



CRRCArmenia is an independent research foundation, where research lives.
Impartial, data-driven, interdisciplinary, transparent, trustworthy, open.

EVALUATION OF UNICEF PROGRAMMING FOR ADOLESCENTS AND YOUTH IN ARMENIA

EVALUATION REPORT

FINAL

Prepared by: CRRCArmenia Foundation

Commissioned by: UNICEF Armenia

Yerevan, Armenia
June 20, 2025

The Evaluation of UNICEF Programming for Adolescents and Youth in Armenia was developed and authored by the Caucasus Research Resource Center (CRRC)-Armenia Foundation and commissioned by UNICEF Armenia.

DISCLAIMER

The information and views presented in this report are the responsibility of the authors and do not necessarily reflect the official opinion of UNICEF. Neither the institutions and bodies of the United Nations nor any person acting on their behalf may be held responsible for the use that may be made of the information presented here.

COPYRIGHT

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without proper citations.

Citation example:

Caucasus Research Resource Center-Armenia Foundation. (2025). Evaluation of UNICEF Programming for Adolescents and Youth in Armenia. Yerevan. UNICEF Armenia

© – 2025 – Caucasus Research Resource Center-Armenia Foundation.

All rights reserved.

Licensed to UNICEF under terms and conditions of the Contract No. 43398263.

Country	ARMENIA
Type of the Evaluation	FORMATIVE AND SUMMATIVE
Years covered by the evaluation	2021 – 2024 (1 st quarter)
Evaluation Team	CRRC-Armenia Foundation Sona Balasanyan (Lead) Lilit Yezekyan Hayk Smbatyan Seda Ananyan Arusyak Voskanyan Helga Fasching (international) Yeva Avakyan (international)
Team Leader contacts	director@crcc.am +374 96 628762
E-mail address	crcc@crcc.am
Phone numbers	+374 98 948548; +374 93 822861
Website	https://www.crcc.am/

CONTENTS

List of Tables	4
List of Figures	4
List of Graphs	4
List of Acronyms	5
Executive Summary	7
Introduction	14
CHAPTER I. Evaluation Background and Context	16
1.1. Country Context and the Situation of Adolescents and Youth in Armenia	16
1.2. Evaluation Object, Stakeholders, and Beneficiaries	19
CHAPTER II. Evaluation Framework and Scope	21
2.1. Rationale and Intended Users of the Evaluation	21
2.2. Evaluation Purpose, Objectives and Scope	22
2.3. Logic of Interventions and Theory of Change (ToC)	24
CHAPTER III. Evaluation Methodology	27
3.1. Evaluation Approach and Participatory Perspective	27
3.2. Evaluation Criteria and Evaluation Questions	29
3.3. Data Collection Methods and Samples	31
3.4. Ethical Considerations, Evaluation Principles and Limitations	33
CHAPTER IV. Analysis and Findings	35
4.1. Relevance	35
4.2. Coherence	40
4.3. Effectiveness	42
4.4. Efficiency	56
4.5. Sustainability	59
CHAPTER V. Conclusions, Lessons Learned and Recommendations	64
5.1. Conclusions	64
5.2. Lessons Learned	69
5.3. Recommendations	70
References	77
Annexes	79
Annex 1. ToR	80
Annex 2. Evaluation matrix	81
Annex 3. Stakeholder map (incl. interviewees)	91
Annex 4. FGD matrix	95
Annex 5. CATI sample	96
Annex 6. Logical framework	97
Annex 7. Data collection instruments	104
Annex 8. List of documentary evidence	120
Annex 9. Map of projects and interventions covered by the Evaluation	123
Annex 10. Company profile brief	125
Annex 11. ERG and YAG compositions	127
Annex 12. Research ethics approval by ERB	128
Annex 13. Evaluation limitations matrix	129
Annex 14. Evaluation fieldwork report	130
Annex 15. Supplementary report on youth voices and YAG engagement	134
Annex 16. Inception report	141

List of Tables

Table 1. Generic ToC of cross-cutting CPD results towards P4AY	26
Table 2. Summary of level of achievement of outputs and outcomes against target indicators per project (according to Annex 2)	42
Table 3. Resilience and risk factors and potential trade-offs in ensuring sustainability of P4AY achievements	62
Table 4. Recommendations	72
Table 5. Overview of fieldwork statistics by methods (as of 11.12.2024)	131
Table 6. Overview of CATI statistics (as of 11.12.2024)	132
Table 7. Overview of FGD statistics (as of 11.12.2024)	132

List of Figures

Figure 1. SDGs projected to benefit from P4AY results	25
Figure 2. UNICEF 2021-2025 CPD outcomes and outputs relevant to this evaluation	25
Figure 3. [A6.1] Top 10 responses to “What kind of positive changes did the project bring?” (CATI with adolescents and youth)	50
Figure 4. [A9] Most common responses to “What would you suggest doing differently for similar projects next time?” (CATI with adolescents and youth)	54

List of Graphs

Graph 1. [A2] To what extent have you been involved in the planning and design of this project? (CATI with adolescents and youth, N = 332, disaggregated by gender)	37
Graph 2. [A3] Was everything done to ensure equal access to the project for beneficiaries from marginalized and vulnerable groups, such as girls, poor families, children with disabilities? (CATI with adolescents and youth, N = 332, disaggregated by gender)	38
Graph 3. [A5] Things overall got better, stayed the same, or turned worse for young people like you due to this project? (CATI with adolescents and youth, N = 332, disaggregated by gender)	46
Graph 4. [A4] As a result of the project, I... (CATI with adolescents and youth, N = 332, disaggregated by gender)	46
Graph 5. [A1] Were participants given the opportunity to actively participate in certain activities and create their own initiatives? (CATI with adolescents and youth, N = 332, disaggregated by gender)	48
Graph 6. [A8] On a scale from 1 to 10, how satisfied were you with... (CATI with adolescents and youth, N = 322, disaggregated by gender)	49
Graph 7. [A7] Have you personally been engaged in... (CATI with adolescents and youth, N = 332, disaggregated by gender, accounting for only “Yes” answers, and DK answers redacted from the calculation)	52
Graph 8. [A8.2] How satisfied were you with the availability of adequate financial and human resources? (CATI with adolescents and youth, N = 332, disaggregated by gender, scale from 1 to 10)	57
Graph 9. [A8.3] How satisfied were you with adherence to timelines and justification of any delays? (CATI with adolescents and youth, N = 332, disaggregated by gender, scale from 1 to 10)	58

List of Acronyms

ADAP	Adolescent Development and Participation
AMD	Armenian Dram
APM&E	Adolescent Participation in Monitoring and Evaluation
ARMSTAT	Statistical Committee of the Republic of Armenia
BASLIF	“Basic Life Savings Skills”
C4D	Communication for Development
CAPI	Computer-Assisted Personal Interviews
CATI	Computer-Assisted Telephone Interviews
CAWI	Computer-Assisted Web Interviews
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CERF	Central Emergency Response Fund
CLIMATE	“Adolescents as Agents of Climate Action in Their Communities”
CO	Country Office
COH	Coherence
COP	Conference of the Parties
CP	Country Programme
CPD	Country Programme Document
CPPMMD	Convergent Parallel Participatory Mixed Methods Design
CRC	Convention on the Rights of the Child
CRM/E	Child Rights Monitoring and Evaluation
CRPD	Convention on the Rights of Persons with Disabilities
CRRC	Caucasus Research Resource Center
CSEA	Child Sexual Exploitation and Abuse
CSO	Civil Society Organization
CSSF	Conflict, Stability and Security Fund
CwDs	Children with Disabilities
DAC	Development Assistance Committee
DK	Don't Know
ECAR	Europe and Central Asia Region
ECARO	Europe and Central Asia Regional Office
EFC	Efficiency
EFV	Effectiveness
ERB	Ethical Review Board
ERG	Evaluation Reference Group
EU	European Union
FGD	Focus Group Discussion
GAME	“Gamechangers”
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GENU	“Generation Unlimited”
GEROS	Global Evaluation Reports Oversight System
HAC	Humanitarian Action for Children
HPD	Humanitarian Programme Document
HRBA	Human Rights Based Approach
IARP	Immediate Response Action Plan
IC	Informed Consent
ICF	Informed Consent Form
IDEALAB	“Promotion of Creative and Soft Skills for Children From Remote Communities”
ILCS	Integrated Living Conditions Survey
IND	Indicator
INTNET	“Internet of Things”
IoT	Internet of Things
IR	Inception Report

KII	Key Informant Interview
KAPB	Knowledge, Attitude, Practices, Behavior
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning
LRFP	UNICEF Request for Proposals
M&E	Monitoring and Evaluation
MHPSS	Mental Health and Psychosocial Support
MoEnv	Ministry of Environmental Protection
MoESCS	Ministry of Education, Science, Culture and Sports
MoH	Ministry of Health
MoLSA	Ministry of Labor and Social Affairs
MoTAI	Ministry of Territorial Administration and Infrastructure
N/A	Not Applicable
NDA	Non-Disclosure Agreement
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
OIC	Officer in Charge
P4AY	Programming for Adolescents and Youth
PEERSUP	"Establishment and Development of Peer Support Volunteer Groups in the Borderline Communities"
POLICY	"Policy Interventions/Advocacy/ Youth law development support"
PPP	Purchasing Power Parity
QA	Quality Assurance
QUAL	Qualitative
QUAN	Quantitative
RA	Republic of Armenia
RtA	Refuse to Answer
RAM	Results Assessment Module
REL	Relevance
SDG	Sustainable Development Goal
SMQ	Standard Monitoring Question
SPSS	Statistical Package for the Social Sciences
SST	Sustainability
SSW	Social Service Workforce
STEM	Science, Technology, Engineering, and Mathematics
ToC	Theory of Change
ToR	Terms of Reference
UN	United Nations
UNCG	United Nations Communications Group
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNSDCF	United Nations Sustainable Development Cooperation Framework
USD	United States Dollar
VNR	Voluntary National Review
YAG	Youth Advisory Group
YHOUS	"Establishment and Operation of Youth Houses"
YIC	Youth Initiative Center
y/o	Year(s) Old

Executive Summary

Background

Armenia grapples with significant demographic and socio-economic challenges, including a youth unemployment rate of 22.5% in 2021, persistently high poverty levels, and a pronounced mismatch between the skills of young people and the demands of the labor market. Adolescents also face mental health challenges, social isolation, and restricted access to opportunities, which further intensify vulnerabilities among marginalized groups, particularly those living in remote areas or with disabilities.

In this context, UNICEF collaborates with various duty bearers, including government ministries, civil society organizations, and international partners, to establish institutional frameworks that address the needs of Armenia's adolescents and youth. The Ministry of Education, Science, Culture and Sport (MoESCS) plays a key role in integrating youth development and engagement across government policies. Local and regional stakeholders also contribute to UNICEF's efforts by promoting youth civic engagement, implementing gender-sensitive capacity building curricula, and advocating for the rights of adolescents and youth.

The Youth Policy Law marks a significant policy milestone, expected to enhance coordination between UNICEF and national-level duty bearers in implementing effective youth programmes. This legislation, along with related policies, is anticipated to bridge gaps in service delivery, ensuring that the specific needs of the right holders—adolescents and youth—are comprehensively met.

In that sense, Armenia's socio-economic, political, and institutional landscape presents both opportunities and challenges for UNICEF's Programming for Adolescents and Youth (P4AY). By aligning programming with the SDGs, engaging youth as rights holders, and strengthening collaborations with duty bearers, UNICEF seeks to promote Armenia's adolescent and youth development in a manner that is sustainable, equitable, and responsive to the evolving needs of its young population.

This evaluation's rationale is grounded in UNICEF's commitment to assessing how its programming supports adolescents and youth, particularly those experiencing socio-economic challenges, disabilities, and other vulnerabilities. This aligns with UNICEF's rights-based and gender-responsive programming priorities, as well as the United Nations (UN) "Leave No One Behind" principle and the UN Disability Inclusion Strategy. By emphasizing outcome- and output-level results, the evaluation informs ongoing initiatives while also shaping future programming decisions.

Drawing from experience and existing evidence, the evaluation identifies good practices and generates lessons that can contribute to national policy and programmes for adolescents and youth in Armenia. Additionally, it may provide valuable insights into bottlenecks and best practices, offering evidence that could inform similar efforts in other middle-income countries or across the East and Central Asia Region (ECAR).

Evaluation scope

Object: The object of the Evaluation includes projects and interventions implemented under UNICEF Armenia's 2021-2025 Country Programme¹ (CP), specifically targeting adolescents and youth aged 12 to 24 in Armenia, collectively referred to as Programming for Adolescents and Youth (P4AY).

Period of Coverage: The evaluation covers all P4AY initiatives implemented between 2021 and the first quarter of 2024 under UNICEF Armenia's 2021-2025 CPD.

Geographic Coverage: Given that UNICEF's P4AY have a national reach, the evaluation adopts a nationwide scope, covering the capital city and all 10 regions (marzes) of Armenia. The coverage of specific interventions varies and is detailed in Annex 9.

Sectoral Coverage: The evaluation primarily focuses on results under the Education outcome of Output 3.5 of the CPD 2021-2025. Since adolescent and youth programming is cross-cutting, interlinkages with other sectoral areas—including Climate Change, Social Policy, Health, Communication for Development (C4D), and Child Protection—are also considered. Additionally, cross-cutting themes such as disability and gender have been integrated into the evaluation.

Levels: To capture the multi-dimensional aspects of UNICEF's P4AY, the evaluation examines interventions at national, regional, and local levels.

Thematic and Project Coverage: The evaluation assesses interventions related to adolescent development and participation, emergency preparedness and resilience, child protection, climate change, and disability awareness. Specifically, it assesses a set of 10 projects and thematic initiatives (detailed in Annex 9), with a total approximate budget of USD 3,035,600 for the years 2021-2023, as of November 30, 2023.

Key Stakeholders: Key stakeholders include programme donors (including governmental, trans-governmental, and intergovernmental agencies, development partners, and foundations), implementing partners (including local youth CSOs and youth-led groups), associated government actors (including ministries, agencies, and local authorities), indirect beneficiaries (including parents, teachers, mentors, school administrations), as well as adolescents and youth as direct beneficiaries.

The evaluation informs policy development, programming refinement, and resource allocation. The scope excludes (does not cover) impact-level results, minor activities, and initiatives targeting other age groups or unrelated themes.

Evaluation purpose, objectives, and intended users

The aim of this participatory evaluation is to assess the relevance, coherence, effectiveness, efficiency, and sustainability of UNICEF Armenia Country Office's (CO) programming from 2021 through the first quarter of 2024, aimed at adolescents and youth aged 12-24. Driven by a collaborative participatory worldview, this evaluation is iterative and forward-looking by nature, seeking to provide UNICEF, relevant UN agencies, stakeholders, and beneficiaries with thorough and multi-perspective insights into the best practices and bottlenecks identified in the

¹ United Nations Children's Fund (2021) Country programme document: Armenia.

programming under focus, providing actionable recommendations for future programming for adolescent and youth and advocacy in Armenia.

The specific objectives of this evaluation are as follows:

1. Utilize a collaborative, participatory evaluation approach to build adolescents' and young people's capacity in programme evaluation, creating mechanisms for their active engagement throughout the process;
2. Evaluate whether UNICEF programming for adolescents and youth align with UNICEF's Strategic Plan 2022–2025, Guidelines on Adolescents Participation, Programme Guidance for the Second Decade, United Nations Sustainable Development Cooperation Framework (UNSDCF) Armenia 2021–2025, Convention on the Rights of the Child (CRC), Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), Convention on the Rights of Persons with Disabilities (CRPD) principles, and national strategies, considering gender mainstreaming, lifecycle, and human-rights-based approaches.;
3. Assess the coherence and synergy of UNICEF Armenia's adolescents' programming in terms of programming and results, and recommend improvements for better integration across sectors;
4. Evaluate the performance, results, and quality of UNICEF's adolescents and youth programming, identifying factors influencing success and challenges, particularly regarding changes in adolescents' development and empowerment;
5. Synthesize conclusions and lessons from all cases, identifying both intended and unintended changes for right-holders and duty-bearers, including adolescents, caregivers, and programme implementers.
6. Provide actionable recommendations for refining P4AY, scaling good practices, and enhancing government support for adolescents and youth in Armenia.

