluded from schooling.

15 Separate training sessions were held in most countries on gender based violence and the work of NOs in gender area was coordinated with gender focal points.

Figure 3. Gender composition of ART program core youth group members (source: youth census)
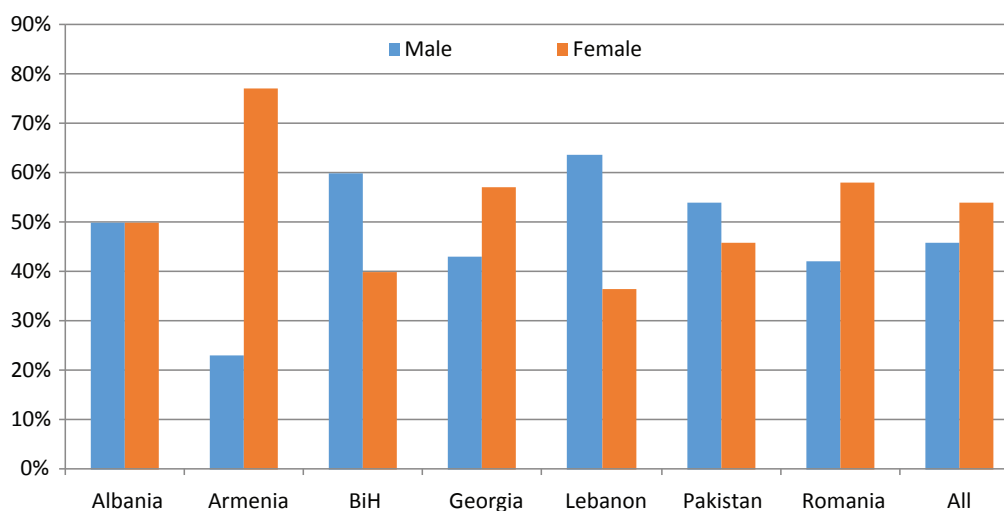
2. **The program improved protection mechanisms for vulnerable children and MVCs through the establishment and/or strengthening of CBCP units, youth engagement in CP advocacy, and implementation of community-led and youth-led initiatives.**

The interviews with project stakeholders reveal that the project facilitated the establishment and/or strengthening of Community Based Child Protection units[16] which brought together the representatives of the government's child protection units, local government, CBOs, education, healthcare workers, local NGOs and religious institutions at a community level. These representatives would get together regularly and/or on an as needed basis for the identification and discussion of child protection related issues.

CBCP Model: CBCP structures in all seven countries shared a common goal – improvement of child well-being, and they shared common purposes, such as a) consultation and coordination of CP activities, b) improvement of referral mechanisms through wide representation of different stakeholders in the membership of these units, c) getting youth inputs and involving youth in the decision making processes. CBCP units had similar composition as well in terms of including all relevant stakeholders important for the protection of child rights[17]. However, because it was local stakeholders who contextualized the CBCP model, there were some differences observed among ART countries with regards to youth engagement, focus of work, degree of formalized relationships, and use of various advocacy tools.

As mentioned above, youth engagement in the workings of CBCP structures varied among countries. For example, representatives of ART youth were part of CBCP structures in Pakistan and Georgia[18] - here youth representatives were present in CBCP meetings and had a voting power as well. In other countries youth representatives would not participate in the workings of these units but they would convey, discuss and advocate for identified issues among CBCP members.

16 In Lebanon such coordination unit was already in place under the other donor funded projects.

17 Although there were some differences in the level of government representation in CBCP forums. In Gyumri, Armenia for example which is the regional center of Shirak marz, the CBCP forum included both district-level and regional-level government representatives, plus there were CPU representatives of the national government (3 tier structure). Regarding the composition again, a few KII stakeholders from Pakistan and BiH noted that it would have been desirable to include all relevant government structures in the CBCP unit from the very beginning of its formation.

18 Initially ART youth member would attend CBCP meetings as representatives of informal Youth Councils and later as representatives of Youth2Georgia NGO that was formed within ART project.

The focus of work of CBCP units also differed among various ART countries. While in some countries the work of CBCP units was *mostly* directed towards identification and solving of specific MVC cases[19], in Pakistan and BiH the work of CBCP structures had wider scope: in addition to working on CP cases, the members of these structures initiated the review of legislative and policy frameworks for the identification of gaps and developing action plans. And this is where CVA tool was particularly helpful.

Lastly, a few CBCP structures had formal memorandum of understanding (MoU) signed among various parties (indicating the roles and responsibilities of each party) and had formal procedures in place for ensuring the protection of confidentiality of MVC cases brought to the attention of these structures. In the case of Georgia, WV management decided to formalize relationships with the state party towards the end of the project, as the state regulates issues who and how should be involved in child protection activities (including provisions on confidentiality protection).

Depending on the locally identified needs and availability of resource persons, ART program delivered training sessions to CBCP members on a wide range of topics which included child rights and advocacy approaches among many others. During their workings CBCP members used various advocacy tools. In Pakistan a CDI tool – Community Driven Initiative was used for the development of community driven proposals, while CVA (Citizen Voice and Action) tool was employed for identifying the ways of improving the implementation of policies, laws, strengthening institutions and for advocating for the changes. In Albania and Georgia CBCP members relied solely on the CVA approach both for identification and advocacy purposes. BiH used mostly CVA and complemented it with Child Protection Advocacy (CPA) tool. Romania used local level advocacy tool (LLA).

Capacity building activities, new tools introduced to CBCP members, and linking these representatives to youth, enabled better identification and solving of the issues faced by MVCs. ART Youth capacity building in CP advocacy helped these groups to better represent the issues and interests of their peers. Moreover, some of the ART youth representatives were MVCs themselves. According to youth census data at least 13% of ART core youth group members (for all countries) were MVCs, and according to ART program staff members far greater proportion of youth were from vulnerable families (see Table 1 from Appendix 6.6 for ART youth background information).

Many youth-led activities and initiatives were directed towards the identification and solving of child protection issues. In most countries ART youth in cooperation with their peers from the communities organized fairs, exhibitions, shows, social media campaigns for raising funds for the most vulnerable children. A few more youth-led and community-led initiatives benefited equally all types of children and youth, including MVCs.

CBCP units were actively involved in the identification of cases where MVCs needed their assistance, or where the interventions were needed for the reduction of vulnerabilities or improvement of services to vulnerable groups. One of the recent initiatives as a result of the work of CBCP unit in BiH is the establishment of the marriage counselling center, as a preventive service, in response to the high divorce rate among young couples which in turn places children at risk of abandonment or poverty.

The results of ART youth census indicate that young people were mostly positive about the work of different child protection structures. It can be seen from Figure 4 that World Vision got the highest positive assessment among youth census respondents. Self-assessment of their own, ART youths' work was also high – 76% respondents think that they worked well for the protection of MVCs rights, and only 2% considers that they performed poorly in this regards. With regards to CBCP structures 10% of the respondents considered that they did not function well, while 21% could not say anything about it.

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19 This work also involved the review of legislative provisions and clarification of the roles of various child protection institutions.