The primary end-users of the evaluation findings include UNICEF, adolescents and youth, donors, government stakeholders, and other partners.

Evaluation methodology

This evaluation follows five of the six standard criteria of the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) criteria: relevance, coherence, effectiveness, efficiency, and sustainability, focusing on outcome and output results rather than impact. It also emphasizes a human rights-based approach, gender equality, and other cross-cutting issues. A total of 14 evaluation questions were addressed across the five criteria.

The methodology used is a Convergent Parallel Participatory Mixed Methods Design (CPPMMD), where both qualitative and quantitative data were collected and analyzed simultaneously. The participatory design involved key stakeholders, especially beneficiaries, in both the evaluation design and implementation, ensuring that data saturation was reached.

Data collection used a mix of primary and secondary sources through four methods:

1. Desk Review (DR) – Reviewing and analyzing more than 160 project documents, reports, and secondary data from UNICEF's monitoring systems.
2. Key Informant Interviews (KIIs) – A total of 29 semi-structured interviews with stakeholders such as national and local policymakers, implementing partners and donors, and UNICEF staff.

3. Focus Group Discussions (FGDs) – A total of 21 group discussions with direct and indirect beneficiaries, including adolescents, youth, mentors, parents and relevant community actors, to gather qualitative insights.
4. Computer-Assisted Telephone Interviews (CATI) – Structured telephone interviews with a random sample of direct beneficiaries, ensuring representativeness with a sample size of 332.

These methods combined allowed for triangulation of data and ensured diverse perspectives.

Key findings and conclusions

Relevance: The evaluation finds that UNICEF Armenia P4AY aligns well with international conventions (CRC, CRPD, CEDAW) and UNICEF's global strategies. Inclusivity, accessibility, and gender mainstreaming were found to have been prioritized across the projects and reflected in operational practices. The evaluation found that all 10 projects demonstrate a high degree of compliance with international standards, supported by specialized training and other mechanisms to ensure the "LNOB" principle. UNICEF continues to face difficulties in fully mitigating the challenges related to partner capacity and infrastructure needed to uphold the above-mentioned principles, particularly in projects like YHOUS, BASLIF, GAME, UPSHIFT, and GENU. Relevant needs assessments were documented at the basis of most, but not all, initiatives (some projects presented intermittent or no explicit evidence across documentation made available to the evaluation team). Success in engagement with marginalized groups varied, with some beneficiaries, especially those with disabilities, facing barriers like inaccessible venues and social stigma. Majority of respondents (79.8%) felt that sufficient efforts were made to ensure equal access for the vulnerable groups. While community-based and context-specific approaches and collaborations with local governments did enhance relevance and ensured strong alignment with government priorities and local contexts, stakeholder and beneficiary involvement were reported to be less intensive during the planning stages, particularly manifested in GENU, BASLIF, and UPSHIFT. In some cases, adolescents' needs were assumed by partners rather than directly captured. Adolescents and parents generally valued P4AY content but certain accessibility issues seem to hinder them to perceive the programme's full relevance to them. Despite effectively addressing local needs, the evaluation identifies a need for stronger systemic mechanisms to improve inclusivity, stakeholder engagement, and marginalized group participation especially in the design and planning phases of P4AY.

Coherence: UNICEF Armenia's adolescent-focused programming shows strong internal coherence, with UNICEF staff being responsible for alignment, synergy, and complementarity across thematic sections and areas. Flexibility towards budgets, advisory support, and annual reporting procedures, along with project-level M&E systems (where present), have come up as supporting factors for programming coherence. At the same time, the evaluation finds a key gap manifested through the absence of a comprehensive logical framework or results matrix explicitly linking outcomes across projects within P4AY, highlighting a rather essential need for formal documentation and assurance of inherent, rather than assumed or observed coherence. Nonetheless, staff reported that thematic coherence often emerges organically through overlapping project linkages. Joint programming between UN agencies and external partners has been reported to facilitate resource-sharing and targeted interventions, especially in GENU, YHOUS, BASLIF, UPSHIFT, and CLIMATE. However, differing mandates between partners, different budget priorities and accountability mechanisms have at times hindered the potential for full synergy, with some stakeholders feeling the "One UN" concept remains only partially

realized. Coherent collaboration with the Government under multi-donor projects has also faced challenges due to leadership shifts in ministries, local governments, and local educational institutions, such as schools. While coherence is mainly found to be a strong side of the P4AY, improved reporting systems and enhanced inter-agency coordination are needed to promote consistency and accountability.

Effectiveness: The P4AY has been largely effective in meeting its targets and supporting adolescent empowerment, inclusion, and gender equality in Armenia. Most initiatives have achieved or surpassed their targets at both output and outcome levels, though some cases of underachievement against some of the formulated target indicators were recorded. Notably, direct beneficiaries reported high satisfaction, 91.3% noting improvements in their situation, 79.8% strongly agreeing their knowledge improved, 69% - their skills, and 60.8% - their confidence. Many participants secured internships, jobs, or launched social initiatives, as have been recorded during the evaluation. However, assessing the longer-term impact of the knowledge transfer remains a challenge for partners, with stakeholders often referring to mid-to-longer term results as rather unintended. Such unintended positive results include knowledge transfer from adolescents to parents and increased community engagement, however, negative experiences, such as disputes between some students and the school staff, schools and community administrations with certain level of community resistance, have also emerged. Knowledge exchange within P4AY was reported to have strengthened project management and leadership capacities among partners, however gaps in systematic consolidation and sharing of lessons learned hinder institutional learning. Associated government stakeholders, especially evidenced in CLIMATE and POLICY, emphasized knowledge gains in areas such as disaster risk management and youth law development, reflecting successful collaboration with UNICEF. Government stakeholders called for much closer alignment with ministry guidelines, while donors suggested improving communication, reporting flexibility, and incorporating more primary field research. Adolescents highlighted the need for longer duration of projects, more initial funding for youth-led projects, and more inclusive, safe spaces for their participation. Notably, participation of adolescents and youth in decision-making remains mostly at the implementation stage, with rather limited influence on programme design. Leadership roles among adolescents also vary by project (participants in IDEALAB and BASLIF often held formal leadership roles, whereas those in GENU and PEERSUP assumed leadership more informally) and meaningful inclusion efforts for children with disabilities had various degree of success, with some participants reported to have engaged more passively due to limitations in physical environment and insufficient accommodations.

Efficiency: The evaluation found that the P4AY has used financial and human resources efficiently, with government stakeholders involved in budgeting to align funds with programme needs. However, financial constraints, particularly for infrastructure development, appeared to have limited some initiatives, requiring government and community investment in upper-middle-income country-context, as well as stipulating fundraising proactively initiated by the beneficiaries leading small-scale community projects. Some delays and inconsistencies in transport reimbursements on IP side were reported in BASLIF, GAME, PEERSUP, and UPSHIFT. IP staffing shortages in YHOUS, BASLIF, GAME, UPSHIFT, and GENU projects affected efficient programme delivery, especially in remote areas where mentorship was difficult to sustain due to limitations posed by physical distance. Technological limitations also arose in some projects, BASLIF, GENU, GAME, INTNET, and YHOUS. Projects mostly adhered to schedules, with occasional delays due to approval procedures, logistical matters, COVID-19, and the escalations

in and around NK, which were addressed through no-cost extensions or restructured timelines, minimizing long-term impacts. Youth involvement and ongoing collaboration with local partners and community stakeholders in planning and design, regular meetings and open dialogue, allowed for quick responses to challenges and proved key to programme efficiency. Systematic oversight through different methods appeared to have contributed to maintaining timelines and addressing deviations effectively.

Sustainability: The sustainability of UNICEF P4AY results appears to be essentially relying on the collaboration between UNICEF, the Government, local communities, and civil society. Formalized partnerships, such as tripartite memoranda in YHOUS, UPSHIFT, IDEALAB, and PEERSUP, proved to have secured long-term commitments. Knowledge transfer and community-based ownership models have been reported to be key in ensuring continuity, with beneficiaries in BASLIF, GENU, PEERSUP, and UPSHIFT reported to have been applying acquired skills in practice and relying on the community support for further initiatives. Projects' results were successfully embedded in institutional frameworks, such as legislative foundations (POLICY) and integration of training packages in official teacher accreditation system (CLIMATE). However, recorded challenges include the absence of clear sustainability plans and limited post-project follow-ups by UNICEF with beneficiaries. Risks in terms of sustainability have come up during the evaluation, including over-reliance of IPs on grants, leadership changes in key partner institutions, and the rather weak community ownership with the projects. Potential trade-offs also arise when prioritizing short-term practical results over lasting outcomes, alongside the overreliance on community-driven sustainability or government ownership.

Lessons learned

The evaluation identified a number of valuable key lessons from UNICEF's P4AY, which highlight both strengths and areas for improvement. A major lesson concerns UNICEF's ability to design youth programming that aligns with Armenia's national priorities and the local needs. This may be referred to as context-bound approach which makes interventions more relevant, adaptable, and potentially impactful. Meanwhile, another lesson learned points at procedural complexities in documentation and procurement in the experience of working with UNICEF, frequently cited as a challenge. Implementing partners and government counterparts appear to find these administrative requirements somewhat burdensome, at times diverting attention from achieving actual results, showcasing a need for streamlining these processes to improve operational efficiency and partner satisfaction. Another lesson arose in terms of donor communication. Donors expressed concerns about somewhat limited access to programmatic information and inconsistency in progress updates, making it difficult to assess interim results. Strengthening transparency and engagement with donors through regular updates and accessible data seems to be necessary to maintain trust and continued investment. The evaluation also revealed a lesson on inconsistencies in beneficiary data management. Implementing partners were found to have used different systems to organize and store data, essentially making it rather difficult to track programme results and conduct this evaluation upon a consistent and comprehensive beneficiary data. Additionally, the lack of systematic documentation of programmatic lessons learned was noted. While insights have been shared and discussed informally, no structured mechanism for disseminating and applying them across projects was existent.

Key recommendations

To improve the effectiveness and sustainability of UNICEF Armenia's adolescent and youth programming, several strategic and operational key recommendations (see Table 4 of the Evaluation Report for details) have been made. To increase the long-term relevance and sustainability of P4AY interventions and achieved results, (1) UNICEF should continue, build on, and further expand its context-bound approach in Armenia. By strengthening the engagement with national policy frameworks and local know-how, UNICEF could position youth programming as an integral part of broader development strategies, ensuring its relevance beyond project cycles. In order to provide a clearer roadmap for UNICEF and its partners to align their efforts effectively and make data-driven decisions, UNICEF could also benefit from (2) developing a coherent ToC that explicitly links outcomes across UNICEF Armenia P4AY. This framework should outline clear pathways of change, define interdependencies among initiatives, to measure collective results. To further shift power dynamics, assure that adolescents and youth have greater ownership over the programme and its results, UNICEF could further benefit from (3) establishing operational participatory mechanisms that ensure adolescents and youth are meaningfully involved at all stages of programme planning, design, and implementation. More specifically, structures like Youth Advisory Groups (encompassing diverse demographic and socio-economic groups and statuses), which in practice proved to be a significantly successful experience within this evaluation, could be helpful in involving adolescents in shaping priorities and strategies for the entire P4AY scope and lifespan. Moreover, to ensure meaningful participation of all adolescents, UNICEF could (4) plan and utilize project-tailored gender-sensitive approaches within P4AY, which would entail ensuring that each project incorporates a gender-responsive framework from the outset. This should include gender-specific approaches, such as needs assessments or other mechanisms to identify unique barriers and opportunities for boys and girls within each programmatic component. Additionally, in order to ensure that the principle of inclusivity is consistently translated into practice, UNICEF Armenia and its implementing partners could (5) reinforce the operationalization of UNICEF Disability and Inclusion strategy across P4AY. Good practices of existing P4AY projects in partner capacity-building and targeted outreach should be leveraged to ensure accessibility for adolescents and youth with disabilities and be replicated across all projects for adolescents and youth. UNICEF, and its funding and implementing partners could also consider (6) expanding human potential by strengthening staffing and local capacities of implementing partners. This could involve introducing multi-faceted approaches to enhance human capital development in marzes, particularly in remote communities, which in turn effectively influence the implementation of P4AY on the ground. Towards enhancing beneficiary data management and outcome-level monitoring, UNICEF could further consider (7) strengthening the mechanisms for external communication of programmatic results and improving accountability of implementing partners through reinforced and consistent monitoring practices. This could involve establishing standardized protocols for beneficiary data collection, categorization, and reporting across implementing partners to help ensure consistency and usability. Lastly, UNICEF could consider (8) establishing a systematic framework for documenting and disseminating lessons learned and good practices. This could assume developing standardized templates and guidelines for documenting key programmatic insights, success stories, and challenges, creating a centralized digital repository accessible to implementing partners, donors, and relevant stakeholders, ensuring that knowledge is systematically stored and readily available for reference for key actors.

Introduction

The Evaluation of UNICEF's Programming for Adolescents and Youth (P4AY) in Armenia aims to provide a comprehensive assessment of the initiatives targeting youth aged 12–24 within UNICEF Armenia's 2021–2025 Country Programme (CP). The overall purpose of this formative and summative evaluation is to provide a rigorous participatory assessment of UNICEF Armenia Country Office's (CO) results to date (output and outcome level) in Adolescents and Youth Programming ensuring their individual and/or collective engagement to form and express their views about the programmes and to influence further matters of concern.

Commissioned by UNICEF Armenia through the Terms of Reference (ToR) formulated under LRFP-2023-9187485 (see Annex 1) and conducted by an independent Evaluation Team of the Caucasus Research Resource Center (CRRC)-Armenia Foundation, this evaluation seeks to determine the relevance, coherence, effectiveness, efficiency, and sustainability of UNICEF's youth-focused programming, with attention to gendered risks and other vulnerabilities of boys and girls in Armenia, participatory engagement, and alignment with strategic frameworks. Key insights included in this Evaluation Report (ER) will support UNICEF Armenia's upcoming 2025–2030 programme cycle by identifying both strengths and areas for improvement in P4AY initiatives.

The evaluation's rationale is rooted in UNICEF's commitment to understanding how

its programming serves adolescents and youth, especially those facing distinct socio-economic challenges, disabilities, and other vulnerabilities and disadvantages. This aligns with UNICEF's rights-based and gender-responsive programming priorities², as well as the United Nations (UN) "Leave No One Behind" principle and the UN Disability Inclusion Strategy. By focusing on outcome and output results, this evaluation both informs ongoing activities and guides future programming decisions. The evaluation derives lessons from the experience and existing evidence that can bring attention to the good practices and inform national policy and programmes for adolescents and youth moving forward in Armenia. It may also bring in important evidence informing other middle-income countries or countries in East and Central Asian Region (ECAR) on bottlenecks and best practices in policy and P4AY.

Primary audiences for this ER include UNICEF Armenia, UN agencies, donors, line ministries, civil society organizations (CSOs) and other duty-bearers, program beneficiaries—especially youth, whose perspectives and feedback are central to this evaluation. This comprehensive approach ensures that findings are shared with diverse stakeholders for future collaboration, knowledge sharing, and advocacy. The active involvement of youth beneficiaries has assured a participatory approach, empowering young people as key

² UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents, Programme Division 2018, UNICEF Guidance Note on Adolescent Participation in UNICEF Monitoring and Evaluation, 2019

contributors and rights holders in the evaluation process.