Figure 4. ART youth perceptions about the workings of different institutions for the protection of the rights of MVCs[20]
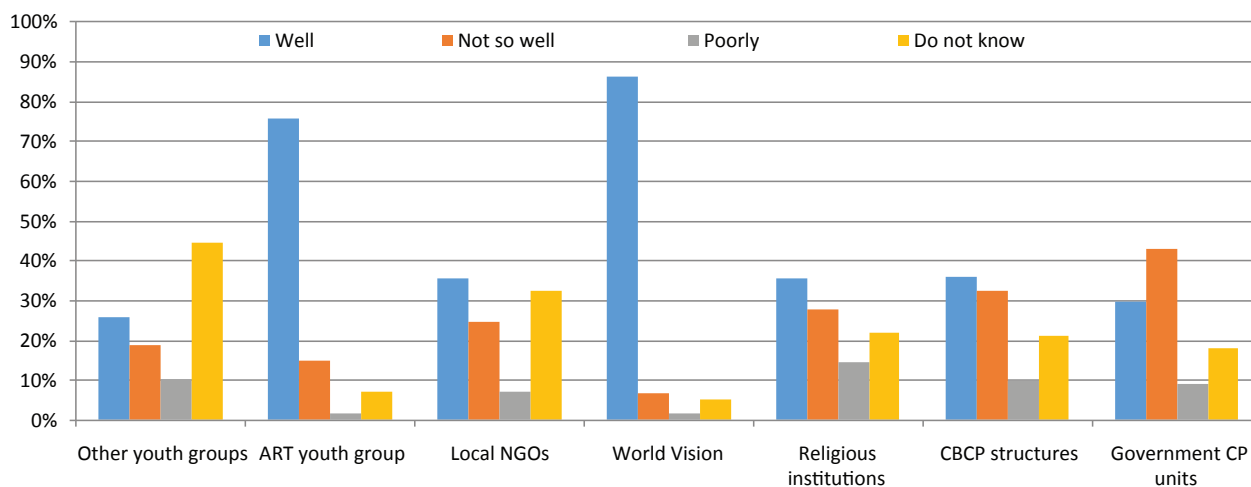
Furthermore, it should be noted that higher proportions of boys than girls gave poor assessment regarding the work of each of the above institutions (see Table 2b, Appendix 6.6). We will see later that almost on all indicators gilrs hold more positive perceptions compared to boys. This phenomenon can be explained either by a greater degree of involvement of girls in ART program activities and/or by a development gap between girls and boys in teenage years.

> *"Girls are having a greater degree of involvement and their proposals are even more pertinent… considering the development gap, girls develop faster. In secondary school, girls are a little faster in thinking initiatives and in seriousness with which they are involved." (Director of Mihai David Gymnasium School, Negresti, Romania)*

> *"In school girls often are more positively involved than boys, meanwhile, boys are still in the period of being rebels and only looking for fun." (School teacher FGD participant, Albania)*

Government responsiveness

Most KII participants and a few FGD participants noted that there had been positive changes in the government responsiveness towards handling CP issues over the last three years which was connected with the perception that the engagement of wide range of stakeholders helps government to do its job better in this regards.

> *"The Local Government has become more informed, more aware and more sensitive to the challenges that children and youth face in their community" (Pastor of Evangelical Church of Libonik, Albania); "We have seen some changes but there are still many changes to happen." (Community youth FGD participant, Albania).*

> *"Of course improvement is observed and it is connected with youth activism" (Community youth FGD participant, Armenia).*

> *"The main change is that municipality started giving funds for children's projects. This was not the case before" (Marica Petrovic, President of Red Cross Petrovo, BiH)*

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20 See Tables 2a and 2b in Appendix 6.6 for the results on this indicator by country and gender

3. **ART program contributed greatly to active and meaningful <u>engagement</u> of core youth group members in addressing child protection and youth issues in their communities.**

The census of 211 core youth group members and focus group discussion results indicate that ART youth were actively involved in ART program implementation and in the community life, especially with regards to addressing the issues facing youth and MVCs. All youth census participants reported that they participated in the identification of issues affecting the lives of youth and MVCs, and all of them, with the exception of one new member, participated in the discussions and advocacy[21] activities around those issues. The majority of youth was also involved in undertaking actions for addressing MVC or community issues.

Figure 5. Percentage of ART youth involved in taking actions for solving MVC or community issues[22]
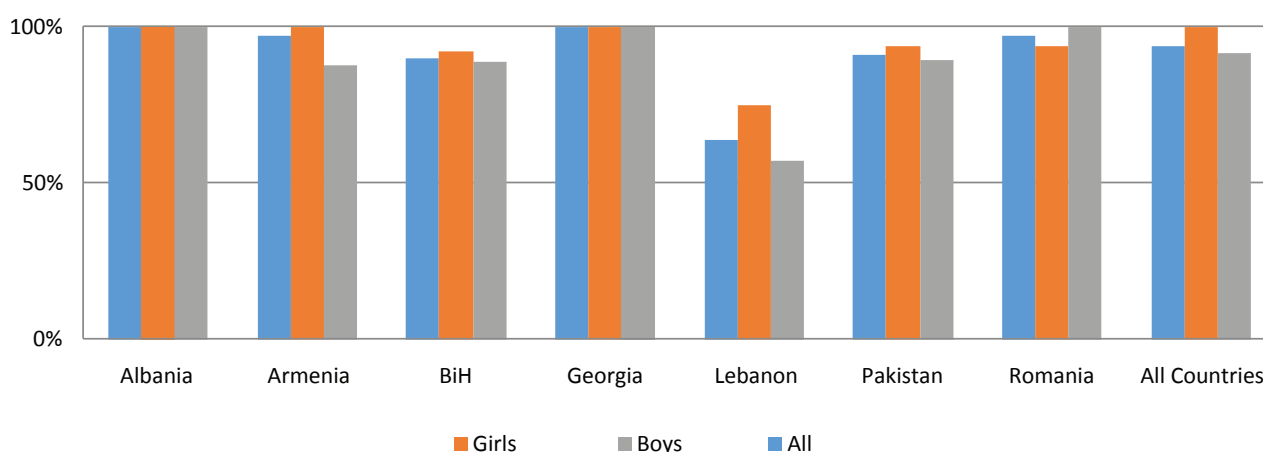
Relatively low rate of involvement in Lebanon can be explained by the fact that youth who did not get involved in the implementation of the only ART initiative – road rehabilitation project, were 14 years and younger at that time. All the other core youth group members who were older than 14 years were involved in the works.

As many adult key informants noted, ART youth contributed meaningfully to the identification of CP issues[23] and to the discussions around solving CP issues in the communities.

> *"Exploring the opinions of children and youth can bring change and innovation. They give solutions that sometimes we adults do not think of" (Totiljana Hajdini, LG representative, CPU Coordinator, Albania)*

In many cases <u>ART youth were the direct agents of change in the lives of vulnerable children</u> and there are numerous examples given by the FGDs' participants. For instance, in Pakistan ART youth members managed to persuade their peers and families to get some schooling; in Armenia ART youth managed to stand for her peer and curtail the abuse from teacher's side. In Georgia ART youth stood up against children's abuse in families, at schools and advocated against bullying at schools.

> *"I think I think that youth are gradually realizing that they can be the agents of change in their communities."
> (Teachers FGD participant, BiH)*

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21 Involvement in advocacy activities are measured through Questions 7 and 8 of the questionnaire – here both are counted, when youth met with LG representative for advocacy purposes or with other adults.

22 This is a combined response on Questions 10 and 15 of youth census questionnaire: those who took action within the auspices of ART project and also did some other community work.

23 ART youth was trained on using CVA methodology for identifying CP issues.

ART youth conducted many peer to peer education sessions in their communities to raise awareness about the issues of child protection. As evident from individual and group interviews, ART youth in many countries were motivated to transfer the knowledge to their peers.

Additionally, ART youth involved and collaborated closely with hundreds of their peers in all seven countries in the implementation of youth-led initiatives. Community youth members understood the importance of their engagement in the community life and doing things jointly for the common cause. *"If we are more and united our voice will be better heard. The Unity becomes Power. We have to be united and support one another in our desires and problems."* (Community youth FGD participant, Albania)

As evident from individual and group interviews, the high and meaningful civic engagement rate among ART core youth group members was conditioned by a number of factors that are discussed in detail below. These factors include but are not limited to the creation of spaces for youth engagement, building youth capacities, and giving youth possibilities to design and implement initiatives.

4. **ART program empowered youth for their meaningful participation in the community decision making processes.**

One of the important aspects of empowerment was building the capacity of ART youth in five core areas: child rights, child protection, advocacy, leadership, and in project development and project implementation-related areas in some countries. While most national offices conducted training and awareness raising sessions about child rights and child protection issues among wider community youth, the capacity building specifically for advocacy and leadership purposes was directed towards ART core youth group members.

According to ART youth census data, the great majority of ART youth received training sessions in five core areas (see the figure below). About fifth part of ART youth also received training sessions in livelihood skills (e.g. vocational education, career orientation, ICT) and healthy lifestyle.