The evaluation process encompassed four phases, as outlined in the Inception Report (IR, see Annex 16). Phase One involved developing a foundational evaluation framework, including a thorough desk review, stakeholder mapping, and establishment of an Evaluation Reference Group (ERG, see Annex 11) and Youth Advisory Group (YAG, see Annex 11). Phase Two secured quality assurance and approvals from UNICEF, ERG, and an independent Institutional Ethical Review Board (ERB, see Annex 12). Phase Three, the Convergent Parallel Participatory Mixed Methods Design (CPPMMD) evaluation (see Section 3.1), encompassed data collection via desk review (DR), Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and Computer-Assisted Telephone Interviews (CATI), with a participatory focus on youth engagement. Phase Four concludes the evaluation with comprehensive analysis and reporting, as

well as dissemination to inform decision-making across stakeholders.

Throughout the entire evaluation process, the Evaluation Team adhered closely to UNICEF's ethical and quality assurance standards, as detailed in the IR and ERB guidelines. Major milestones, such as the IR, were overseen and cleared by UNICEF and ERB, ensuring strict compliance with relevant (including Global Evaluation Reports Oversight System (GEROS)) standards and ethical protocols to safeguard participant confidentiality and well-being from inception to final reporting, thereby providing a reliable foundation for evidence-based programming improvements. The final draft of the ER was discussed and validated with the ERG and YAG, as well as reviewed internally by the CO and externally by independent reviewers. Final ER reflects to the extent possible all the comments of stakeholders and of peer review, as well as incorporates UN System-wide Action Plan (UN-SWAP) evaluation indicators.

CHAPTER I.

Evaluation Background and Context

1.1. Country Context and the Situation of Adolescents and Youth in Armenia

Armenia is a landlocked, mountainous country situated in the South Caucasus region, bordered by Georgia to the north, Azerbaijan to the east and southwest, Iran to the south, and Türkiye to the west. Due to longstanding geopolitical tensions Armenia has experienced intermittent conflicts and border closures for decades. The recent 2020 escalation of the Nagorno-Karabakh conflict, followed by another in 2023, resulted in the displacement of approximately 115,000 ethnic Armenian refugees, including an estimated 36,000 children, to the Republic of Armenia (RA)³. Additionally, the Russia-Ukraine conflict has brought an influx of 52,000–58,000 Russian, Ukrainian, and Belarusian citizens to Armenia since 2022⁴.

Armenia is experiencing demographic shifts, including an aging and declining population, with the current total estimated at 2.93 million—a 2.8% decrease from the 2011

census. Urban areas are home to 64% of the population. Declining fertility rates, which dropped from 2.6 children per woman in 1985 to 1.7 in 2019, and significant emigration contribute to this demographic change, with an estimated seven million Armenians living abroad, primarily in Russia before 2022⁵.

Approximately 750,000 children aged 0–17 comprise 24% of the population, with around 42.1% falling within the adolescent bracket of 13–17 years. Among Armenia's 472,000 youth aged 12–24, gender disparities are notable, with boys representing 53.1%⁶.

The nation's Gross Domestic Product (GDP) has shown varying trends, with a notable increase of 12.6% in 2022, and further growth anticipated at 7.0% for 2023. The GDP per capita is \$8,283 (nominal) and \$19,745 Purchasing Power Parity (PPP) in 2023⁷. However, there are concerns about the extent to which this growth is shared and actually benefitting the vulnerable groups of the population. In fact, Armenia continues to face challenges, particularly with a high poverty

³ UNICEF. (2024). Humanitarian Situation Report No. 18 [\[link\]](#)

⁴ Assessment among citizens of Russian Federation, Ukraine and Belarus living in Armenia (July 2023) [\[link\]](#)

⁵ ARMSTAT (the Statistical Committee of the Republic of Armenia) (2022), Population Census 2022, ARMSTAT

⁶ Ibid.

⁷ World Bank (2022). Country Context. The World Bank in Armenia. Retrieved December, 2022. [\[link\]](#)

rate of 26.5% in 2021 (lower poverty line) and an extreme poverty rate of 1.5%, exacerbated by the impacts of climate change, particularly affecting the agricultural sector, where 35% of the working population is employed. Larger households and those with many children are more likely to be in poverty. In 2023, 31.7% of Armenian children aged 0-18 lived in poverty (lower poverty line), affecting the realization of various rights, including nutrition, education, play and others⁸. According to the World Bank (n.d.), the youth unemployment rate stood at 22.5% in 2021, underscoring the barriers to economic participation faced by young people. 51.7% of children in Armenia live below the national poverty line, while 61.6% are deprived in two or more dimensions of multidimensional poverty⁹.

Youth and adolescents possess talent, knowledge, and potential, which is why it is imperative that they be provided with opportunities to champion their rights and participate in decision-making processes. However, 31% of Armenian youth in the 15–29 age group¹⁰ are not in education, employment, or training, which was the highest among the Eastern Partnership countries in 2019¹¹. While most secondary or tertiary students have the skills employers seek, there is a significant mismatch between the skills they possess, and the skills employers seek. Many of the youth face barriers to finding a good job because there are fewer formal sector jobs and it often

requires personal connections, as well as discrimination against youth and women in hiring¹². Youth from poor families, youth who reside in remote areas or live near borders, and youth with disabilities are particularly vulnerable and lack equal access to labor and other opportunities¹³.

The adolescent years are widely regarded as a relatively healthy period of life; however, teenagers often suffer from various mental and other health problems. The latest cross-national study found that many adolescents in Armenia have different health, wellbeing, and social issues¹⁴. The results show that teenagers in Armenia (more often girls than boys) reported a variety of health problems, with the percentage of adolescents reporting multiple symptoms increasing as they age. The results showed that about 9 per cent of children aged 11-15 years felt lonely and that 14 per cent of children aged 11-15 years reported feeling sad and feeling 'down' at least once a week¹⁵.

Enshrined in the Armenian Constitution, one of the primary goals of state policy in the economic, social, and cultural spheres is to promote youth participation in political, economic, and cultural life¹⁶. Several laws and policies set the framework for youth participation in Armenia. In addition to the Constitution of Armenia, for example, the Law on the Rights of the Child, the Law on Education, the Law on General Education, the Law on Local Self-Government and the

⁸ ARMSTAT. (2024). Social Snapshot and Poverty in Armenia, 2024. [\[link\]](#)

⁹ World Bank (2022). Country Context. The World Bank in Armenia. Retrieved December, 2022. [\[link\]](#)

¹⁰ ARMSTAT (2020), Labour Market in Armenia 2018–2019, ARMSTAT

¹¹ New Forms of Employment in the Eastern Partnership Countries: Platform Work – Armenia, European Training Foundation, 2021 [\[link\]](#)

¹² Sahakyan, G. (2019). Trade Unions and Labor Rights in Lori, Shirak, Tavush, Gegharkunik Regions in Armenia. Yerevan: UNDP.

¹³ YouthPower (2019). Armenia Youth Situational Analysis. [\[link\]](#).

¹⁴ Arabkir Medical Centre – Institute of Child and Adolescent Health (2019). Health Behaviour in School-aged Children of Armenia 2017/2018 national study results. [\[link\]](#).

¹⁵ Arabkir Medical Centre – Institute of Child and Adolescent Health (2019). Health Behaviour in School-aged Children of Armenia 2017/2018 national study results. [\[link\]](#).

¹⁶ Article 86 of the Constitution of the Republic of Armenia sets out the main objectives of state policy.

Concept of Youth State Policy for 2015-2025 all promote youth participation to some extent¹⁷. One of the central tenets of the government's Concept of State Youth Policy is the plan to promote young people's social, political, civil, socio-economic and cultural participation in life and to develop mechanisms for the solution of employment and socio-economic issues regarding this segment of the population¹⁸. The MoESCS is the primary authority in charge of formulation and implementation of government policies aimed at promoting youth engagement. The ministry is responsible for the development and realization of youth potential, the development of spiritual-cultural identity, national identity, and legal awareness¹⁹.

Youth councils adjunct to governors were established in 2014 to ensure youth participation in various spheres of public life, to support and promote the development and implementation of youth state policy in the regions, and to promote the activities of youth organizations²⁰. The councils' responsibilities include, but are not limited to, increasing the effectiveness of youth policy in the regions and ensuring cooperation between state, regional, and community bodies on issues pertaining to youth. In particular, the councils would be responsible for evaluating the regions' youth policy and making recommendations to the governor.

Most Armenian households are connected to the internet. According to a World Bank study conducted in 2019, about 96 per cent of Armenian households have at least basic internet access, with little difference in internet usage between urban and rural households. The levels of internet access by income group are also not significantly different as about 91 per cent of households with a monthly income of less than AMD 100,000 (about USD 263) have internet access at home²¹.

Despite social media representing an important source of information and social integration, adolescent health and behavior are also being negatively affected by electronic media. For example, poor diets and eating habits, as well as sleep disorders, have been linked to excessive screen time²². Additionally, cyberbullying and digital harassment are a concern for more than 80 per cent of young people aged 15 to 24 years who use the internet in Armenia, especially if there are no concerted preventive measures²³.

The government of Armenia initiated the development of the Armenia Transformation Strategy 2020-2050, which includes the 2030 Action Plan. In absence of a National Sustainable Development Goals (SDGs) Framework, this strategy provides a valuable opportunity to connect the government's long-term vision with sectoral strategies,

¹⁷ Voskanyan, A. (2019). Contribution of non-programme countries to EU youth wiki. Chapter V: Armenia participation. Partnership between the European Commission and the Council of Europe in the field of youth. [link].

¹⁸ Voskanyan, A. (2019). Contribution of non-programme countries to EU youth wiki. Chapter V: Armenia participation. Partnership between the European Commission and the Council of Europe in the field of youth. [link].

¹⁹ The Law on the Structure and Functions of the Government of Armenia

²⁰ Decision of the Republic of Armenia Prime Minister N. 85 of 2014 approves the statute of the Youth Council adjunct to governors.

²¹ Raja, S. and Malumyam, G., (2020). Internet use in Armenia: How might connectivity shape access to opportunity? World Bank Blogs. [link]

²² Sina, E., Boakye, D., Christianson, L., Ahrens, W., & Hebestreit, A. (2022). Social Media and Children's and Adolescents' Diets: A Systematic Review of the Underlying Social and Physiological Mechanisms. *Advances in Nutrition*, 13(3), 913-937.

²³ UNICEF. (2019a). Safer Internet Day: UNICEF calls for concerted action to prevent bullying and harassment for the 82 per cent of young people online in Armenia. Press release. [link]

policies, and budgets, thereby accelerating the implementation of the SDGs²⁴. In 2024, Armenia submitted its third Voluntary National Review (VNR) on SDGs, highlighting that its "democratic resilience" has allowed the country to "achieve progress and rebuild more effectively in a highly fragile environment," despite ongoing security, humanitarian, and development challenges. The country is committed to advancing the 2030 Agenda, promoting gender equality, human rights, and accelerating SDG implementation. It also calls for transformative actions and multilateral cooperation, with a focus on inclusive, people-centered approaches for post-2030 initiatives²⁵. UNICEF and its partners in Armenia are actively working towards the achievement of the SDGs, as discussed in the section 2.3. below.

UNICEF collaborates with multiple duty bearers, including government ministries, civil society organizations, and international partners, to build institutional frameworks that address the needs of Armenia's adolescents and youth. The MoESCS is instrumental in integrating youth development policies within Armenia's educational institutions. Local and regional stakeholders support UNICEF in promoting youth civic engagement, implementing gender-sensitive curricula, and advocating for the rights of adolescents and youth.

The Youth Policy Law represents a significant policy milestone, expected to improve coordination between UNICEF and national duty bearers in implementing effective youth programming. This law and related policies are projected to address gaps in service delivery, ensuring that the specific needs of

right holders—adolescents and youth—are met comprehensively.

Thus, the country context and the current socio-economic, political, and institutional landscape present both opportunities and challenges for UNICEF's P4AY. By aligning relevant programming with SDGs, engaging youth as rights holders, and fostering robust collaborations with duty bearers, UNICEF aims to advance Armenia's adolescent and youth development in ways that are sustainable, equitable, and responsive to the evolving needs of its young population.

1.2. Evaluation Object, Stakeholders, and Beneficiaries

Object: The object of the Evaluation includes projects and interventions implemented as part of UNICEF Armenia 2021-2025 Country Programme²⁶ (CP) directly targeting adolescents and youth of ages 12 to 24 y/o in Armenia.

Period of Coverage: All the programming initiatives implemented between 2021 and first quarter of 2024 under UNICEF Armenia 2021-2025 Country Programme Document (CPD) has been covered by the evaluation.

Geographic Coverage: Geographically, UNICEF programmes with and for adolescents and youth have a national coverage, therefore the evaluation scope has a nationwide coverage throughout capital city and 10 regions (marzes) of Armenia. The coverage of specific interventions varies and is mapped by the Evaluation Team in Annex 9).

Sectoral Coverage: The evaluation focuses on the results under Education outcome of the output 3.5 of the CPD 2021-2025. While

²⁴ United Nations (2021); UN Sustainable Development Framework for Armenia 2021-2025

²⁵ The Government of the Republic of Armenia (2024); Armenia's 3rd Voluntary National Review 2024

²⁶ United Nations Children's Fund (2021) Country programme document: Armenia.

spread throughout other programme areas, adolescents and youth results are cross-cutting and interlinked, which means that other sectoral areas (Climate Change, Social Policy, Health, Communication for Development (C4D), Child Protection) and the associated 'cross-cutting' themes, such as disability and gender have been accounted for.

Thematic Coverage: The evaluation focuses on assessing interventions targeted at adolescent development and participation, emergency preparedness and resilience, child protection, climate change and disability awareness.

Levels: The evaluation examines interventions at various levels, including national, regional, and local levels, to capture the multi-dimensional aspects of UNICEF's Adolescent Development and Participation (ADAP) programming.

Period of Coverage: All the P4AY initiatives implemented between 2021 and the first quarter of 2024 under UNICEF Armenia 2021-2025 CPD are covered by the Evaluation.

Thematic and Project Coverage: Thematic focus of the evaluation is adolescents programming aiming at their development and empowerment. More specifically, the evaluation focuses on a set of 10 projects and thematic initiatives (see Annex 9) with total approximate budget of USD 3,035,600 for years 2021-2023 as of 30th November, 2023.

Key stakeholders in this evaluation include:

1. **Donors:** These include governmental, trans-governmental, and intergovernmental agencies, development partners, and foundations that fund project implementation. Their role focuses on promoting adolescent and youth well-

being through effective programme oversight and advocacy.

2. **Implementing partners:** Local youth CSOs, including youth-led groups, carry out the projects funded by UNICEF. Their day-to-day responsibilities include planning, coordination, and reporting on activities aimed at empowering youth and promoting participation.
3. **Associated government actors:** This group comprises ministries, agencies, and local authorities involved in policymaking, implementation, and resource allocation. Their collaboration ensures that programming align with national priorities, contributing to sustainable outcomes for youth.
4. **Indirect beneficiaries:** These may include school administrations, teachers, parents, and others directly involved with adolescents and youth. Their role is to provide care, education, and support services, while working with other stakeholders to ensure the holistic development and well-being of adolescents and young people.
5. **Direct beneficiaries:** Adolescents and youth, as the target population, are the primary beneficiaries of personal development, education, well-being, resilience and social inclusion. Beyond being beneficiaries, they act as agents of change, contributing to decision-making processes that affect their lives. Their active role in the evaluation ensures their voices are heard, addressing the issues that matter most to them.

The comprehensive mapping of stakeholders and matrices of interviewed beneficiaries are presented in Annexes 3, 4 & 5.

CHAPTER II.

Evaluation Framework and Scope

2.1. Rationale and Intended Users of the Evaluation

This formative and summative evaluation aims to provide a thorough assessment of the results achieved by UNICEF's adolescents and youth programming in Armenia, both at the output and outcome levels. The evaluation aligns with the planning stage of the 2025-2030 programme cycle. Per the ToR, it serves the dual purpose of informing current programming and guiding future initiatives within the Armenia CO.

The evaluation specifically examines the gendered risks and vulnerabilities faced by boys and girls in Armenia, prioritizing their engagement in shaping programmes and influencing future concerns. As outlined in UNICEF Armenia's Costed Evaluation Plan 2021-2025²⁷, the evaluation will support strategic decision-making by providing insights into the effectiveness and efficiency of ongoing and newly launched P4AY. Ultimately, the evaluation aims to support further planning and programming efforts, including budgetary resource allocations, to better address the needs and priorities of adolescents and youth in Armenia.

Given the significant policy developments, such as the RA Government's initiative to develop a Law on Youth Policy and related strategic documents, the evaluation holds particular importance both in informing UNICEF advocacy efforts and the national policy developments.

The forward-looking nature of the evaluation aims to derive lessons from existing evidence and experiences, highlighting good practices and informing national policies and P4AY in Armenia. Moreover, it may also contribute valuable insights for other middle-income countries or countries in the ECAR, shedding light on bottlenecks and best practices in policy and P4AY.

The findings and recommendations from the evaluation are intended to inform a wide range of stakeholders, including UNICEF, other UN agencies, line ministries, civil society organizations, and most importantly, adolescents and young people themselves. By identifying what works and what does not work in adolescent programming, the evaluation aims to guide the

²⁷ UNICEF. (n.d.). Costed evaluation plan – Armenia – UNICEF country programme of cooperation, 2021–2025. Retrieved from https://www.unicef.org/executiveboard/media/6026/file/2021-PL23-Armenia_CEP-EN-2021.06.15.pdf

development of age-appropriate and gender-sensitive programmes in Armenia, mobilizing partners and resources around the specific needs of adolescents and youth in the country, serving as a powerful tool to drive positive change for them.

The primary end users of this ER are:

UNICEF Armenia Staff: The evaluation provides insights for UNICEF staff involved in P4AY, including section leads, programme officers, consultants, and management. Evidence-based findings may support improved programme design and delivery.

Programme Beneficiaries: Adolescents and youth are key audience members for the evaluation's findings and recommendations. The report reflects their perspectives and experiences, ensuring their voices are heard and concerns are considered for future programming.

Donors: Donor agencies funding UNICEF's P4AY may benefit from insights into the programming's relevance, coherence, efficiency, effectiveness, and sustainability, aiding in future funding decisions.

Government Stakeholders: Line ministries, sub-national authorities, and other relevant government stakeholders may use the evaluation's findings and recommendations to inform policy development and strategic reforms. The report highlights areas where national priorities align with programme objectives, identifying opportunities for collaboration and strategies to enhance youth-focused initiatives.

Other Relevant Audiences: This includes non-governmental organizations (NGOs), CSOs, academic institutions, and other UNICEF partners working on youth development and empowerment. The evaluation findings contribute to knowledge-sharing and collaboration, fostering collective action to meet the needs of adolescents and youth in Armenia.

By addressing the needs of these primary and secondary users, the evaluation report aims to maximize knowledge-sharing, driving positive change in programming, policy, and practice. The findings and recommendations are tailored to meet the diverse information needs of stakeholders and validated with adolescents and youth as key right-holders. Separate arrangements have ensured key stakeholders' participation through the ERG.

2.2. Evaluation Purpose, Objectives and Scope

The aim of this participatory evaluation is to assess the relevance, coherence, effectiveness, efficiency, and sustainability of UNICEF Armenia CO's programming from 2021 through the first quarter of 2024, aimed at adolescents and youth aged 12-24. Driven by a collaborative participatory worldview, this evaluation is iterative and forward-looking by nature, seeking to provide UNICEF, relevant UN agencies, stakeholders, and beneficiaries with thorough and multi-perspective insights into the best practices and bottlenecks identified in the programming under focus, effectively informing relevant national policy and programmes in Armenia.

As per the ToR, the specific objectives of this evaluation are as follows:

1. Applying collaborative approach of the participatory evaluation, build capacity of adolescents and young people in programme evaluation and create mechanisms for engaging them as partners in the evaluation throughout the evaluation process.

2. Assess whether UNICEF programmes and initiatives for adolescents and young people in the country are designed and implemented in line with UNICEF Strategic Plan 2022-2025²⁸, UNICEF Guidelines on Adolescents Participation and Civic Engagement²⁹, UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents 2018³⁰, the United Nations Sustainable Development Cooperation Framework (UNSDCF) Armenia 2021–2025, Convention on the Rights of the Child (CRC), the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD) principles, as well as national/local strategic documents and policies, and consider gender mainstreaming, lifecycle and human-rights based approaches, as well as their relevance to the needs of adolescents and youth in Armenia;
3. Determine the extent to which UNICEF Armenia various adolescents' programmes are cohesive and mutually reinforcing both in terms of programming and results, and how UNICEF can do better in adolescents programming and delivering to create more synergies and convergence between different sectoral programmes and budgets;
4. Assess the extent to which UNICEF Armenia adolescents and youth programmes are successfully performed and implemented country-wide and with what results and quality, revealing the success factors and constraints in performance and implementation of those programmes, particularly in terms of changes in adolescents' development and empowerment;
5. Generate synthesis of conclusions and lessons from successful and unsuccessful cases, identifying and explaining both intended and unintended, positive and negative changes and consequences for different groups of right-holders and duty-bearers (including adolescents and their caregivers, trainers/coaches and teachers, other professionals, decision-makers and programme implementers), changes in enabling environment.
6. Provide clear and actionable recommendations to inform UNICEF and other stakeholders future P4AY on its refinement and potential scale-up of good practices, new opportunities and areas that will further support national and local governments in their efforts for adolescents and youth in Armenia.

The evaluation comprehensively assesses UNICEF's P4AY in Armenia, focusing on key thematic areas, geographic locations, and periods outlined in the ToR. The evaluation scope encompasses the coverage of interventions listed under the object of the evaluation (see section 1.2. and Annex 9) and aligns closely with the parameters set forth in the ToR.

The evaluation scope does not cover impact level results, as those are expected to accelerate by the end of the 2021-2025 CP cycle. Moreover, small-scale and one-time activities conducted within the framework of broader interventions also fall beyond the scope of this evaluation. Interventions targeting other age groups or unrelated thematic areas are not covered under the scope of this evaluation.

²⁸ <https://www.unicef.org/reports/unicef-strategic-plan-2022-2025>

²⁹ <https://www.unicef.org/media/73296/file/ADAP-Guidelines-for-Participation.pdf>

³⁰ <https://www.unicef.org/media/57336/file>

2.3. Logic of Interventions and Theory of Change (ToC)

As outlined in UNICEF CPD, UNICEF and the Government of Armenia, in line with Transformation Strategy of Armenia 2050³¹ and the Programme of the Government of the Republic of Armenia (2021-2026)³², share a collective vision of transformative change by 2025, aiming for all children to increasingly enjoy their rights to survive, thrive, learn, be protected, and participate³³. This overarching vision aligns with the country's commitments to CRC and SDGs 1, 4, 5, 8, 10, 13 and 17.

Towards this end, UNICEF CPD³⁴ prioritizes four directions of programming and partnerships, namely, social policy, health and nutrition, education and inclusion for all children, and child rights system and child protection. The third programme component, education and inclusion for all children, is expected to bring direct contribution to outcomes 3, 4, 5 and 8 of the UNSDCF for 2021–2025, particularly focusing on:

1. strengthening capacities in education policy planning, financing and monitoring;
2. increasing inclusion of children with disabilities and other vulnerable groups, including those from border areas, into mainstream education system and society;
3. expanding quality and inclusive preschool education;
4. integrating resilience, environmental protection and climate change into laws, policies and budgets;
5. promoting twenty-first century skills and lifelong learning approaches³⁵.

The fifth point above (corresponding to Output 3.5 of CP) essentially outlines the domain where programming aimed at adolescents' development and empowerment, and thus where P4AY contributions are expected to surface. Specifically, progress towards Output 3.5 is expected to be measured by increased number of adolescent girls and boys who participate in or lead civic engagement initiatives through UNICEF-supported programmes. The expected target by the end of CP cycle is 20,000 (12,000 female, and 8000 male).

This evaluation focuses on UNICEF P4AY in Armenia, including ADAP, and covers 10 projects/interventions through which UNICEF has contributed towards P4AY. Since P4AY results are cross-cutting and interlinked, they are covering multiple sectoral areas, such as climate change, social policy, C4D, child protection, and the associated "cross-cutting" themes, such as disability and gender. These are deemed relevant for this evaluation and are feeding into different higher-level outcome results of UNICEF Armenia CP and SDGs (see Figure 1). Figure 2 summarizes the CPD³⁶ outcomes and outputs that the 10 projects/interventions under evaluation are expected to contribute to by the end of the CP cycle.

³¹ The Prime Minister of the Republic of Armenia. 2020. PM: "We perceive the development and implementation of Armenia's Transformation Strategy as an all-national movement based on our national values and goals". September 21. <https://www.primeminister.am/en/press-release/item/2020/09/21/Nikol-Pashinyan-meeting-Sept-21/>.

³² The Government of the Republic of Armenia. n.d. Five-Year Action Program. Accessed March 11, 2024. <https://www.gov.am/en/Five-Year-Action-Program/>.

³³ United Nations Children's Fund (2021) Country programme document: Armenia.

³⁴ Ibid.

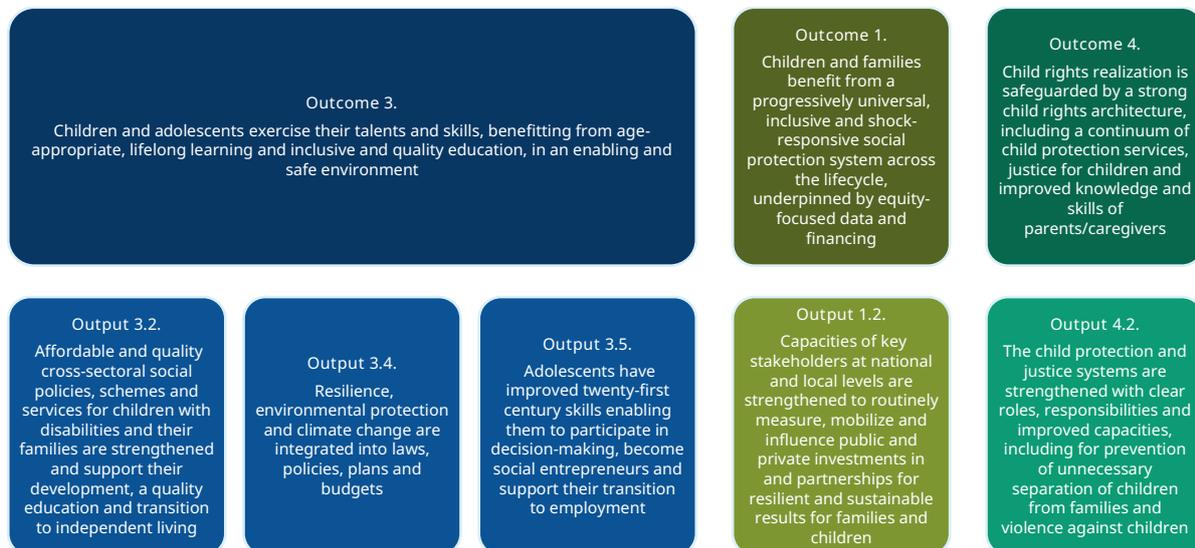
³⁵ Ibid., pp. 7-9

³⁶ Ibid.

Figure 1. SDGs projected to benefit from P4AY results



Figure 2. UNICEF 2021-2025 CPD outcomes and outputs relevant to this evaluation



Given that UNICEF Armenia P4AY does not have a stand-alone and approved Theory of Change, the evaluation team retroactively developed one generic ToC and a detailed ToC-driven logical framework (see Table 1 & Annex 6) to guide the evaluation. The logic stems from combined overview of the UNICEF CPD³⁷, Education and Inclusion for ALL Children Strategy Note 2021-2025³⁸, the relevant ToR (see Annex 1) for the evaluation, project documentation (see Annex 10), as well as email correspondence with the UNICEF staff.

³⁷ United Nations Children’s Fund (2021) Country programme document: Armenia.

³⁸ UNICEF Armenia (2021) Education and Inclusion for ALL Children: Programme Strategy Note 2021-2025.

Table 1. Generic ToC of cross-cutting CPD results towards P4AY³⁹

IF...	THEN...	AND...	...PROVIDED THAT
Capacities of key stakeholders at national and local levels strengthened to routinely measure, mobilize and influence public and private investments in and partnerships for resilient and sustainable results for families and children (Output 1.2)	Children and families benefit from a progressively universal, inclusive and shock-responsive social protection system across the lifecycle, underpinned by equity-focused data and financing (Outcome 1)	Educated and competent citizens will be developed and enhanced, equipped with 21st century skills and knowledge for fast forwarding advances, be professional and pursue active citizenship	<ol style="list-style-type: none"> 1. Accessibility and availability of preschool/school education remains high priority for the Government reforms; 2. Administrative data systems allow to track access and learning outcomes; 3. Reforming teacher education and addressing supply-demand inefficiencies is high priority for the government; 4. Government keeps adolescents and youth high on the agenda and prioritizes ensuring safe and secure environment for all children through curricular and infrastructural investments; 5. Strong interest in climate change adaptation and mitigation and integration of it into the new curricula
The child protection and justice systems strengthened with clear roles, responsibilities and improved capacities, including for prevention of unnecessary separation of children from families and violence against children (Output 4.2)	Child rights realization is safeguarded by a strong child rights architecture, including a continuum of child protection services, justice for children and improved knowledge and skills of parents/caregivers (Outcome 4)		
Affordable and quality cross-sectoral social policies, schemes and services for children with disabilities and their families strengthened and their development, quality education and transition to independent living supported (Output 3.2)	All children and adolescents will be in age-appropriate, life-long learning and will exercise their talents and skills benefiting from inclusive and quality education and an enabling and safe environment (Outcome 3)		
Resilience, environmental protection and climate change integrated into laws, policies, plans and budgets (Output 3.4)			
Adolescents improve 21st Century skills enabling them to participate in decision-making, become social entrepreneurs and support their transition to employment (Output 3.5)			
Output results	Outcome results	Impact	Key assumptions

³⁹ Area of the table highlighted in blue marks the broader focus of this evaluation.

CHAPTER III.

Evaluation Methodology

3.1. Evaluation Approach and Participatory Perspective

The conceptual framework for this evaluation includes key concepts tied to P4AY, grounded in broader frameworks such as the UNICEF Programme Guidance for the Second Decade⁴⁰, the Committee on the Rights of the Child General Comment on Adolescence, the Sustainable Development Goals, Youth 2030: UN Youth Strategy, and Security Council Resolution 2250 on youth, peace, and security. Adolescence, a crucial developmental stage, is defined by rapid physical growth and neurological changes associated with puberty and sexual maturity⁴¹. UNICEF follows WHO's definition of adolescents as persons aged 10 to 19, aligning its adolescent programming with global data, policy, and programme frameworks. However, for this evaluation, young people above 19 (up to 24) have also been included as programme beneficiaries, partners, advocates, and influencers in delivering programmes for children and adolescents⁴².

UNICEF's Strategic Framework emphasizes that adolescents can reach their full potential and contribute to society if they receive adequate support⁴³ to: (1) maximize physical, mental, and social well-being, (2) acquire skills for learning, citizenship, and empowerment, (3) feel safe and supported by family, peers, and schools, and (4) engage civically in their communities.

The framework is built on several core principles⁴⁴: adopting a positive development approach, using a rights-based and gender-responsive equity approach, applying a life course approach, and supporting meaningful participation of adolescent girls and boys. Universal strategies for achieving adolescent results⁴⁵ include leveraging partnerships, influencing government policies and financing, improving adolescent-responsive service delivery, fostering cross-sectoral programming, generating and using data to inform policies, empowering adolescents and their families, and fostering innovation.

⁴⁰ UNICEF. (2018). UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents. New York: UNICEF. Retrieved from <https://www.unicef.org/media/57336/file>

⁴¹ UNICEF Programme Guidance for the Second Decade: Programming With and for Adolescents, Programme Division 2018

⁴² Ibid.