Figures 6. Percentage of ART youth who attended training sessions in five core training areas
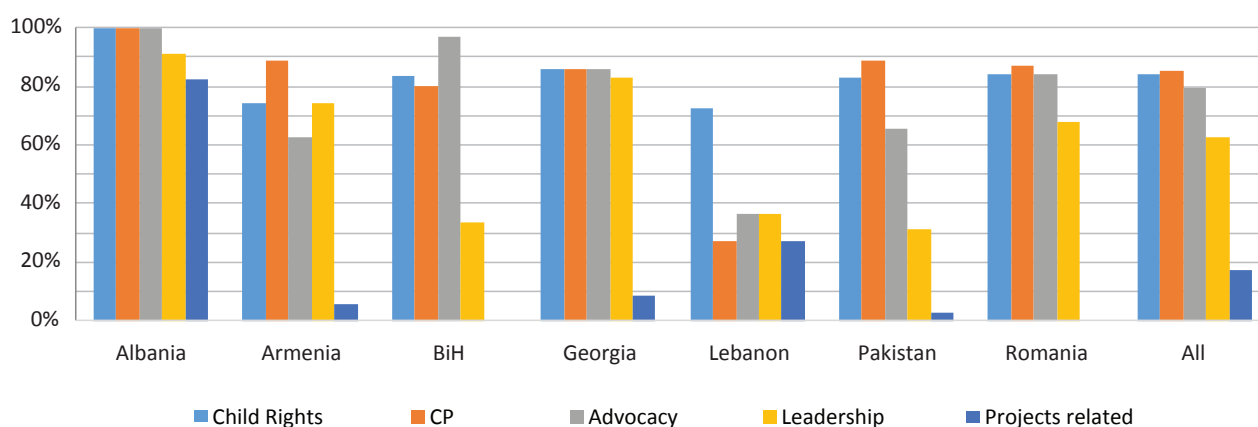
It can be seen from the figure on the next page that 98% of youth received training sessions in at least one core area out of five, and 75% of youth received trainings in at least three core areas. (It should be noted that the boys and girls participation in the training sessions was almost the same – see Table 5 in Appendix 6.6.

**Figure 7. Percentage of ART youth participating in a given number
of core training areas: child rights, child protection, advocacy and leadership, projects' design and
implementation-related areas**
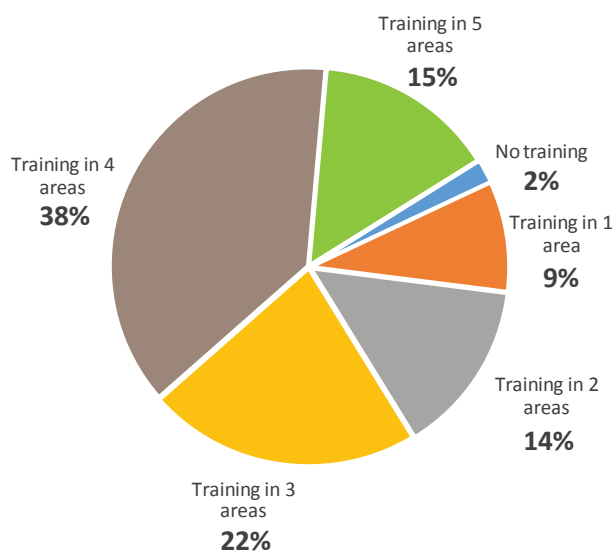
As can be seen from the below table, with the exception of Pakistan and Lebanon, the great majority of training participants expressed high satisfaction with the training sessions. Those who considered the training sessions not useful fall under 1%, while 9.6% thought that the trainings were only somewhat useful.

In Pakistan and Lebanon relatively low satisfaction with the usefulness of training sessions can be explained by the fact that ART youth in these countries had comparatively short period of time to practice the newly acquired skills. In Pakistan, as it was mentioned earlier, the project was moved to a new location in January 2014, and the program had only 17 months left for working with the new ART youth core group members. In Lebanon core youth group members were replaced with new ones one year after the start of the project - after it became evident that the old category of youth was not the right category for the purposes of the project (the old category of youth had behavioural problems and needed longer and different type of support).

Table 2. Satisfaction with the training sessions among ART youth

	Very useful	Useful	Somewhat useful	Not useful	Total
Albania	74%	27%	0%	0%	100%
Armenia	82%	18%	0%	0%	100%
BiH	60%	33%	7%	0%	100%
Georgia	86%	11%	3%	0%	100%
Lebanon	46%	36%	18%	0%	100%
Pakistan	30%	24%	42%	3%	100%
Romania	45%	52%	3%	0%	100%
All	**63%**	**27%**	**10%**	**1%**	**100%**

After the completion of training sessions, youth were given avenues for participation in community decision making through bringing child protection issues to the attention of CBCP units and to the attention of local government representatives. Moreover, youth were given opportunities to identify and implement various initiatives, and to fundraise for the implementation of projects that gave them possibilities to put newly acquired knowledge into practice (working on the initiative, project identification, development and implementation). Youth also participated in the development of action plans, collective advocacy messages that were shared nationally and internationally at various events by a few youth representatives.

.One of the indications of youth empowerment that stems from the youth census data is the belief of ART youth that they can advocate on their own for the changes in their communities. As the chart below shows 90% of youth[24] are positive in this regards; higher proportion of girls believe that youth can advocate on their own - 95% vs. 85% for boys. Furthermore, 64% (67% girls vs. 61% boys) census respondents believe that certain community issues can be addressed by the communities themselves without the government's or external assistance.

Figure 8. Percentage of ART youth believing that they can advocate on their own for the changes in their communities.
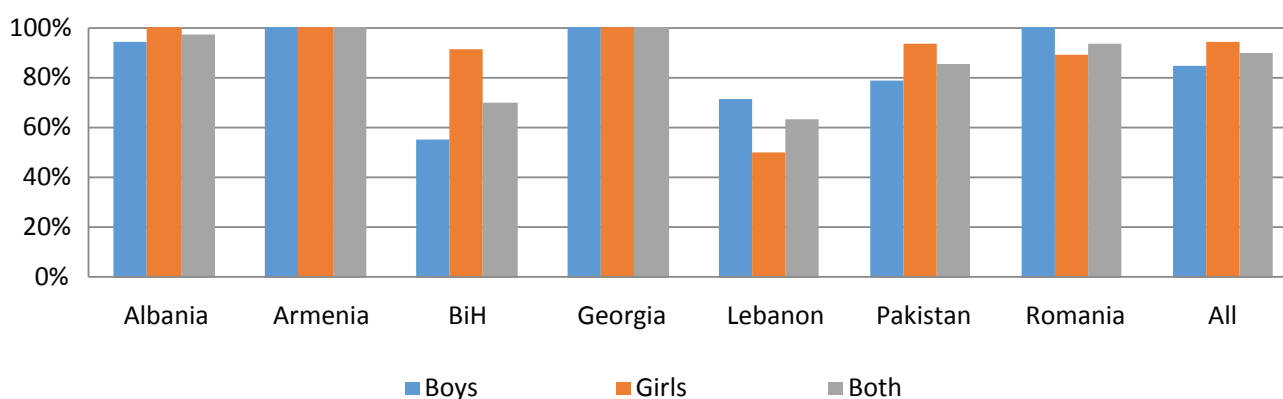
Another indication of youth empowerment is the belief of young people that their opinion is better valued. When ART youth were asked to rate how much adults valued their opinion before and after their involvement in ART program, over 80% of the respondents noted that appreciation of their opinion has increased, with higher proportion of girls reporting this change – 87% vs. 69% boys (in both adolescent and young peoples' groups this difference among boys and girls was noticeable). This result can be interpreted either because of the development gap between boys and girls mentioned earlier, and/or because the project had a positive influence on adult community members with regards to valuing girls' opinion, especially in areas where this was not the case. For example, in Pakistan, all female respondents to the census questionnaire noted mostly moderate and significant change, while 32% of male respondents did not feel any change (see Table 3 in Appendix 6.6).

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24 There was no significant difference on this indicator between the two age groups – 11-18 year-olds and 19-26 year-olds which is 91% and 89% respectively.