⁴³ UNICEF Programme Guidance for the Second Decade: Programming With and for Adolescents, Programme Division 2018

⁴⁴ ibid

⁴⁵ ibid

At the national level, UNICEF's success relies on governments taking steps such as establishing coordination mechanisms across ministries, implementing budgeted policies targeting all adolescents (especially marginalized groups), building the capacity of frontline workers, and tracking progress through national data systems. UNICEF⁴⁶ also supports advocacy and communication efforts that amplify adolescents' voices and provide opportunities for them to influence decision-making.

Building upon the above-mentioned conceptual framework, CRRCArmenia conducted a complex, non-experimental methodology called convergent parallel participatory mixed methods design (CPPMMD⁴⁷) in this evaluation. This approach involved collecting and analyzing both qualitative and quantitative data simultaneously, with each operating independently during the data collection phase. Such a design⁴⁸ has enabled triangulation of data, combining the strengths of qualitative and quantitative methods, providing a comprehensive and predictive understanding of the evaluation⁴⁹. Gender equality concerns were integrated in the evaluation scope of analysis and methods and tools for data collection, as well as were reflected in evaluation findings, conclusions and recommendations wherever possible, in line with UNICEF Guidance on Gender Integration in Evaluation and using UN-SWAP Evaluation Indicators. CRC and CEDAW were used as right-related benchmarks in the design of the Evaluation.

The participatory approach has actively engaged key stakeholders, particularly programme beneficiaries, in both the design and implementation of the evaluation, allowing for iterations within methods to achieve saturation in collected data⁵⁰. The CPPMMD is described in detail in the Evaluation IR. Recognizing the importance of Adolescent Participation in Monitoring and Evaluation (APM&E), the evaluation team has relied on the key benefits that the UNICEF's guidance⁵¹ and has ensured youth participation through the establishment of a Youth Advisory Group (YAG), a mechanism for inclusive youth engagement in development initiatives. YAG has helped ensure youth voices and perspectives are incorporated into decision-making, research, and evaluation processes. YAG consisted of 9 members, with diverse genders and geographical background. Members, aged 15-19, were recruited based on leadership potential, commitment, and interest in research and evaluation. Recruitment has occurred through an open call disseminated through targeted ads, and the selection has consisted of two stages (online application and interview).

YAG members contributed across various phases of the evaluation, from inception to reporting, using both consultative and collaborative participation modes. The details of YAG engagement are presented in Annex 15.

⁴⁶ Ibid.

⁴⁷ CPPMMD as a standalone reference of a research method has been created and suggested by CRRCArmenia, as a form of combination of mixed methods and participatory research traditions. However, participatory mixed methods research overall is discussed in a number of works. See, for example, Olson, B. D., & Jason, L. A. (2015). Participatory Mixed Methods Research. In S. N. Hesse-Biber, & R. B. Johnson, *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry* (pp. 393–405). online: Oxford Library of Psychology.

⁴⁸ Creswell, J. W., & Clark, P. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage. pp. 70-71

⁴⁹ Ibid.

⁵⁰ Olson, B. D., & Jason, L. A. (2015). Participatory Mixed Methods Research. In S. N. Hesse-Biber, & R. B. Johnson, *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry* (pp. 393–405). online: Oxford Library of Psychology.

⁵¹ UNICEF. (2019). *UNICEF Guidance Note: Adolescent participation in UNICEF Monitoring and Evaluation*. New York: UNICEF.

3.2. Evaluation Criteria and Evaluation Questions

This evaluation adheres to five of the six OECD-DAC evaluation criteria⁵²: relevance, coherence, effectiveness, efficiency, and sustainability. The focus is on outcome and output level results, as impact level results are expected by the end of the 2021-2025 cycle. In addition to these criteria, the evaluation emphasizes a human rights-based approach, gender equality, and other cross-cutting issues.

Evaluation criteria and questions

The following criteria and questions serve as the framework for evaluating the effectiveness, coherence, relevance, efficiency, and sustainability of UNICEF Armenia's adolescent and youth programming:

Relevance

Q1. How compliant are UNICEF Armenia adolescent and youth programs with the CRC, CRPD, CEDAW, UNICEF global strategies and guidance on Adolescence, and to what extent are they in line with the key child right principles (non-discrimination, best interest and participation), gender mainstreaming and Human Rights Based Approach (HRBA) to programming?

Q2. To what extent do the programs/intervention objectives and design respond to the needs of adolescents and young people, especially the most marginalized, as direct beneficiaries and right-holders, and to the needs of partner/institutions, including government (national, regional, local), civil society organizations, private entities, and international bodies involved in funding, implementing, and/or overseeing the interventions? How are inter-sectorial vulnerabilities of girls and persons with disabilities considered and addressed in UNICEF Armenia adolescence programs/interventions?

Q3. To what extent were the national and local contexts (knowledge, beliefs, policy priorities) taken into account when the projects were designed and implemented? Are relevant stakeholders, duty-bearers and professional workforce involved in the design, assessment and implementation of programming? How well are the voices of adolescents, young people and their families or their representative organizations incorporated into the design and planning of UNICEF national/local programmes?

Coherence

Q4. Are UNICEF Armenia various adolescent-focused programs that cut across thematic areas cohesive and mutually reinforcing both in terms of programming, results, and budgets?

Q5. To what extent do UNICEF Armenia adolescents programming and program delivering create synergies and convergences across its program and in joint programming with other actors? What are the bottlenecks to be addressed for better synergies?

Effectiveness

⁵² OECD. (n.d.). Evaluation Criteria. Retrieved March 11, 2024, from OECD: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm#:~:text=The%20OECD%20DAC%20Network%20on,two%20principles%20for%20their%20use.>

Q6. How effective were UNICEF Armenia adolescents and youth programmes implemented country-wide and locally in terms of achieving the targets for the results and quality? Did the adolescence programmes contribute to the progress towards the achievement of adolescents' development and their rights for empowerment, inclusion and greater gender equality and equity?

Q7. What are the intended and unintended, positive and negative changes and consequences for different groups of right-holders and duty-bearers (including adolescents and their caregivers, trainers/coaches and teachers, other professionals, decision-makers and programme implementers) already achieved or likely to be achieved?

Q8. What did programme and project stakeholders (including UNICEF team, partners, trainers, policy-makers etc.) learn from each other? What did adult stakeholders learn from adolescents? (ADAP Questions)

Q9. What would programme and project stakeholders do differently, if they had a chance? What will each stakeholder do differently next time? (ADAP Questions)

Q10. How participatory and inclusive was the design and implementation of the projects and interventions? What was the role of adolescents and young people? To what extent did they have opportunity to influence programme and project design, implementation and monitoring? How do they see themselves doing so? (ADAP Questions)

Efficiency

Q11. To what extent are the resources (financial and human) allocated to the adolescent programs appropriate to support the implementation of strategies and the achievement of the expected results? Could the same or better results have been achieved through better use of the resources available?

Q12. What are the success factors and constraints in performance of those programs? Were the programs developed and delivered according to the planned timelines, appropriately monitored and assessed? Were there any delays in implementation and what were the reasons for that?

Sustainability

Q13. To what extent are the benefits and achievements of UNICEF programs/initiatives for and with adolescents and young people likely to continue or be institutionalized through Government, community ownership or civil society organizations after they are ended by UNICEF?

Q14. What are the resilience and risk factors, potential trade-offs that determine the likelihood of those benefits/achievements to continue over the medium and long term?

In preparing this evaluation, the team has reviewed programme documents, including the ToC, logical frameworks, and other relevant materials, in consultation with UNICEF Armenia CO. Objectives, results, indicators, and means of verification were identified to inform the evaluation framework. Based on this framework, the evaluation team has developed an Evaluation Matrix, which is presented in Annex 2. It links the evaluation criteria and questions to the chosen methodology, setting out the indicators, benchmarks and assumptions, and clearly indicating the data collection methods and data collection sources for each of the Evaluation questions. The Evaluation Matrix took under consideration the CRC, Leave No One Behind (LNOB), and disability inclusion principles as appropriate.

3.3. Data Collection Methods and Samples

The evaluation has utilized a mix of primary and secondary data sources, applying four data collection methods detailed below (a detailed fieldwork report is presented in Annex 14, while all instruments used for data collections, where relevant, are presented in Annex 7):

1. Desk Review (DR)

Through DR, the team has systematically examined existing project documents, reports, secondary data from UNICEF's monitoring systems, and relevant literature on UNICEF's P4AY in Armenia. This process compiled and analyzed available data to inform the evaluation.

Sample Size: All documents made accessible to CRRC-Armenia by UNICEF Armenia CO and deemed relevant by the Evaluation Team were reviewed to provide a comprehensive overview of programme activities, outputs, and outcomes.

Source: Project documents, ToC, Results Assessment Module (RAM), Annual Reports, Standard Monitoring Questions (SMQs), pre- and post-assessment data, legislation, and other references (listed in Annex 8).

2. Key Informant Interviews (KIIs):

KIIs involved semi-structured interviews with individuals possessing specific knowledge or experience related to UNICEF's programming. These interviews provided qualitative insights into programme design, effectiveness, and challenges.

Participant Selection: Key informants were purposively chosen based on their roles and involvement. They included policymakers, ministries, state agencies, implementing partners, donors, and UNICEF staff. Gender diversity and representation at national, regional, and local levels were considered.

Sample Size: 29 KIIs were conducted—28 individual interviews and 1 group interview (see Annex 3). KIIs were distributed across all projects in a way that for each project (with minor exceptions, detailed in Annex 14) interviews with at least one donor, one implementing partner, one government associate, and one UNICEF focal point were secured.

3. Focus Group Discussions (FGDs)

FGDs facilitated group-based discussions with direct and indirect beneficiaries of UNICEF's programming. These sessions allowed participants to share their experiences, suggestions, and perspectives in a supportive setting.

Participant Selection: FGDs included adolescents, youth, youth workers, teachers, coaches, parents, and outreach institutions involved in or impacted by programme activities. Participants were selected to ensure diversity in age, gender, location, and engagement levels, including rural and urban populations, as well as marginalized groups.

Sample Size: 21 FGDs were conducted across various projects (excluding CLIMATE⁵³ and POLICY⁵⁴). Distribution across projects and target groups was based on KIIs and recommendations from UNICEF focal points. CRRCArmenia moderators, assisted by YAG members, facilitated the discussions. All FGDs were conducted online, upon participants' preference and convenience. The distribution of FGDs across projects and target groups is presented in Annex 4.

4. Computer-Assisted Telephone Interviews (CATI):

CATI involved conducting structured telephone interviews with programme beneficiaries using a standardized questionnaire. This method allowed for rapid, confidential data collection on beneficiaries' experiences and satisfaction.

Participant Selection: Participants were randomly selected from the sampling frames for each project, provided by UNICEF Armenia under a Non-Disclosure Agreement.

Sample: To reach a sample size of 350, 700 potential respondents were at the initial stage randomly drawn from a frame of 2279 valid units of beneficiary lists. The sample has been designed to be representative, disaggregated by project, with a $\pm 5\%$ margin of error and 95% confidence level. Random selection has ensured proportional distribution of relevant demographic criteria. However, due to high extent of inaccuracies in the contact lists (see Section 3.4 and Annex 13), the initial sampled units were for most projects either oversampled or the full project list was utilized to the point of expiry. The resulted sample ended up with 332 valid observations, which, accounting for the relevant limitations and reservations is still representative of the entire sampling frame⁵⁵; moreover, the distribution of the surveyed respondents per project stands significantly close to the actual distribution of potential respondents per project within the general population of cases (about $\pm 1.3\%$ average deviation). The latter distribution, as well as the sampling design steps are presented in Annex 5.

The evaluation has employed a mixed-methods approach to data analysis, combining quantitative (descriptive statistics, inferential statistics (e.g., regression analysis), and comparative analysis) and qualitative techniques (open, axial, and thematic coding and content analysis) to analyze the collected data comprehensively. Both types of data have served as grounds to answer the evaluation questions under each evaluation criteria. Triangulation of findings from multiple data sources was conducted to validate and corroborate results. Advanced analytical tools, including software such as NVivo for qualitative analysis and R and SPSS for quantitative analysis, were utilized to facilitate data management and interpretation. Additionally, the evaluation team employed participatory approaches to engage stakeholders in the interpretation and validation of findings, ensuring relevance and ownership of the results.

⁵³ These results are brought up through 15 FGDs with adolescents, youth, and other stakeholders across six regions targeted by the Project (with total number of 88 FGD participants), alongside a CAWI survey was conducted among 1,516 students from 33 consolidated communities, as well as a CAPI survey among 703 adult respondents from those same communities.

⁵⁴ No direct or indirect beneficiary groups exist in this programme.

⁵⁵ For a general population of cases equaling 2279, a random sample of minimum 329 observations are needed to have a confidence level of 95% that a given real value in the general population is within $\pm 5\%$ of the measured value in the sample. The evaluation team in advance aimed for a higher threshold (i.e., 350), to account for potential eliminations of certain dataset observations due to data quality control and data cleaning. Hence, the 332 achieved sample size is, under the given conditions, representative of the 2279 cases.

3.4. Ethical Considerations, Evaluation Principles and Limitations

3.4.1 Ethical Considerations and Evaluation Principles

The evaluation has ensured safe, ethical, and inclusive participation of adolescents and youth, adhering to UNICEF's revised Evaluation Policy⁵⁶, United Nations Evaluation Group's (UNEG) Evaluation Norms and Standards⁵⁷, and the UNICEF Procedure for Ethical Standards in Research, Evaluations, Data Collection and Analysis⁵⁸, and UNICEF Guidance Note on Adolescent Participation in UNICEF Monitoring and Evaluation⁵⁹, as well as UNICEF procedures for ethical research involving children⁶⁰. It is also aligned with the UN "Leave No One Behind" principle and the UN Disability Inclusion Strategy⁶¹ and UN-SWAP indicators for gender integration in evaluations, ensuring all adolescents, including girls and those with disabilities, are heard and respected.

The Evaluation Team operated with strict adherence to UNEG's obligations of independence, impartiality, accountability, credibility, and avoidance of conflicts of interest, ensuring a credible and unbiased process. These principles reinforced the evaluation's commitment to transparency, accountability, and ethical responsibility to all stakeholders and participants, especially vulnerable groups like children. Furthermore, following UNICEF's Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis⁶², the Evaluation Team has prioritized the following safeguards, among others elaborated in the Evaluation IR:

1. **Respect for Dignity and Diversity:** Stakeholders were treated with dignity, acknowledging differences in sex, gender, race, ability, and other factors. This included ensuring that each participant's unique background and identity were respected and valued.
2. **Right to Self-Determination:** Participants were informed about their right to participate or withdraw at any point without repercussions, ensuring they could exercise autonomy freely.
3. **Fair Representation:** Efforts were made to include diverse voices, especially marginalized groups, ensuring that the evaluation accurately reflected varied experiences across demographic backgrounds.
4. **Compliance with Codes for Vulnerable Groups:** The evaluation adhered strictly to ethical guidelines for vulnerable populations, particularly adolescents. A "do no harm" approach was applied throughout, ensuring that all procedures protected participants from potential physical, emotional, or social risks.
5. **Confidentiality and Data Protection:** To maintain confidentiality, all identifying information was anonymized, data was securely stored, and Non-Disclosure Agreements (NDAs) were signed by all team members. Measures for safeguarding electronic data included encryption and restricted access, following best practices in data protection to prevent unauthorized access or breaches.

CRRCArmenia had mapped potential ethical risks and mitigation strategies in Table 8 of the IR. The evaluation's IR, data collection tools, and safeguarding approaches have undergone an independent

⁵⁶ UNICEF Evaluation Policy (2023 revised) <https://shorturl.at/cRZ3m>

⁵⁷ UNEG Norms: <http://www.uneval.org/document/detail/21>, UNEG Standards: <http://www.uneval.org/document/detail/22>

⁵⁸ https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

⁵⁹ <https://www.unicef.org/evaluation/media/2746/file/UNICEF%20ADAP%20guidance%20note-final.pdf>

⁶⁰ <https://childethics.com/wp-content/uploads/2013/10/ERIC-compendium-approved-digital-web.pdf>

⁶¹ United Nations. (n.d.). United Nations Disability Inclusion Strategy.

⁶² UNICEF. (2021). UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection, and Analysis.

ethical review by an independent institutional ERB. The ERB approval is presented in Annex 12 of this Final ER and the relevant consent forms can be accessed in Annex 6 of the IR.

3.4.2 Limitations of the Evaluation

The evaluation faced several limitations (see Annex 13), which were addressed through specific mitigation measures and which need to be accounted for during the consideration of the evaluation findings. The absence of a stand-alone approved ToC was managed by revising and complementing the available draft ToC to align with evaluation objectives. At times incomplete, inaccurate, or delayed contact lists of beneficiaries shared through the IPs required an extended data collection timeframe and on-the-spot fixes to databases. Inaccuracies in contact lists also led to the expiry of initial CATI sample sizes, mitigated by oversampling and full utilization of contact lists. Social desirability and recall bias in primary data collection were minimized by the evaluation team through proper training, probing, indirect questioning, and careful word choices. At times, the documentation provided to evaluators for the document review was scattered and lacked coherence, especially in regard to output- and outcome-level result statements and target indicators, lessons learnt, sustainability plans, monitoring and assessment results, which posed certain challenges in accessing crucial information. This was mitigated by adopting a systematic, bottom-up approach, utilizing data management tools, and follow-up correspondence with UNICEF focal points to streamline documentation and analysis. These measures ensured the evaluation's robustness despite the identified constraints.

CHAPTER IV.

Analysis and Findings

This chapter presents an in-depth analysis of UNICEF's P4AY in Armenia, assessed against the OECD-DAC evaluation criteria: relevance, coherence, effectiveness, efficiency, and sustainability. Drawing upon triangulated data collected through DR, KIIs, FGDs⁶³, and CATI⁶⁴, the findings are organized into thematic sections corresponding to the evaluation criteria, and in response to assumptions and indicators/measures identified in the evaluation matrix (see Annex 2) departed from the relevant ToC (see Section 2.3) and logical framework (see Annex 6). Specific evaluation questions are accompanied by an overall evaluative judgement grade⁶⁵ based on all data collected, followed by sequential elaborate analysis of key findings, offering insights into how well the programming aligns with strategic objectives, meets stakeholder and beneficiary needs, and contributes to the overarching goals of adolescent development and participation.

4.1. Relevance

Q1

How compliant are UNICEF Armenia adolescent and youth programs with the CRC, CRPD, CEDAW, UNICEF global strategies and guidance on Adolescence, and to what extent are they in line with the key child right principles (non-discrimination, best interest and participation), gender mainstreaming and Human Rights Based Approach (HRBA) to programming?

FULLY
ACHIEVED
■ ■ ■ ■

DR and KIIs confirm that UNICEF P4AY overall, and across the covered 10 projects, aligns closely with international conventions, including CRC, CRPD, and CEDAW, as well as UNICEF global strategies. All projects (i.e., 100%) integrate and align to a high degree with key child rights principles, gender mainstreaming, and HRBA, reflected in documentation and operational practices. These principles

⁶³ Direct quotes from FGD and KII informants are included in the report to provide qualitative insights. These excerpts are selected to illustrate common themes or key focus points but do not necessarily represent the views of all informants, hence should be read only in the context provided.

⁶⁴ Figure labels for quantitative data graphs are not displayed for values under 5% to maintain visual clarity and consistency. Pay attention to the rounding of decimals in percentages, as slight variations can occur. Percentages are rounded to one decimal place, and care should be taken when interpreting small differences. Where percentage calculations are presented, the graph caption includes the question code (linked to Annex 7d) in square brackets, and the associated N number (total number of responses for a given variable) is included in parentheses.

⁶⁵ A four-point grading system is utilized, encompassing the following grades: "Fully achieved", "Mainly achieved", "Poorly achieved", "Not achieved." The grades are formed based on overall assessment of qualitative and quantitative findings against each evaluation question. The grades are solely used for the purpose of illustratively summarizing programming performance in relation to the evaluation questions, hence shall not be considered in isolation from the narrative analysis.

are prioritized in project design, ensuring inclusivity, accessibility, and consent [REL1 \ IND1, IND3, IND4]⁶⁶.

Evaluation found that all 10 projects adhere to international standards to a high degree, with high compliance supported by specialized training for trainers and mentors and regular monitoring among specialists and beneficiaries. Funding and implementing partners emphasize inclusivity and the principle of leaving no one behind, particularly for young people with disabilities. Mechanisms such as adapted conditions, targeted calls, and proactive discussions have been reported to ensure broader participation [REL2 \ IND2].

II *I guess they are compliant with gender equality and women's rights. It [ref. programming] has a strong sense of guarantee, a safe space, and also guarantees equal rights and access to technology, ensuring that the details and the whole intervention, firstly, are paying attention to a gender-sensitive approach. The programme is designed to address the recommendations in UNICEF documentation and overall gender programming. I think, in that aspect, it is a very compliant programme at least. **KII with donor***

*The most important thing for us is the CRC, on the basis of which our other programmes are already being formed and modeled, so that we can provide opportunities to children with disabilities, maybe give girls more opportunities from a gender perspective, also provide opportunities to those children and youth who are in remote areas and do not have access to various programmes, we are trying to cover that entire package. **KII with UNICEF staff***

Nevertheless, document review and KIIs indicated challenges about limited capacity and knowledge of implementing partners of ensuring accessibility and inclusivity in the programming, specifically in projects YHOUS, BASLIF, GAME, UPSHIFT, and GENU, posing challenges in ensuring the commitment upon accessibility and inclusivity, especially for young people with disabilities. At the same time, UNICEF emphasizes overcoming such barriers through training, infrastructure adaptation, and proactive planning for implementing partners, ensuring programming meets international norms and remain accessible to future beneficiaries [REL3 \ IND4].

Q2

To what extent do the programs/intervention objectives and design respond to the needs of adolescents and young people, especially the most marginalized, as direct beneficiaries and right-holders, and to the needs of partner/institutions, including government (national, regional, local), civil society organizations, private entities, and international bodies involved in funding, implementing, and/or overseeing the interventions? How are inter-sectorial vulnerabilities of girls and persons with disabilities considered and addressed in UNICEF Armenia adolescence programs/interventions?

MAINLY
ACHIEVED



DR and KIIs indicate that UNICEF P4AY are generally based on comprehensive needs assessments involving consultations with ministries, NGOs, and adolescents, ensuring alignment with diverse stakeholder needs. Evaluation team was able to identify such evidence recorded only in project documentation of YHOUS⁶⁷, INTNET⁶⁸, GAME⁶⁹, POLICY⁷⁰, and CLIMATE⁷¹; for the rest of the projects no such evidence was identified explicitly and consistently across the documentation made available to the evaluation team. The mentioned projects have been based on policy analyses, needs assessments, and expert evaluations, in order to target vulnerable groups, including adolescents

⁶⁶ This marker identifies a key finding or observation associated with each evaluation criterion and linked to the evaluation indicators listed in Annex 2. The part before the backslash represents the key finding, labeled and numbered sequentially (e.g., REL1, COH4, EFF2). The part after the backslash corresponds to the relevant indicator(s), labeled and numbered according to Annex 2 (e.g., IND1, IND2).

⁶⁷ Refer to "YIC Gyumri Youth House Programme Document"

⁶⁸ Refer to "ISOC Chapter final report on Goris group IoT course for UNICEF"

⁶⁹ Refer to "Manual and toolkit for educators"

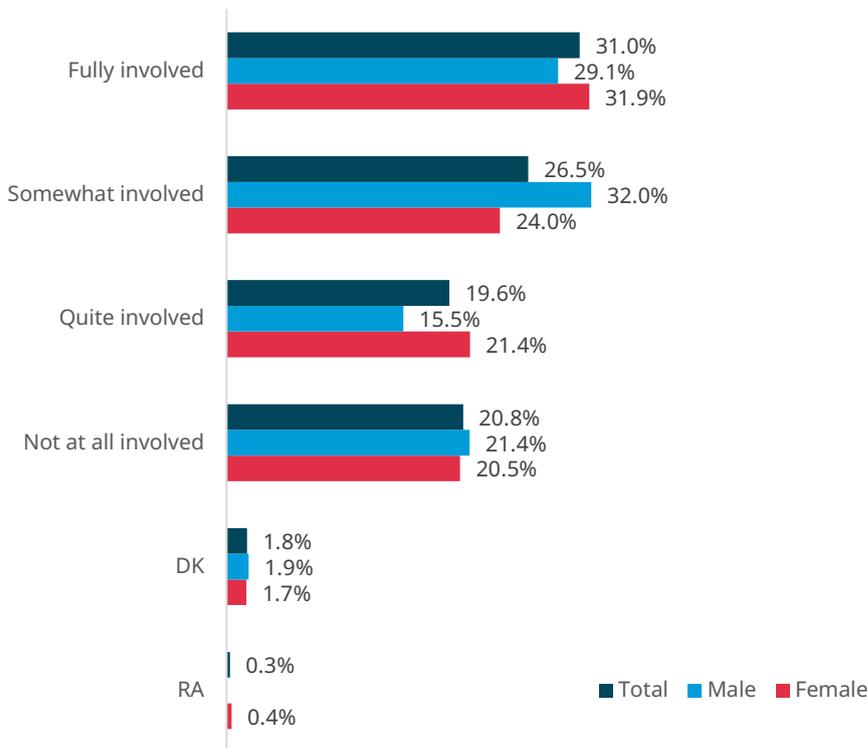
⁷⁰ Refer to "Երիտասարդական քաղաքականության մասին օրենք_Փորձագետների հիմնավորում_Գործակալություն_2024.06.07 [The RA Law on Youth Policy]"

⁷¹ Refer to "Appendix B Project document"

with disabilities and those in remote areas, with efforts made to ensure inclusivity through tailored conditions, free transportation, and accessibility measures [REL4 \ IND5, IND6, IND7].

” Initially, for example, since we have what is called a Situation Analysis, which is carried out for our programmes, we understand [...]”⁷² what the situation is, what is happening, what problems there are, etc., and based on that, we make decisions. In addition, we hold consultations with relevant ministries, or those sectorial organizations that work in that field, of course, we use research conducted by various organizations, any information that can give us data about the situation and problems... **KII with UNICEF staff**

Graph 1. [A2] To what extent have you been involved in the planning and design of this project? (CATI with adolescents and youth, N = 332, disaggregated by gender)⁷³



FGDs with BASLIF, INTNET, GENU, PEERSUP beneficiaries highlighted cases where inclusive approaches led to successful participation, especially teams including persons with disabilities. However, barriers like inaccessible infrastructure or venues in (INTNET, GENU and YHOUS), budget constraints to adjust the physical environment to make it more accessible (YHOUS, specifically in case of Gradaraks), and protective avoidant approach of families with children with disabilities and young girls to allow their children to get exposed to common societal stigmas for most P4AY projects remain as significant challenges. Observations from FGDs and CATI suggest mixed success in engaging marginalized groups. While most participants believed projects provided equal opportunities, some noted a lack of beneficiaries with disabilities. Still, survey data showed that 79.8% of respondents felt that efforts were made to ensure equal access for the vulnerable groups [REL5 \ IND7, IND8, IND9, IND12].

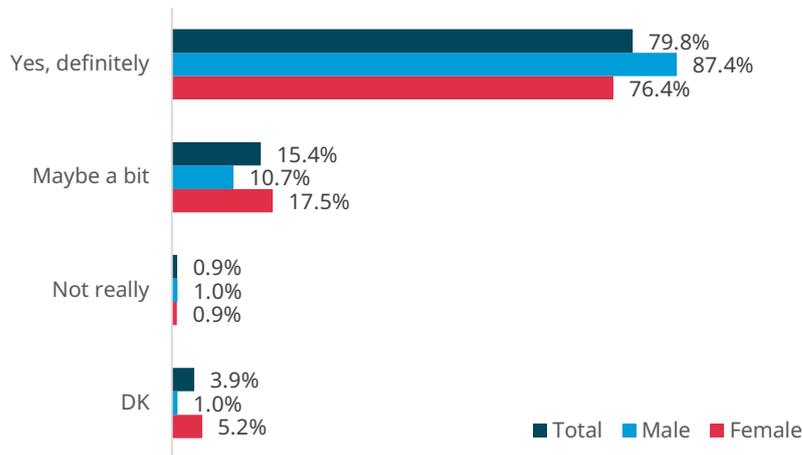
⁷² The symbol “[...]” used across direct quotations signifies a redacted part of a sentence or speech, one that is incomprehensible, incomplete, inarticulate, or irrelevant to the context.

⁷³ Disclaimer note: The gender-disaggregated data presented are for descriptive purposes only. No statistically significant differences were observed between the variables.

II *In our particular group, there was not much difference between boys and girls, I don't remember those who were in need [ref. persons with disabilities], but there were people who were depressed, since it was after the war and there were many participants who had lost loved ones. **FGD with direct beneficiaries***

*If I were to change anything, since it's a bit difficult to move around, I would put a ramp next to the stairs so I could move on my own. **FGD with direct beneficiaries***

Graph 2. [A3] Was everything done to ensure equal access to the project for beneficiaries from marginalized and vulnerable groups, such as girls, poor families, children with disabilities? (CATI with adolescents and youth, N = 332, disaggregated by gender)⁷⁴



It should be noted that the programming also aligns well with the needs of partner institutions. Local government representatives highlighted successful initiatives like libraries in YHOUS fostering youth engagement. However, differing priorities between UNICEF and implementing partners sometimes (PEERSUP, IDEA, YHOUS, BASLIF, UPSHIFT, CLIMATE) created occasional integration challenges (e.g., where UNICEF prioritized capacity development of adolescents, the IPs prioritized community resilience and sustainability), which were eventually resolved through collaborative discussions and agreements. Inclusivity and gender sensitivity were emphasized across all projects, going beyond participation to address the specific needs and contexts of different adolescent groups. One of the projects (GAME) was specifically designed for girls, while others made conscious efforts to engage both girls and boys. However, findings from FGDs indicate that adolescent boys were generally less active and more reluctant to participate, applicable especially to UPSHIFT and BASLIF [REL6 \ IND10, IND11]. This highlights the need for more tailored approaches to better engage boys and ensure that project activities are responsive to their interests and motivations as well[REL6 \ IND10, IND11].

II *In the community, in particular in our settlement, in general, there was a need for a youth center. You know, if any event was organized in the settlement, it was only with the participation of the employees of the community or the administrative head of the settlement, that is, we have always had a gap in the involvement of schoolchildren and young people, and based on that demand, we went into great search and eventually managed to cooperate with the "Gradarak" NGO and proposed to reconstruct it in the settlement, to build a center where young people would be able to present their opinions, programs and suggestions in some way... and it worked. The building was reconstructed, renovated, in the meantime the community participated financially there, we had a modern, about 110 square meter area renovated by the "Gradarak" NGO, where children gathered, held entertainment events, developed plans for organizing events. **KII with local government representative***

Though gaps in fully integrating marginalized groups highlight areas for further improvement, UNICEF's programming generally meets stakeholder needs and aligns with government priorities.

⁷⁴ Disclaimer note: The gender-disaggregated data presented are for descriptive purposes only. No statistically significant differences were observed between the variables.

Q3

To what extent were the national and local contexts (knowledge, beliefs, policy priorities) taken into account when the projects were designed and implemented? Are relevant stakeholders, duty-bearers and professional workforce involved in the design, assessment and implementation of programming? How well are the voices of adolescents, young people and their families or their representative organizations incorporated into the design and planning of UNICEF national/local programmes?