Table 3. Percentage of ART youth reporting the change in valuing their opinion[25] by adult community members - before respondent joined ART program and now

		No change	Some change	Moderate change	Significant change	Total
11-18 year-olds	**Male**	26%	22%	39%	13%	100%
	Female	10%	27%	41%	23%	100%
Total		16%	25%	40%	19%	100%
19-26 year-olds	**Male**	35%	10%	18%	37%	100%
	Female	20%	20%	28%	33%	100%
Total		29%	14%	22%	35%	100%
Both age groups	**Male**	31%	16%	28%	26%	100%
	Female	13%	25%	36%	26%	100%
Total		21%	20%	32%	26%	100%

The observations made by external evaluator of 13 ART youth members present in Dubai showed that these youth representatives from all seven countries were highly capable of presenting ideas, defending their point of views, identifying issues and finding solutions when they worked on relevant tasks throughout the international event. These young people were actively involved in the work of groups for the development of collective messages and conveyed enthusiasm for making changes in their communities.

FGDs and KIIs with the project stakeholders showed that ART youth parents were the ones who provided the highest appreciation of the observed changes in their children's capacities, attitudes and behaviours. These changes were confirmed and appreciated by the children's teachers and other community representatives. Many stakeholders noted that young people improved their team-work, time management, communication, problem solving, and advocacy and leadership skills; got motivated to study harder and succeed. They also noted that ART youth got more sensitive to other peoples' needs, more tolerant towards other peoples' views and backgrounds.

> *"Now my child has many friends of different ethnic background, all these trainings he went to I can now see difference in his behaviours, he is more open to others" (Parent FGD participant, BiH)*

> *"I noticed that my son is more respecting me after joining this project" (Female Parent FGD participant, Pakistan)*

> *"The great achievement of this group (referring to ART youth in Romania who are classmates in two schools) was that the vast majority of them became examples of good practice for others; to make the others change for better, to change attitude towards school"… "Those who are more actively involved in the project (WV), are a bit more flexible, more energetic, they are excited about all the activities they take part in and every time they enthusiastically participated in school activities" (Teacher FGD participants, Romania)*

> *"Even when compared with the previous year young people used to be more constrained but now they want to be involved in everything, be the first. They take part in different activities … they propose and they organize the activities" (Teacher FGD participant, Armenia)*

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25 This measure was derived from the answers on Questions 16 and 17 of the youth census questionnaire. First the difference in scores of valuing the opinion between "now" and "before ART" was calculated and then this difference was categorized into four groups: the difference in 1or 2 points was grouped under "low change" category, the difference with 3 or 4 points was grouped under "moderate change" and the difference in 5 points and more was grouped under "significant change" category.

ART youth themselves noted increased sense of self-confidence, change in their views and behaviours towards others and improved capabilities in advocacy and leadership areas as a result of their participation in ART program.

> "There was a change in my worldview, I started to look at everything from a different angle and became more compassionate towards others", "ART gave us an opportunity for self-discovery and self-consciousness, an opportunity to discover our strong features" (ART youth FGD participants, Armenia)

When ART youth members were asked about their overall satisfaction with the involvement in ART project, 91% of participants reported that they were either satisfied or very satisfied. The reasons of dissatisfaction for many was in fact dissatisfaction with their own limited involvement in the project due to time or other constraints (5 responses), followed by the feeling that the project did not address their needs (3 responses), proper time was not given by WV staff (2 responses), capacity building events were irrelevant (1 response) and the project did not work properly in the area (1).

5. ART program facilitated the creation of supportive environment for wider youth engagement in the community life.

First of all, it should be noted that the World vision staff members themselves provided young people with a lot of support, trust and encouragement which was highlighted by many ART youth FGD participants. They also encouraged collaboration between different youth groups and knowledge transfer to a wider community youth. Project records indicate that training sessions on child rights and child protection encompassed the representatives of wider community youth[26] for the purposes of increasing their awareness and preparing them for their meaningful participation in the community life. These training sessions were delivered by both World Vision directly and by ART youth who conducted peer-to-peer education sessions[27] at their schools and transferred the knowledge received on a one-on-one basis (source: project records and FGDs with youth). The majority of community youth FGD participants for this evaluation displayed good understanding of civic engagement and child protection issues which is attributed to their contact with ART program.

> "Because of enrollment of some students in ART, other students got inspired as well, they were willing to support the project and be active too." (Teacher FGD participant, Armenia)

Secondly, ART program staff members worked closely with different adult stakeholders for creating an environment where youth contribution was valued and appreciated. These stakeholders included young people's caregivers, education workers, and local government representatives among many others. According to staff members it was difficult in the early stages of the program to attract children's caregivers to their activities, and only a few would attend program meetings and training sessions. However, with time parent and teachers' involvement and cooperation with the project got much stronger. As we have seen earlier, the result of this work shows that youth now feels that their voice is valued better. ART youth FGD participants also noted the increased family members' and community members' support in their community endeavours.

> "In the start community treated us badly, they didn't take us seriously", "In the start people used to start fighting with us but now they understand", "People started listening at least", "People are cooperating now" (Female ART youth FGD participants, Pakistan)

> "At the beginning everybody thought: "Ah, they are only kids, that is stupid what they are doing" but when they saw the results they started respecting us. We are thankful for the support from the mayor and local police because without their support nothing would have been done." (ART youth FGD participant, BiH)

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26 It is difficult to get exact numbers of community youth reached though the peer-to-peer education events as some countries report only on the numbers of such events conducted and not on the numbers of youth reached through them.

27 A few NOs trained ART youth on how to deliver peer-to-peer trainings (e.g. Albania, Georgia)

When ART youth members were asked in the census questionnaire to rate how favourable adult representatives of various groups were towards youth engagement in the community decision making, most of them reported that these representatives' attitudes were positive.

**Figure 9. Attitudes towards youth engagement
in community decision making – ART youth perceptions.**
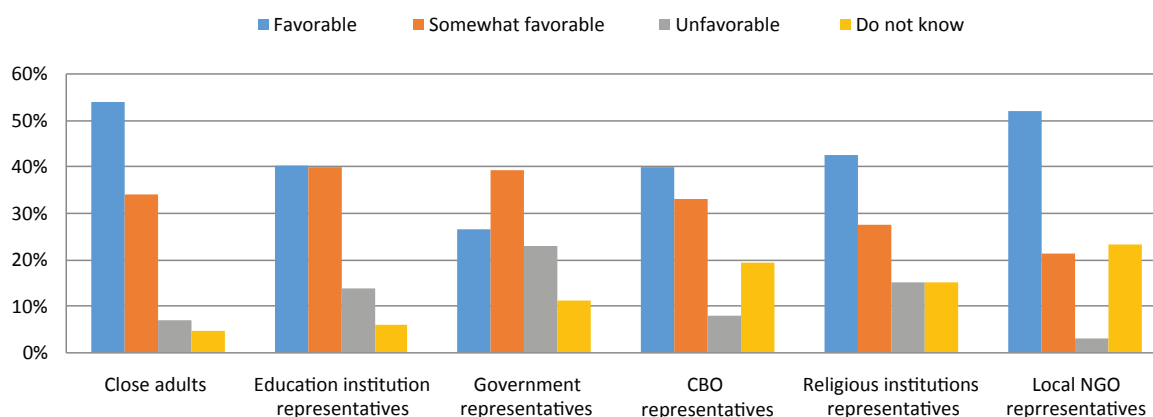
There were some differences in responses again given by girl and boy respondents (see Table 4 in Appendix 6.6). On the whole, girls rated adults' attitudes more positively than boys. For example, 18% of gilrs vs. 29% of boys thought that government representatives' attitudes were unfavourable; 7% of girls vs. 22% of boys thought that teachers' attitudes were unfavourable. This proportion with regards to the representatives of religious institutions was 6% girls vs. 25% boys. For other representatives the perceptions between boys and girls were almost the same.

When ART youth census questionnaire asked to specify towards which gender representatives adult attitudes were more favourable, the majority of respondents (83%) noted that the gender did not matter, and more girls were of this opinion compared to boys – 90% vs. 75%. Only 3 respondents in Albania thought that community adults were more favourable towards girls' engagement. Yet, 13% of respondents thinks that adults were more favourable towards boys engagement. The highest proportion towards favouring boys' opinion was observed in Pakistan (37%) and Lebanon (20%), which was followed by Albania (15%) and BiH (14%).

Table 4. ART youths' perceptions about adult community members' favouring boys or girls' opinion.