FULLY
ACHIEVED
■■■■

DR, KIIs, and FGDs indicate that UNICEF Armenia's adolescent programming effectively integrates national and local context factors, tailoring initiatives to local needs through community-based approaches. Most projects incorporate assessments with local governments and align with government priorities (i.e., sequential consultations are held with regional authorities and LSGs). For instance, in YHOUS, youth centers were established in collaboration with community administration addressing local youth needs, and community assessments through different methods were conducted to explore and adapt to the local contexts. Localizing international formats by translating materials and adapting initiatives further enhances contextual relevance [REL7 \ IND13, IND14, IND15].

II *All our centers are community-based, which means we prioritize engaging with communities from the outset. Our typical approach begins with reaching out to regional governors to present the project. We explain its components and outline how it will be implemented in their region. Once this step is complete, we move into the community itself. In most cases, we start by engaging with the community leader to build rapport and ensure alignment. There have been instances where initial agreements were disrupted due to unforeseen circumstances, such as community consolidations, which affected the project's dynamics. Importantly, we never implement projects in isolation. We collaborate closely with partners who are experts in their respective fields. These partners bring years of experience and in-depth knowledge, ensuring the effectiveness and relevance of our initiatives. **KII with UNICEF staff***

Stakeholders' takes about their involvement varies. FGDs reveal that mentors and local partners are typically engaged during implementation but less so in planning (GENU, BASLIF, UPSHIFT), with exceptions where community-based consultations informed programme design. Some partners and indirect beneficiaries in GAME, emphasized the importance of including adolescents' voices in early stages of the programming. Adolescents' input is often indirectly represented through implementing partners, but limited direct participation in planning has been noted, especially relevant for GENU, BASLIF, and UPSHIFT [REL8 \ IND16, IND19].

II *It turned out that parents had the opportunity to communicate with specialists who work with their children, or specialists who did not have the opportunity to meet with parents, the project created that opportunity. And during the assessment phase, there were already very close relationships, self-assessment and mutual assessment were organized. Everyone is of the same opinion that such projects should be frequent and create an opportunity for parents to be more involved in the upbringing and education of their children. **FGD with indirect beneficiaries (parent)***

*Adolescents and young people were not involved in the design phase, because here we were their representatives. That is, people who were very well aware of their needs, people who knew what modules, what methodology should be applied, how their daily lives should be organized, what they needed. In that regard, I would say that they were not involved, but they were involved in the development of our immediate projects. For example, if I were to work with a teenager or young person with a disability, it was on my part, that is, I already knew in advance what they needed. **KII with implementing partner***

Adolescents and parents associated with PEERSUP project report satisfaction with content and outcomes, noting positive behavioral and professional development impacts. However, accessibility challenges are observed, such as online formats in GAME and BASLIF limiting participation and infrastructure gaps for persons with disabilities [REL9 \ IND17].

Overall, the programming demonstrates strong alignment with national and local contexts and stakeholder needs. However, variability in stakeholder involvement and barriers (e.g., UNICEF staff's time constraints) to adolescent participation indicate opportunities for improvement in ensuring inclusivity and comprehensive representation in programme design [REL10 \ IND18, IND20].

4.2. Coherence

Q4

Are UNICEF Armenia various adolescent-focused programs that cut across thematic areas cohesive and mutually reinforcing both in terms of programming, results, and budgets?

MAINLY
ACHIEVED
■ ■ ■ ■ ■

KIIs indicate that UNICEF P4AY demonstrates generally high levels of coherence and mutual reinforcement across thematic areas. UNICEF staff involved in the P4AY plays a key role in ensuring the complementarity and coherence of results across different thematic areas within project activities targeting adolescents and young people. The programme focal points at UNICEF acknowledge that their primary responsibility is to articulate the needs of adolescents and youth while fostering collaboration among various projects. This approach is reported to help avoid duplication, promote synergy, and maximize efficiency. Acting as an advisor, specifically ADAP officer engages with leaders of different cross-cutting thematic areas to identify current priorities and determine how the projects can best complement one another. This is, however, not always feasible due to time constraints or other factors, such as instances where other programme focal points fail to consult the ADAP officer during programme implementation [COH1 \ IND21].

II *... in addition to implementing programming aimed at young people, my role at the office is to be that advisory person with whom different projects will talk, consult, and understand which topic is more important at that moment... Very often, when I talk to different people about different projects, because I have that information, for example, what the education programme is doing or the child protection wants to do something that is similar to each other, we try to combine, to take action with joint forces, so that there is no duplication, and also to have a maximum possible result. The same applies when there are discussions for donors, there are project proposals that we receive, in order to involve young people in all thematic matters, I apply so that we can understand how we can go about this field, so that complementarity is ensured. **KII with UNICEF staff***

*I believe, UNICEF's approach to the matter of "we know what we're doing" should not be, that is, they should be a little more open to more frequent cooperation, and be open to more demands. They are given more opportunity to work more independently and less of our intervention, but depending on the people who are running the programme, they can be more cooperative or less [...] for example, I can say the social department, that department for organizing and preparing for disasters, they are more progressive, and I have worked with the health department in the past, it is easier with them at the moment. Here [ref. P4AY] we have a coordinator who is trying to connect all the departments together, but the role of that coordinator is a little unclear, how much feedback is received, as if it's another layer that doesn't ensure that fast interactive work with the donor, so to speak. **KII with donor***

Desk review brought no major insights as to internal coherence between all projects and initiatives within P4AY. The only documents that provide some grounds for overall programming coherence are the "Programme Strategy Note 2021-2025 - Education and Inclusion for ALL Children" and the "Annex1. Theory of Change: Education and inclusion for ALL children." However, in terms of reinforcing and interrelated programmatic results, no standalone logical framework or results matrix has been documented [COH2 \ IND21]. UNICEF staff members highlight that thematic coherence often arises naturally. When implementing a project focused on one topic, it inherently connects to other relevant topics, enhancing overall coherence within P4AY. Additionally, clear mechanisms appear to be in place to maintain coherence, with each section having a defined role in the annual reporting. Projects also incorporate their own performance monitoring and assessment mechanisms, which serve as another layer for assessing and ensuring coherence [COH3 \ IND21]. According to UNICEF staff, except for instances where a project is initiated in the scopes of global UNICEF initiatives, efforts are made to ensure flexibility in reallocating the budget across thematic areas of programmatic activities targeting adolescents and youth, when needed [COH4 \ IND22].

II Yes, in emergency situations there is such a need and the organization has room for such flexibility; we are talking about the flexibility of budget allocation and the possibility of reallocation when a need arises in another thematic direction. **KII with UNICEF staff**

*In case of pilot initiatives from our regional or global office that need to be tested in different countries, they can have a specific focus on adolescents, that's why that department was created. Previously, our adolescent programme was part of our communication and advocacy programmes [...] Now, my point is, if this isn't some kind of initiative dictated from above, we try to include the component of adolescent involvement and participation in all our programmes, according to the directions, because it's difficult to write, receive, and implement a programme on your own these days. **KII with UNICEF staff***

Q5

To what extent do UNICEF Armenia adolescents programming and program delivering create synergies and convergences across its program and in joint programming with other actors? What are the bottlenecks to be addressed for better synergies?

MAINLY
ACHIEVED
■■■□

UNICEF Armenia's joint programming efforts in adolescent-focused initiatives have demonstrated both synergies and challenges. Alignment around shared goals has facilitated collaboration with external organizations, enabling collective action for youth development. Key informants from two donor organizations noted that while the "One UN" concept is not consistently realized, UNICEF has successfully fostered cooperation by addressing barriers to synergies and prioritizing youth well-being, specifically evidenced in five of the projects, namely GENU, YHOUS, BASLIF, UPSHIFT, CLIMATE [COH5 \ IND23, IND24].

II *This project, I think, was successful because, perhaps a little spontaneously, each of us tried to make our contribution, and in that sense, the planned outcome became much larger and more intense from the UN perspective, from the perspective of the result, because it is not always [the case] that different agencies are interested in joining forces around a project, because very often the mandate is not within that framework, or there is a budget issue, the interest in the projects is not that great. Each of us expressed a very strong interest in this and felt that it was possible to really expand everything around it by creating different types of extra content, and it had a very interesting outcome. **KII with donor***

*In our [UN] system, there are different sister agencies, there is a UN coordinator, and at that level we have the UNCT, and the heads of all the agencies participate there, and they present who does what. We have mandates, each of our mandates is specific, but naturally we also have many intersecting points. [...] That cooperation is very relative, because it can be looking at some documents for them, it can be a direct exchange of expertise, etc. Our department as such has not had any cooperation with other agencies. **KII with UNICEF staff***

Collaboration takes various forms, including UN agency planning sessions, partner meetings, and informal discussions facilitated by platforms like UNCG. These mechanisms promote resource and knowledge exchange among stakeholders, particularly NGOs, which are instrumental in delivering services at the community level.

II *UNICEF has a partnership relationship, not a donor organization, and as they present themselves, they are not a donor organization, but an organizer for us and the projects are implemented jointly, and we discuss the solutions to the problems and obstacles that have arisen together, and the so-called benefits of the achieved results are also shared by both sides. On the part of UNICEF, there is mainly very open cooperation, and depending on who the contact person is on the part of UNICEF, the rules of the game are a little different. It's not always straightforward, particularly when it comes to navigating interconnected issues. Some challenges arise from rigid, unchangeable rules, and occasionally, there are instances of a lack of smooth communication (between IPs and UNICEF). However, overall, there is excellent cooperation with the contact persons responsible for the projects at UNICEF. These individuals are consistently open, approachable, and ready to provide guidance when challenges arise. When problems require joint solutions, you can always count on having a reliable partner in UNICEF. They are committed to collaboration and ensuring that you're not left to face challenges alone. [...] If we don't have such open-minded and supportive people like UNICEF's programme managers [ref. focal points], then working with the [UNICEF] communication department alone can be so bureaucratic and cold that it can hinder collaborations later. I have heard this regularly from other partner organizations and my colleagues as well, that it is quite problematic. In the most important part of the initiatives, there can be one issue related to the communication department, and it can delay the entire content. Tension can arise because something, somewhere, was not addressed. **KII with implementing partner***

However, joint implementation with other UN agencies often faces challenges related to differing mandates, priorities, and varying levels of interest in projects, especially evidenced in the above-referenced projects [COH6 \ IND25]. Addressing bottlenecks in synergies requires more systematic efforts.

Challenges in UNICEF-government cooperation under multi-donor projects also emerged, particularly with central government structures and collaboration with local self-government bodies (LSGs). While UNICEF actively engages partners and demonstrates flexibility, multi-donor projects often on the government side encounter coordination challenges due to varying resource levels and timelines. Moreover, according to some donors, whenever there is a lack of coherent collaboration between UNICEF and local governments, UNICEF tends to attribute this to changes in leadership within LSGs and schools, as well as to the consolidation of communities. However, the KIIs suggest that some donors in multi-donor projects may not be fully satisfied with how these challenges are explained or addressed by UNICEF.

Additionally, insufficient communication among UN agencies sometimes limits the potential for synergies, as agencies prioritize individual mandates over collaborative outcomes. These challenges are evident across the informants from the majority of projects, namely, YHOUS, BASLIF, UPSHIFT, GENU, POLICY, CLIMATE, GAME [COH8 \ IND25, IND26].

II *You know how difficult it is sometimes that we have a very general project, where we have several donor partners, because UNICEF is also a donor partner, it supports us quite a bit with its expertise and its financial capabilities and experience. When we develop a project and we have several donors, because one cannot do it, that period is very difficult, each donor has its own timeline to ensure the budget plans, that's where the difficulty arises, one is willing to provide that finance, but it "freezes", because the other donors do not have those resources [...] This is the challenge that it is difficult as a state to be able to implement that project, taking into account everyone's timelines. **KII with central government representative***

*They [ref. UNICEF] sometimes do not work as synchronously with partners as they like to present, for example, regional administrations, ministries, etc. For example, they plan to do something, and then suddenly they justify [not doing] it by saying that the actions were not implemented due to the enlargement of communities. There have been cases where, for example, the community leader has changed, the school principal has changed, but the other employees have not changed, they [UNICEF] still do not do the work. **KII with donor***

*This is a general comment: when you work with UN agencies it's very difficult, the coordination and synergies are really very difficult, because all of them try to fight to survive. **KII with donor***

4.3. Effectiveness

Q6

How effective were UNICEF Armenia adolescents and youth programmes implemented country-wide and locally in terms of achieving the targets for the results and quality? Did the adolescence programmes contribute to the progress towards the achievement of adolescents' development and their rights for empowerment, inclusion and greater gender equality and equity?

MAINLY
ACHIEVED
■ ■ ■ □

KIIs, CATI, and DR suggest that P4AY is largely effective in achieving its targets and fostering development, empowerment, and inclusion among adolescents (see Table 2). Although most projects successfully reached or surpassed most of their targets at both output and outcome levels, some cases of underachievement or no evidence have also been recorded [EFV1 \ IND28].

Table 2. Summary of level of achievement of outputs and outcomes against target indicators per project (according to Annex 2)

PROJECT	ACHIEVEMENT OF OUTPUTS	ACHIEVEMENT OF OUTCOMES
UPSHIFT	The project achieved the majority of its intended outputs (see OT 1.1.1, OT 1.2.1, OT 1.4.1, OT 1.5.1, OT 1.5.2, OT 1.6.1, OT 1.6.2, OT 1.6.3, OT 1.6.4, OT 1.7.1, OT 1.7.2, Annex 6), including trainings for trainers, mentors, and adolescents, and visibility efforts, demonstrating strong	The extent to which the CPD target of 5000 adolescent girls and boys who participate in or lead civic engagement initiatives through UNICEF-supported programmes (see OM 1.1.1, Annex 6), remains challenging to assess comprehensively due to the limitation of this evaluation's coverage. Nevertheless, available

PROJECT	ACHIEVEMENT OF OUTPUTS	ACHIEVEMENT OF OUTCOMES
	<p>delivery across these areas⁷⁵. However, results were uneven in civic engagement initiatives, bootcamp organization, and community idea implementation, with notable underachievement in specific marzes. Specifically, from targeted 50 in each marz (see OT 1.2.2, Annex 6), 44 adolescents participated or led civic engagement and training initiatives in Spitak, and 20 in Syunik. Moreover, out of targeted 7 bootcamp events (see OT 1.2.3, Annex 6), 3 were organized in Lori, Gegharkunik and Tavush. Furthermore, out of targeted 15 community ideas (see OT 1.2.4, Annex 6), 14 were developed in Syunik, Gegharkunik, Tavush and Lori. Lastly, gaps in reporting for tech and professional skills development activities (see OT 1.3.1, OT 1.3.2, Annex 6) precludes an assessment of the corresponding indicators [EFV2 \ IND28].</p>	<p>evidence⁷⁶ for this particular project indicates that 114 adolescents and young people participated in civic engagement initiatives in 2022, and primary data suggests this indicator was overall achieved in the extent of contributing to the corresponding CPD outputs [EFV3 \ IND28, IND29, IND33].</p>
GENU	<p>The project output targets were not reported in the documentation made accessible to the evaluation team. As a result, no evidence or data is available to assess progress or achievements regarding these targets (see OT 2.1.1, OT 2.1.2, OT 2.1.3, OT 2.2.1, OT 2.2.2) [EFV4 \ IND28].</p>	<p>In terms of adolescent girls and boys participating in or lead civic engagement initiatives (see OM 2.1.1, Annex 6), project registered an achievement in the extent of its contribution towards the corresponding CPD output by involvement of 50 adolescents⁷⁷ [EFV5 \ IND28, IND29, IND33].</p>
GAME	<p>The project significantly exceeded all of its targets (see OT 3.1.1, OT 3.2.1, OT 3.2.2, OT 3.2.3, OT 3.2.4, Annex 6), with overachievement in adolescent participation, training completion, game development, and community engagement through gender-equitable messaging, and development of a curriculum and toolkit⁷⁸ [EFV6 \ IND28].</p>	<p>The project achieved its target of developing at least one curriculum and toolkit (see OM 3.1.1, Annex 6). While baseline data was collected by implementers for measuring the extent to which STEM learning has improved adolescent girls' and young women's skills in gaming industry and multimedia development (see OM 3.1.2, Annex 6), the absence of endline data results limits accurate assessment; however, CATI and FGD findings suggest notable skill development among adolescent girls and young women in gaming and multimedia [EFV7 \ IND28, IND29].</p>
YHOUS	<p>The project has successfully achieved more than half of its targets (see OT 4.4.1, OT 4.4.3, OT 4.4.4, OT 4.4.5, OT 4.5.1, OT 4.5.2, OT 4.5.3, OT 4.5.4, OT 4.5.5, OT 4.5.6, Annex 6), including the establishment of youth centers, the provision of training and workshops, and the development of operational systems, with overachievement in the establishment of child-friendly spaces (see OT 4.4.2, Annex 6), i.e., 3 against the targeted 1. However, several indicators (see OT 4.1.1, OT 4.1.3, OT 4.2.1, OT 4.2.2, OT 4.3.1, OT 4.3.2, Annex 6) related to GBV risk mitigation, mental health services, and community-based support remain unreported, precluding an assessment of the</p>	<p>The project has achieved the outcome of improving young people's resilience and empowerment through youth houses (see OM 4.1.2, Annex 6), as evidenced by primary data from the evaluation. The extent of attendance and utilization of youth centers (see OM 4.1.1, Annex 6) by young people was assessed as high only qualitatively, since quantitative measure has not been recorded [EFV9 \ IND28, IND30].</p>