	Towards boys	Equally	Towards girls	Total
Male respondents	21%	77%	2%	100%
Female respondents	7%	92%	1%	100%
Both sexes	**14%**	**85%**	**1%**	**100%**
Albania	15%	76%	9%	100%
Armenia	6%	94%	0%	100%
BiH	14%	86%	0%	100%
Georgia	0%	100%	0%	100%
Lebanon	20%	80%	0%	100%
Pakistan	37%	63%	0%	100%
Romania	7%	93%	0%	100%
All countries	**14%**	**85%**	**1%**	**100%**

Lastly, for creating supportive environment for youth engagement, ART program facilitated the establishment of linkages between youth and various stakeholders. The results of youth census indicate that young people feel confident of approaching different stakeholders for discussing pressing community issues (see the figure below). This in turn <u>contributes to youths' ability to network for advocacy purposes</u>[28].

Figure 10. Proportions of various representatives who youth would *normally* **approach for discussing pressing community issues (multiple choice question from the youth census questionnaire).**
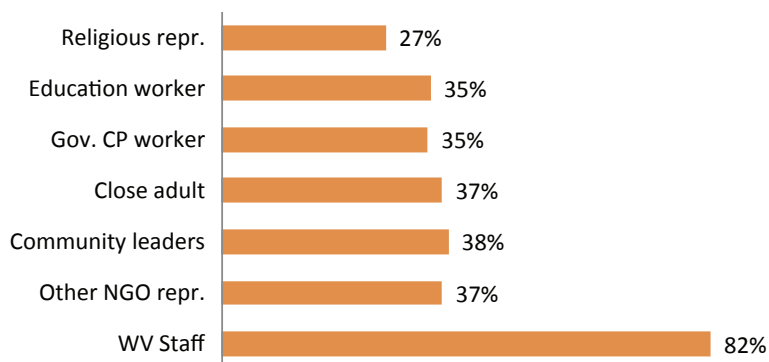
4.3. Sustainability

1. **ART program achieved good <u>ownership</u> of results that contributes to future utilization of the suggested models, tools and approaches by community members.**

As it is evidenced from FGDs and KIIs, program stakeholders were involved in the development of ART program models, approaches and initiatives as well as in the implementation of program activities that contributed to building local ownership of the program's processes and results.

Community members, and especially the youth representatives, were the main drivers in the development of program strategies, identifying initiatives and capacity building needs. CBCP units' members were actively involved in the identification of their needs and directions for working. They were also the ones identifying the initiatives for interventions and testing new approaches.

CBCP model introduced and/or strengthened by the ART program will likely to be used by the communities, at least at the level of utilizing the established partnerships (see the next evaluation finding). In many NOs, World Vision and other partner agencies are going to continue collaboration with the established network for the implementation of child protection related policies and programs.

With regards to youth groups, some of them got already formalized through the establishment of youth NGOs as it is the case for Georgia and Armenia. Youth in other countries also expressed their desire to have their network formalized, but before it happens (if at all), there might be an issue for youth to find a physical space for getting together and plan activities; although, young people can use the spaces provided by schools or other public establishments. In Romania, for example, City Council offers a space for Negresti Youth Center, which can be utilized by the TiN[29] network members as well. In Rawalpindi, Pakistan, one of the key informants – deputy district officer of the government's Social Welfare Department mentioned that they have plans to establish a secretariat for youth groups within the department.

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28 Youth named on average three representatives who they would normally approach.
29 TIN network was established under ART project and has over 150 members.

The most important aspect for sustainability is the fact that young people got empowered and got motivation to be engaged in the community life. When ART youth were asked on a census questionnaire about their intention to continue civic engagement activities, the majority of them (94%) gave positive answer (see Figure 11).

Figure 11. Percent of youth census respondents who is going to continue civic engagement activities.
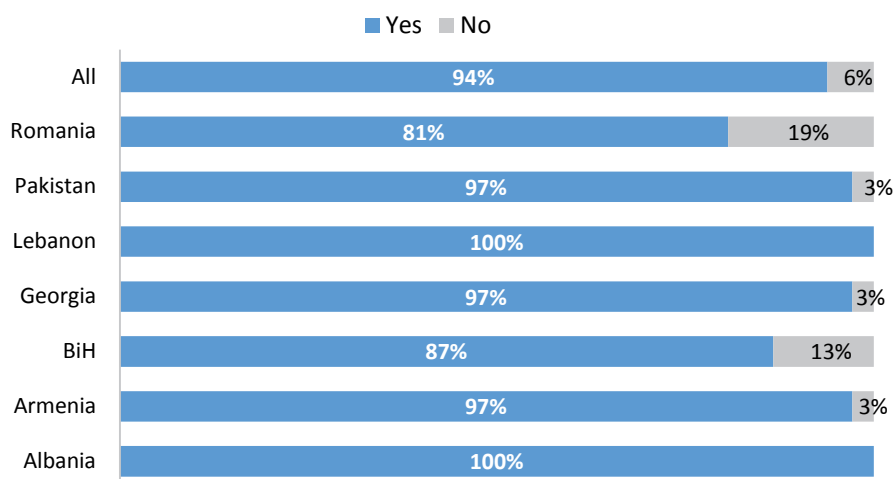
Regrettably the census questionnaire did not ask a follow-up question regarding the reasons for not continuing with civic engagement activities. One can only speculate that those 6 respondents[30] in Romania and 4 respondents in BiH (the bulk of such responses falls on these two countries) who do not intend to continue with civic engagement activities, are either going to concentrate on their studies, join the army or migrate to other countries.

Impeding factors: One of the impeding factors for including all relevant stakeholders from the very beginning of the project was the low motivation of some stakeholders to get involved in the project activities. This, as evident from FGDs and KIIs, relates to underdeveloped civil society sector in most ART program countries and low level of volunteerism. As many FGD and KII participants noted, some people and stakeholders in their communities were looking for financial or other personal gains when cooperating with NGOs, or they had little trust that community members could accomplish anything and especially if young people could change anything. Youth themselves in the beginning had little trust in some cases; in BiH for example young people were ready to quit some of their initiatives after seeing low level of cooperation from their community members (e.g. for getting their contributions to mini-projects), but with the WV encouragement they persisted and achieved the results. Visibility of young people's activities and results brought more stakeholders to the project and opened the doors of cooperation. Although with regards to visibility, a few FGD participants in Romania and Armenia noted that the program did not have good public relations strategy and the activities of the project were not known to many of their community members. *"PR is one of the weak aspects of ART"* (Gor Torosyan, Head of ART NGO).

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30 Sic respondents in Romania are 17-19 years old, one boy and five girls. In BiH, all 4 respondents who do not intend to continue with their civic engagement activities are 19 year-old boys.

2. ART program built <u>partnerships</u> among different stakeholders that is likely to continue after the program end.

It was mentioned under the effectiveness part that CBCP structures brought together wide range of stakeholders and established strong partnerships among them. One of the important partnerships are the ones built between the local municipalities, NGOs and youth. It became practice, especially towards the end of the project, that local governments sought the assistance of young people in addressing child protection issues and involved them in the implementation of their programs. In Armenia for example the town municipality financed ART youth NGO for celebrating the the International Children's Day in 2015. In Georgia as well, the youth NGO created under the auspices of ART project implemented joint activities for the International Children's Day with local municipality. Furthermore, youth department of the local municipality in Georgia sought ART youth assistance for the creation of their Facebook page and involves wider community youth in the department's activities. These two youth NGOs established in Georgia and Armenia are involved in joint activities with other NGOs as well.

> "We are eager to continue ... we are quite experienced in collaborating with various state and non-governmental institutions." (Gor Torosyan, Head of ART NGO)

Regarding informal youth groups in other countries, their representatives, as shown both by the Figure above and as evident from FGDs, are going to continue with civic engagement activities and utilize the established partnerships[31]. As we have seen earlier (see Figure 10), ART youth is knowledgeable about who to approach for advocacy purposes and how to present their ideas (source: ART youth FGDs). Moreover, WV and other local partners (source: KIIs) intend to continue working with young people, hear their voice and involve them in their programs and projects.

> "We now have this ART group of youth and we will seek ways of cooperating with them in the future... We need to expand that group and include youth from other local communities... Now the youth in our town can approach us with some issues and discuss with us." (Selmet Husanovic, Municipal Development Coordinator, BiH)

> "From the experience we had with the Advocacy Coalition we have seen that youth felt safer when they shared their problems for discussion with us, adults that represented institutions. Of course this is a bond of trust that at first you should work to create, but after is created it becomes a safe place for youth and children... but there is still work to do to make them (youth) a sustainable part of the decision making... the good part of this project was waking up local government institutions and putting them in front of their own responsibilities" (Totiljana Hajdini, LG representative, Albania)

Lastly, many key informants for this evaluation noted that ART program helped them to establish and/or strengthen partnerships with the government units and even to strengthen the cooperation among various government structures.

> "Now the school, village municipality, communities, police, NGOs pay more attention to the issues concerning child protection, they make serious steps in this direction, cooperate, they work together." (Ofelya Varosyan, state Guardianship and Trusteeship Committee department member)

> "ART project significantly helped us in establish linkages with the government that we could not have done on our own. Our relationships will continue even after the closure of the project." (Mr. Mahmud Shah, Drop-in-Ceter, Pakistan)

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31 Regrettably, in Pakistan, as noted by a female FGD participant, it is mostly boys of youth group who are in contact with government representatives.

"ART project helped different government departments to collaborate with one another and also to coordinate on the cases of the child protection… Inter-departmental communication is much better now." (Mr. Aftab Ahmad Raja, Deputy District Officer of Social Welfare Department, Pakistan)

3. **ART program built the <u>capacities</u> of involved stakeholders which is likely to be utilized after the end of the program as well.**

The review of project records and interviews with project stakeholders indicate that ART program built capacities of various stakeholders in team-work, advocacy and leadership, working with youth, fundraising, and in identification, planning and implementation of CP measures. The interviews with project stakeholders did not identify any other relevant areas for the capacity building except the desire to continue with training sessions to cover more youth, and in this regard a few youth FGD participants expressed the desire to teach them how to educate others.

"We did learn a lot about advocacy but we did not learn enough to be able to transfer that knowledge to others." (ART youth FGD participants, BiH)

One of the concerns raised during FGD and KII interviews in connection with knowledge transfer was the fear that many ART youth would leave the communities for study or other purposes and the area would have had fewer youth capable of transferring knowledge to others. For BiH for example this is a valid concern as the rate of migration in ART communities is high and there were only the groups of 10 young people in each of the three remotely located ART communities (distances among the communities were 180km). Even though during the life of the project some knowledge transfer to other youth took place[32], it took some time for the ART youth themselves to get confidence, knowledge and skills necessary for meaningful civic engagement.

Teachers' focus group discussion in BiH revealed that in order to ensure the knowledge transfer from ART youth to their peers, they are going to have ART youth conduct education sessions with other students on youth engagement in advocacy during the next schools year. ART youth themselves showed high motivation for knowledge transfer in all countries.

4. **There are good prospects for replication of ART project models and approaches in other World Vision projects - both in ART and non-ART ADPs.**

KIIs with World Vision staff members suggest that the incorporation of the approaches used in ART program is already taking place in their current and future programming activities and there is an interest from other ADPs as well to replicate those approaches. During ART program implementation knowledge sharing with other ADPs was done in all seven NOs - either through sharing information during regular ADP program managers meetings at national WV offices, or through the exchange visits to ART ADP areas.

Lastly, as WV staff members noted, the participating NOs in ART program benefited from the regional program in a way that they established contacts with different WV NOs and shared experiences and best practices among each other. This was done through the participation in regional events, communicating through social media (e.g. Facebook pages), receiving ART regional newsletters and collaborating with youth empowerment learning hub. With regards to regional events, KIIs with staff members revealed that such opportunities of establishing personal contacts are one of the most effective tools for experience sharing which could have exploited more during the project implementation[33].

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32 Information is based on project records and FGD interviews with community youth who demonstrated good understanding of the importance of civic engagement.

33 There were two regional level events held towards the beginning and end of ART program, and as staff members noted it would have been beneficial to have one more event in the middle of the program implementation.

5. Conclusions and Recommendations

1. The final evaluation of ART program has shown that **the program introduced new child protection models, tools and approaches that were all relevant to the community and MVCs needs**, and to the World Vision and Countries' priorities.

2. Because of the novelty of the program's approaches, such as youth participation in CP advocacy and building community based child protection models, **ART program can be considered as a pilot program**.

3. **The program demonstrated the viability of the suggested approaches for addressing child protection issues in ART communities**. Youth civic engagement in CP advocacy was accepted, welcomed and appreciated by the community members and the creation of CBCP structures established and strengthened partnerships among various CP stakeholders all of which allowed better identification and solving of MVC issues.

4. **The program also demonstrated the need for paying more attention to the following aspects when implementing similar activities in the future:**

   a. *Numbers and composition of core youth group members.*

      - It is important to ensure the "supply" of "critical mass" of young people for knowledge transfer and visibility of results in the communities. For this reason the numbers of cores group members should probably take into account the size of the community and demographic trends such as migration.

      - It would be beneficial to ensure the equal representation of boys and girls in the core groups (although at a regional level gender representation was almost equal, there were variations within countries).

      - When recruiting different types of youth for building their skills in CP advocacy one should consider the duration of program interventions, and the capacity building activities should be adapted to the capabilities of program participants. For example, when time is limited one may consider working with youth having already good communication skills or with those who do not have behaviour or psychological problems. But criteria for inclusion should be set from the very beginning.

   b. *Identifying strategies for reaching ALL relevant stakeholders from the very beginning.*

   c. *Identifying S.M.A.R.T (sensitive, measurable, achievable, relevant and time-bound) indicators for the purposes of aiding the management of the project and capturing relevant results.*

   d. *Allocating proper resources for monitoring and evaluation activities*

   e. *Ensuring the functioning of a proper monitoring system that would pay attention to interventions' quality dimensions as well.*

   f. *Holding experience sharing events throughout program implementation for allowing direct contacts of involved individuals.*

   g. *Developing public relations strategy for making program interventions and results visible in the communities, and also for establishing a culture where youth contributions are acknowledged and appreciated.*

h. *Ensuring that confidentiality provisions are in place in the work of CBCP structures (e.g. for the protection of MVC identities when working on MVCs' cases).*

5. When working on youth advocacy projects World Vision **might also consider partnering with national education institutions for suggesting improvements to the school curricula** with the purposes of improving youth civic education.

   Many FGD participants – both youth and teachers noted the need for improving school curricula.

   "Education system does not give much knowledge about civic engagement; students know little about how the municipality functions. Education system does not give much information about functioning of local authorities. They can find out about it more on Internet than through school." (Teacher FGD participant, BiH)

6. World Vision and/or ART youth might also consider **establishing and promoting online media platforms** for ensuring continuous engagement of those youth who leave their communities for study or other purposes (this was mentioned by the local NGO representative in Georgia).

6. Appendices

6.1. Primary Information Needs for Final Evaluation

Eval Obj.	Info. Needs Category	Primary Information Needs – Key Questions	Information Collection Means
Relevance	1. Needs Alignment	1. How relevant were the project interventions with regards to the community needs and particularly to the most vulnerable children's needs at the start and at the end of ART project?	Review of baseline report and secondary data; KIIs and FGDs with project stakeholders
	2. Strengths & Weaknesses of project design	2. How well the outputs and outcomes were designed to contribute to achieving project goal? 3. How well sustainability and advocacy considerations were addressed by the project design document? 4. How well cross-cutting themes were incorporated in the project design? 5. What are the strengths and weaknesses of the project's M&E plan? 6. To what extent the project is integrated with ADP and non ADP programme/projects	Documents review; KIIs with WV staff members
Effectiveness (Extent of achieving project results)	3. MVCs	7. To what extent most vulnerable children/youth are among the beneficiaries of the project?	Documents/ secondary data review

	4. Child Protection	8. What is the extent to which ART project contributed to the increased sense of protection among children and youth?
		9. What is the extent to which ART project contributed the increased responsiveness of government to child protection issues?
		10. What is the extent to which ART project
		  a) Utilized existing child protection tools;
		  b) Improved existing child protection tools and systems;
		  c) Contributed to the creation of a new child protection tool.
			Documents review, KIIs with CP unit staff, youth, WV staff

	5. Youth Empowerment	11. What is the extent to which ART youth was transformed into child protection change agents?
		  1. To what extent has ART youth group's understanding of child protection issues/mechanisms at different levels (household, community, municipality, national) improved?
		  2. To what extent has ART youth group's understanding of youth civic engagement improved (can they identify specific cases of their civic engagement)?
		  3. What is the extent to which ART youth feel capable to advocate for changes in their community?
		  4. What was the level of youth involvement in undertaking community CP actions / interventions?
		  5. What is the extent to which community youth feel supported by ART youth?
		  6. What is the extent to which community youth and adults perceive ART youth as positive change agents?
			Survey of ART beneficiary youth
			
			KIIs and FGDs with ART beneficiary youth and community youth

Eval Obj.	Info. Needs Category	Primary Information Needs – Key Questions	Information Collection Means
	6. Community understanding of Child Protection	12. What is the extent to which community members' understanding of youth engagement in child protection was improved? a) To what extent can community members identify the most effective CP actions/interventions led by youth? b) To what extent local communities work and are willing to continue working with youth in the area of Child Protection? c) What is the extent to which local community members can identify concrete future plans on joint interventions with youth (including the ART youth) in the area of Child Protection	KIIs and FGDs among community members who work on the issues of children's protection and promotion of children's well being: decision makers, child protection unit staff, CBO representatives, community leaders
Sustainability (as stated in the TOR)	7. Participation	13. To what extent local partners and communities participated in all phases of project life cycle?	KIIs with project stakeholders Documents review
	8. Capacity Development and application	14. Which capacities were intended to be developed and which capacities of youth, local partners and communities were built? 15. To which extend (if at all) the intended capacities were developed among youth, local partners and communities (this is an effectiveness question) 16. What other capacities should be built among youth and community partners? 17. To what level did local partners/communities use the inputs and knowledge obtained during the project?	Project documents/ records review KIIs, FGDs with youth and community partners Survey of ART beneficiary youth
Lessons Learnt	9. Factors	18. Which factors (incl. unexpected ones) facilitated or hindered the achievement of project results? 19. How and which unforeseen external factors influenced the project? 20. How did assumptions affect the programme? 21. What was done to manage the actual or potential impact of external factors?	Project documents/ records review KIIs with project stakeholders
	10. Challenges	22. What challenges were incurred during project implementation and how were they overcome?	Project documents/ records review KIIs with project stakeholders

6.2. Evaluation planning workshop participants

Country	Number of participants	% of youth	Type of stakeholders
Albania	16	100%	Youth, NGO, CBO, LG, CP, education representatives
Armenia	20	70%	Youth, NGO, CBO, LG, and CP representatives
BiH	36	100%	Youth, NGO, CBO, LG, CP, education representatives, researcher
Georgia	17	30%	Youth, NGO, CBO, LG, education representatives
Lebanon	9	Not available	Not available
Pakistan	22	55%	Youth, NGO, CBO, LG, CP, education representatives, researcher
Romania	9	45%	Youth, LG and CP worker

6.3. List of persons interviewed

WV staff members

1. Nana Berdzenishvili, WV Youth Empowerment Manager
2. Sophia Petriashvili, WV Youth Empowerment Learning Hub Lead
3. Artem …, Regional Technical Expert
4. Ina Pelteku, ART Project Coordinator, Albania
5. Lena Karapetyan, Shirak Marz Youth Coordinator, Armenia
6. Vedad Dzaferagic, ADP Ozren Lead, BiH
7. David Chkhobadze, Imereti ADP Field Operations Manager, Georgia
8. Olivia Pennikian, Advocacy Manager, Lebanon
9. Eliana Mallouk, Beirut Area Development Coordinator, Lebanon
10. Asif Iqbal, Program Development Coordinator, Pakistan
11. Magda Camanaru, Zonal Manager | Operations Romania
12. Beatrice Darie, Design, Monitoring and Evaluation Officer, Romania
13. Manuela Gazibar, WV Romania Monitoring & Evaluation Manager, Romania

Stakeholders in Albania

14. Melsi Plepi, Youth Leader
15. Totiljana Hajdini, LG representative, CPU Coordinator
16. Flektarina Kupe, Secondary school teacher
17. Andrea Kocaqi, Doctor of the Health Centre
18. Plator Collaku, Pastor of Evangelical Church of Libonik

Stakeholders in Armenia

19. Gor Torosyan, Head of ART NGO

20. Ofelya Varosyan, Guardianship and Trusteeship Committee department member

21. Lusine Ginosyan, the head of Shirak region Family, Women and Children's Rights Protection department

Stakeholders in BiH

22. Marica Petrovic, president of Red Cross Petrovo

23. Amra Fatusic, president of NGO "Little World"

24. Selmet Husanovic, municipal development coordinator

25. Arnes Zabic, vice-president of Youth Association Poljice

26. Almedin Imsirovic, president of Youth Association Poljice

Stakeholders in Georgia

27. Kakha Gogladze, Head of Eduation, Culture, Sports and Youth Affairs Office of Bagdati Municipality

28. Diana Janashia, local NGO KEDEC representative

29. Ia Tedoradze – Youth2Georgia NGO Head

Stakeholders in Lebanon

30. Elie Nemnom, Vice President of Municipality of Chiyah

31. Eva Homsi, Social Worker/ Project Manager at Voice of Lebanese Women

Stakeholders in Pakistan

32. Sohail khan, local NGO SPARC DIC Manager

33. Teacher

34. Local youth leader

35. Mr. Mahmud Shah, Drop-in-center at Khayaban Rawalpindi

36. Mr. Aftab Ahmad Raja, Deputy District Officer, Social Welfare Department

Stakeholders in Romania

37. Three Youth Leaders

38. Negresti High School Director

39. Police Officer, member of Community Consultative Commitee

40. Mihai David Gymnasium School from Negresti

41. Social Worker, Day Care Centre Negresti, member of the Community Consultative Committee

42. Social Worker, member of the Community Consultative Committee

6.3. 1. List of FGDs

Country	FGD Participants	#FGDs
Albania	ART youth	2
	Parents of ART youth	2
	Community youth	2
Armenia	ART youth	2
	Parents of ART youth	2
	Community youth	2
	Teachers	1
BiH	ART youth	2
	Parents of ART youth	2
	Community youth	2
	Teachers	2
Georgia	ART youth	2
	Parents of ART youth	1
	Teachers	2
	Community youth?	
Lebanon	ART youth	1
	Community youth	1
Pakistan	ART youth	2
	Parents of ART youth	2
	Community youth	2
Romania	ART youth	2
	Community youth	1
	Parents of ART youth	1
	Teachers	2

6.5. List of Literature Reviewed

1. ART Program Design Document

2. ART Semi-annual and Annual Reports for the years 2013, 2014, 2015

3. ART Baseline Report, Jun 2012

4. WV Evaluation Design Guidelines

5. WV Evaluation Report Guidelines

6. How To Achieve Minimum Standards for Evaluation using the Bond Evidence Principles Tool, World Vision Australia, 2015

7. LEAP Second Addition, World Vision's approach to Design, Monitoring and Evaluation, 2007

8. Compendium of Indicators for Measuring Child Well-being Outcomes, World Vision, August 2014

9. Child and Youth Participation Strategic Direction FY2015-FY2020, World Vision

10. Beirut Area Programme Design Description, 2014

11. Strengthening Child Protection System approach in Lebanon PDD, Aug 2012

12. Ozren Area Development Programme PDD, Dec 2011

6.6. ART Youth Census Data

Table 1. ART youth background Data and other indicators

Indicators	All	Boys	Girls	11-18 Year-olds	19-26 Year-olds
Numbers and % of respondents	211	46%	54%	57%	43%
Number of respondents by country					
Albania	34	50%	50%	59%	41%
Armenia	35	23%	77%	54%	46%
BiH	30	60%	40%	37%	63%
Georgia	35	43%	57%	83%	17%
Lebanon	11	64%	36%	45%	55%
Pakistan	35	54%	46%	77%	23%
Romania	31	46%	54%	57%	43%
Under 18 years having a caregiver	97%				
Belongs to ethnic minority group	10.4%				
Early marriage (under 19)	0%				
Have children	1%				
Have seeing difficulties	6.2%				
Have speech difficulties	1%				
Receive state social assistance	13%	12%	13%	17%	8%
Currently studying	81%	78%	83%	88%	71%
Currently doing paid work	24%	34%	15%	11%	41%
Consider own community safe place to live	69%	62%	75%	75%	61%
Could name at least one CP issue	100%	100%	100%	100%	100%
Aware of laws promoting CR	86%	80%	90%	86%	86%
They would report CR violations*	83%	81%	85%	82%	84%

Table 2a. ART youth perceptions on the workings of different
institutions for the protection of the rights of MVCs by country

Government CP units	Well	Not so well	Poorly	Do not know	
Albania	44%	41%	6%	9%	100%
Armenia	17%	57%	6%	20%	100%
BiH	17%	50%	7%	27%	100%
Georgia	14%	60%	11%	14%	100%
Lebanon		9%	55%	36%	100%
Pakistan	49%	34%	6%	11%	100%
Romania	48%	26%	3%	23%	100%
All countries	30%	43%	9%	18%	100%
CBCP structures					
Albania	59%	21%	3%	18%	100%
Armenia	34%	37%	3%	26%	100%
BiH	7%	40%	7%	47%	100%
Georgia	23%	34%	26%	17%	100%
Lebanon	45%	9%	36%	9%	100%
Pakistan	43%	40%	6%	11%	100%
Romania	45%	32%	6%	16%	100%
All countries	36%	33%	10%	21%	100%
Religious institutions					
Albania	74%	24%		3%	100%
Armenia	60%	20%		20%	100%
BiH	7%	27%	20%	47%	100%
Georgia	34%	34%	17%	14%	100%
Lebanon	36%	45%		18%	100%
Pakistan	6%	34%	34%	26%	100%
Romania	29%	23%	23%	26%	100%
All countries	36%	28%	15%	22%	100%
World Vision					
Albania	94%	3%		3%	100%
Armenia	97%	3%			100%
BiH	70%	3%	10%	17%	100%
Georgia	97%	3%			100%
Lebanon	73%			27%	100%
Pakistan	80%	17%	3%		100%
Romania	81%	13%		6%	100%
All countries	86%	7%	2%	5%	100%
Local NGOs					
Albania	44%	32%	9%	15%	100%
Armenia	51%	20%	6%	23%	100%
BiH	17%	7%	10%	67%	100%
Georgia	31%	23%	14%	31%	100%
Lebanon	18%	55%		27%	100%
Pakistan	29%	23%	6%	43%	100%
Romania	45%	32%		23%	100%
All countries	36%	25%	7%	33%	100%

ART youth group	Well	Not so well	Poorly	Do not know	
Albania	97%			3%	100%
Armenia	91%	9%			100%
BiH	43%	40%	7%	10%	100%
Georgia	91%	9%			100%
Lebanon	36%	18%		45%	100%
Pakistan	54%	29%	6%	11%	100%
Romania	87%	6%		6%	100%
All countries	76%	15%	2%	7%	100%
Other youth groups					
Albania	38%	18%	26%	18%	100%
Armenia	34%	20%	3%	43%	100%
BiH	23%	20%	10%	47%	100%
Georgia	17%	9%		74%	100%
Lebanon	9%	18%	18%	55%	100%
Pakistan	6%	29%	14%	51%	100%
Romania	45%	19%	6%	29%	100%
All countries	26%	19%	10%	45%	100%

Table 2a. ART youth perceptions about the workings
of different institutions for the protection of the rights of MVCs by gender.

	Well	Not so well	Poorly	Do not know	
Government CPUs					
Male	24%	42%	12%	22%	100%
Female	35%	44%	6%	15%	100%
All	30%	43%	9%	18%	100%
CBCP structures					
Male	31%	35%	13%	21%	100%
Female	40%	31%	7%	22%	100%
All	36%	33%	10%	21%	100%
Religions institutions					
Male	32%	27%	22%	20%	100%
Female	39%	29%	9%	24%	100%
All	36%	28%	15%	22%	100%
Local NGOs					
Male	29%	24%	8%	39%	100%
Female	41%	25%	6%	27%	100%
All	36%	25%	7%	33%	100%
WV					
Male	78%	10%	3%	8%	100%
Female	93%	4%	1%	3%	100%
Both	86%	7%	2%	5%	100%
ART youth group					
Male	63%	25%	4%	8%	100%
Female	87%	7%		6%	100%
All	76%	15%	2%	7%	100%
Other youth groups					
Male	25%	16%	14%	44%	100%
Female	27%	21%	7%	45%	100%
All	26%	19%	10%	45%	100%

Table 3. Reported change in valuing opinion
by adult community members before respondent joined ART program and now (by country)

		No change	Some change	Moderate change	Significant change	Total
Male	Albania	24%		18%	59%	100%
	Armenia	50%	38%		13%	100%
	BiH	44%	22%	33%		100%
	Georgia	13%	13%	60%	13%	100%
	Lebanon	86%		14%		100%
	Pakistan	32%	5%	16%	47%	100%
	Romania		38%	38%	23%	100%
	All countries	**31%**	**15%**	**28%**	**26%**	**100%**
Female	Albania	12%	12%	24%	53%	100%
	Armenia	4%	33%	33%	30%	100%
	BiH	42%	50%	8%		100%
	Georgia	5%	20%	55%	20%	100%
	Lebanon	100%				100%
	Pakistan		13%	44%	44%	100%
	Romania	11%	28%	50%	11%	100%
	All countries	**13%**	**25%**	**36%**	**26%**	**100%**
Both	Albania	18%	6%	21%	56%	100%
	Armenia	14%	34%	26%	26%	100%
	BiH	43%	33%	23%		100%
	Georgia	9%	17%	57%	17%	100%
	Lebanon	91%		9%		100%
	Pakistan	17%	9%	29%	46%	100%
	Romania	6%	32%	45%	16%	100%
	All countries	**21%**	**20%**	**32%**	**26%**	**100%**

Table 4.
Attitudes towards youth engagement in community decision making – ART youth perceptions by gender.

		Favorable	Somewhat favorable	Unfavorable	Do not know	
Close adults	Male	45%	41%	8%	5%	100%
	Female	61%	28%	6%	4%	100%
	Both	**54%**	**34%**	**7%**	**5%**	**100%**
Representatives of education institutions	Male	32%	38%	22%	8%	100%
	Female	47%	41%	7%	4%	100%
	Both	**40%**	**40%**	**14%**	**6%**	**100%**
Government representatives	Male	20%	40%	29%	11%	100%
	Female	32%	39%	18%	11%	100%
	Both	**27%**	**39%**	**23%**	**11%**	**100%**
CBO representatives	Male	35%	36%	10%	19%	100%
	Female	44%	31%	5%	20%	100%
	Both	**40%**	**33%**	**8%**	**19%**	**100%**
Religious institutions representatives	Male	41%	20%	25%	14%	100%
	Female	44%	34%	6%	16%	100%
	Both	**43%**	**27%**	**15%**	**15%**	**100%**
Local NGO representatives	Male	41%	25%	4%	30%	100%
	Female	61%	18%	**3%**	18%	100%
	Both	**52%**	**21%**	**3%**	**23%**	**100%**

Table 5.
Boys and girls' participation in training sessions by countries

		Child Rights	Child Protection	Advocacy	Leadership	Projects-related
Male	Albania	100%	100%	100%	88%	76%
	Armenia	50%	75%	50%	50%	
	BiH	83%	83%	94%	33%	
	Georgia	87%	87%	87%	87%	7%
	Lebanon	71%	29%	43%	43%	29%
	Pakistan	79%	95%	63%	16%	5%
	Romania	85%	85%	100%	85%	
		82%	85%	81%	57%	18%
Female	Albania	100%	100%	100%	94%	88%
	Armenia	81%	93%	67%	81%	7%
	BiH	83%	75%	100%	33%	
	Georgia	85%	85%	85%	80%	10%
	Lebanon	75%	25%	25%	25%	25%
	Pakistan	88%	81%	69%	50%	
	Romania	83%	89%	72%	56%	
		86%	86%	78%	68%	18%
Both	Albania	100%	100%	100%	91%	82%
	Armenia	74%	89%	63%	74%	6%
	BiH	83%	80%	97%	33%	
	Georgia	86%	86%	86%	83%	9%
	Lebanon	73%	27%	36%	36%	27%
	Pakistan	83%	89%	66%	31%	3%
	Romania	84%	87%	84%	68%	
		84%	85%	80%	63%	18%