⁷⁵ Refer to “UPSHIFT Gavar, Ijevan, Final Narrative Report”, “UPSHIFT Spitak, Final Narrative Report”, “UPSHIFT Syunik, Final Narrative Report”

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ Refer to “Office of Innovation Funding: end of funding report”

PROJECT	ACHIEVEMENT OF OUTPUTS	ACHIEVEMENT OF OUTCOMES
	corresponding indicators ⁷⁹ [EFV8 \ IND28].	
BASLIF	The project has overachieved its target (see OT 5.1.1, Annex 6) by providing community-based mental health and psychosocial support, along with capacity-building activities, to 103 adolescents (14-16 y/o) across 9 groups, surpassing the initial target of 90 ⁸⁰ [EFV10 \ IND28].	The project has successfully achieved its outcome of enhancing young people's resilience and empowerment through mental health training (see OM 5.1.1, Annex 6), as indicated by the primary data collected during the evaluation [EFV11 \ IND28, IND30].
PEERSUP	The project has overachieved its targets (see OT 6.1.1, OT 6.1.3, OT 6.1.4, OT 6.1.5, Annex 6) training 132 SSWs and engaging 308 individuals in capacity-building activities, and successfully developing gender-responsive materials for MHPSS. However, the target for providing mental health and psychosocial support to 160 children, adolescents, and caregivers (see OT 6.1.2, Annex 6) was underachieved, with only 45 individuals receiving services ⁸¹ [EFV12 \ IND28].	Both outcome targets (see OM 6.1.1, OM 6.2.2, Annex 6) were achieved ⁸² : 350 children, parents, and primary caregivers received community-based mental health and psychosocial support, and 350 children and adults gained access to a safe and accessible channel to report sexual exploitation and abuse [EFV13 \ IND28, IND31].
IDEALAB	The project has overachieved its indicators (see OT 7.n.1, OT 7.n.2, Annex 6) by training 104 young people and producing 8 creative value-added products, surpassing the initial targets of 450-50 and 6-7 respectively. Additionally, 3 networking and mentoring events were successfully organized, demonstrating a met target (see OT 7.n.3, Annex 6). However, the target of reaching 5,000 beneficiaries with project results and success stories (see OT 7.n.4, Annex 6) was underachieved, with only 2,000 beneficiaries reached ⁸³ [EFV14 \ IND28].	The outcome of improving the capacities and resilience of young people (see OM 7.1.1, Annex 6) has successfully been achieved, as evidenced by the primary data gathered through all evaluation methods [EFV15 \ IND28].
CLIMATE	The project has achieved several targets (see OT 8.1.1, OT 8.1.2, OT 8.3.2, OT 8.4.1, OT 8.4.2, Annex 6), including the development of climate change education materials and the approval of a climate risk assessment methodology by national authorities. It also overachieved in organizing national events, training teachers, and carrying out extracurricular activities in schools (see OT 8.2.2, OT 8.3.3, OT 8.3.4, Annex 6). However, several targets (see OT 8.2.1, OT 8.2.3, OT 8.2.4, Annex 6) were underachieved, including the number of participants in capacity development activities below target by -2469 adolescents and youth, -1970 teachers, -15 sub-national officers, with number of CwD not reported; the number of adolescents completing climate change programs below target by -1239 male participants, with number of female participants and CwD not reported; the number of regional administrators capacitated below target by -30 participants; and the number of adolescents that engaged in local climate solutions through their schools below target by -1239, with	The project has successfully achieved all its outcome targets (see OM 8.1.1, OM 8.1.2, OM 8.1.3, Annex 6), including integration of climate change and disaster risk reduction actions into community development plans and budgets, promotion of adolescent-centered good practices influencing national government policies, as well as integrating climate change mitigation, adaptation, impact reduction, early warning, and 21st-century skills into secondary curricula [EFV17 \ IND28, IND32]. Additionally, the project, as per the KAPB project evaluation report, fully achieved its target at the outcome level, and it made progress towards impact level indicators but did not entirely meet the targets ⁸⁵ .

⁷⁹ Refer to "Gradarak Aghavnadzor, HPD", "Gradarak Aghavnadzor, Workplan and Budget", "Gradarak Final Report, Dec 2022", "Gradarak Final Report, Jan 2022", "Gradarak Mrgashen & Dvin, HPD Workplan and Budget", "Gradarak Mrgashen & Dvin, HPD", "YIC Final Report, Dec 2021 - July 2022"

⁸⁰ Refer to "Parenting School Camp, Final Report, September 2021"

⁸¹ Refer to "Parenting Final Report, Feb - March 2022 (UK)"

⁸² Ibid.

⁸³ Refer to "F&D Final Report, Feb-March 2022 (UK)"

⁸⁵ UNICEF Armenia (2024) Knowledge, attitudes, practices, and behaviour study on climate change through adolescent participation in Armenia: Comparative analysis of baseline and endline study results, p. 70

PROJECT	ACHIEVEMENT OF OUTPUTS	ACHIEVEMENT OF OUTCOMES
	disaggregation by gender and disability not reported ⁸⁴ [EFV16 \ IND28].	
INTNET	The project successfully conducted 5 training courses in multiple cities, engaged at least 60 adolescents in digital proficiency and IoT smart solutions training, and achieved the target for training participation (see OT 9.1.1, OT 9.1.2, Annex 6). However, the creation of IoT projects was underachieved (see OT 9.1.3, Annex 6), with only 3 (out of targeted 15) projects developed, including the main project, Anahit, created with the support of adolescents ⁸⁶ [EFV18 \ IND28].	The project's efforts to ensure meaningful and capacitating participation for adolescents and youth, including those with disabilities (see OM 9.1.1, Annex 6), were, according to primary data, underachieved. The project, while successfully raising awareness about innovative technologies, was not reported to be sufficiently effective in skill development or project creation due to limited time, complex and unfamiliar course content that was difficult to absorb, and lack of adaptation for youth with disabilities, who often participated more as observers rather than active contributors [EFV19 \ IND28, IND33].
POLICY	The project successfully achieved the target (see OT 10.1, Annex 6) of providing policy expertise that was deemed valuable by the MoESCS, as evidenced by evaluation primary data [EFV20 \ IND28].	Primary evaluation data indicates the project successfully achieved the outcome (see OM 10.1, Annex 6) of improving national youth policies, ensuring they better address the needs and challenges faced by youth, and promote a more supportive and empowering environment for their development, evidenced by developed draft youth law ⁸⁷ [EFV21 \ IND28, IND34].

CATI results indicate high levels of adolescent satisfaction, with 91.3% reporting that the projects improved their situation (see Graph 3). As also displayed in Graph 4, adolescents overwhelmingly agreed⁸⁸ the projects enhanced their knowledge (79.8% strongly agree), skills (69% strongly agree), and confidence to lead and inspire others (60.8% strongly agree) [EFV22 \ IND27, IND37].

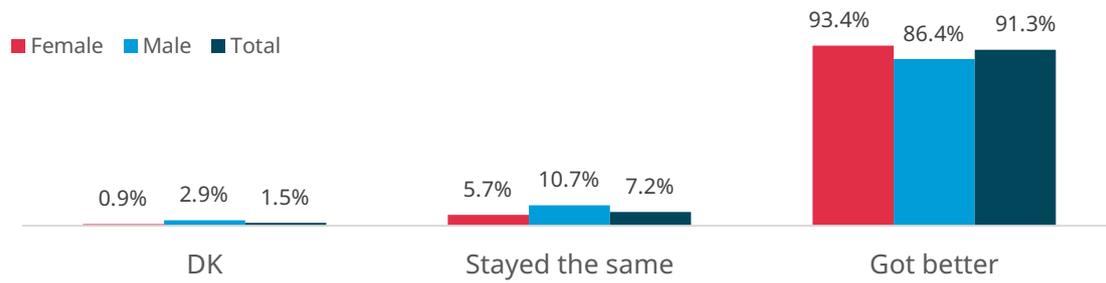
⁸⁴ Refer to "Final Project Report, 2024"

⁸⁶ Refer to "ISOC Chapter final report on Goris group IoT course for UNICEF", "ISOC Chapter final report on Gyumri group IoT course for UNICEF", "ISOC Chapter final report on Vanadzor group IoT course for UNICEF", "ISOC Chapter report on Hrazdan group IoT course for UNICEF", "ISOC Chapter report on Yerevan group IoT course"

⁸⁷ Refer to "Օրենք լրամշակված [orenk'_lramshakvats]"

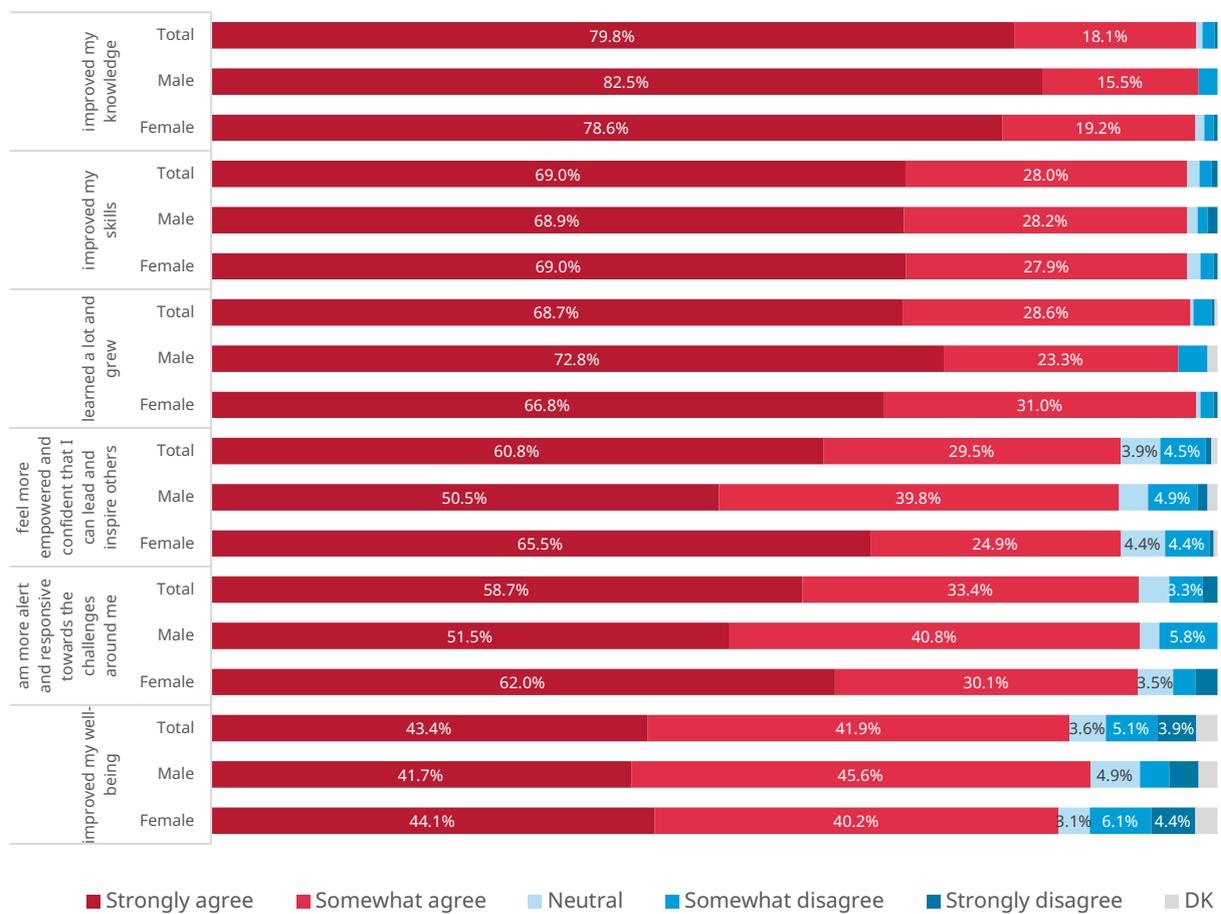
⁸⁸ It should be noted that there is a significant correlation between beneficiaries' extent of agreeing with the statements and how well they reportedly remember the project. Specifically, the better they remember the project, the more likely they are to mention that they (strongly) agree with the prompted statements. The significance has been established through Fisher's Exact Test (simulated p-value falling between 1.39 and 9.99).

Graph 3. [A5] Things overall got better, stayed the same, or turned worse for young people like you due to this project? (CATI with adolescents and youth, N = 332, disaggregated by gender)⁸⁹



Graph 4. [A4] As a result of the project, I... (CATI with adolescents and youth, N = 332, disaggregated by gender)

90



KIIs highlight the practical impact of the projects, such as participants gaining internships, employment, and self-confidence. Projects promoting gender equality showed success, with girls and boys achieving similar outcomes in IT initiatives in INTNET, IDEALAB, YHOUS, BASLIF, GAME, UPSHIFT, GENU, POLICY, and CLIMATE. For instance, in the CLIMATE project, teachers reported

⁸⁹ Disclaimer note: The gender-disaggregated data presented are for descriptive purposes only. No statistically significant differences were observed between the variables.

⁹⁰ Disclaimer note: The gender-disaggregated data presented are for descriptive purposes only. No statistically significant differences were observed between the variables.

positive outcomes in terms of inclusion and teaching practices. Trainings helped them adopt project-based learning and better engage students with special educational needs, making efforts to adapt assignments and ensure inclusivity. However, boys were reported to have been less actively involved than girls, often avoiding public speaking and group leadership due to masculinity stereotypes and external work responsibilities⁹¹ [EFV23 \ IND27].

II *[...] none of those kids imagined that they could be a modeler or, I don't know, come and sit at the computer and be on a par with the rest, that is, follow, get a final result, let alone have a job. And that was a very big success case for us, that as a result of the project, many of them were accepted as interns in technology companies, and that barrier was broken, to put it bluntly. **KII with implementing partner***

*Gender [equality] is very important not only for UNICEF, but also for the state, we also strive to ensure equal opportunities for all young people and also [there are] international standards, which we are trying to implement as a state, and UNICEF is also very clear with us in that direction. I gave an example that will be clear to you, in terms of youth participation in the same centers, you can see that youth workers are trying to ensure equal participation, if boys are interested in something, they provide it, if girls are interested, they provide it. [...] and I'll also say one thing, if that's a general observation, based on a certain age, boys are [more] active, girls are [more] passive, and then vice versa. It depends on the age characteristics, not, for example, on the region. **KII with central government representative***

The programming also supported community development, with young participants establishing local businesses and initiatives (see Graphs 9 & 10).

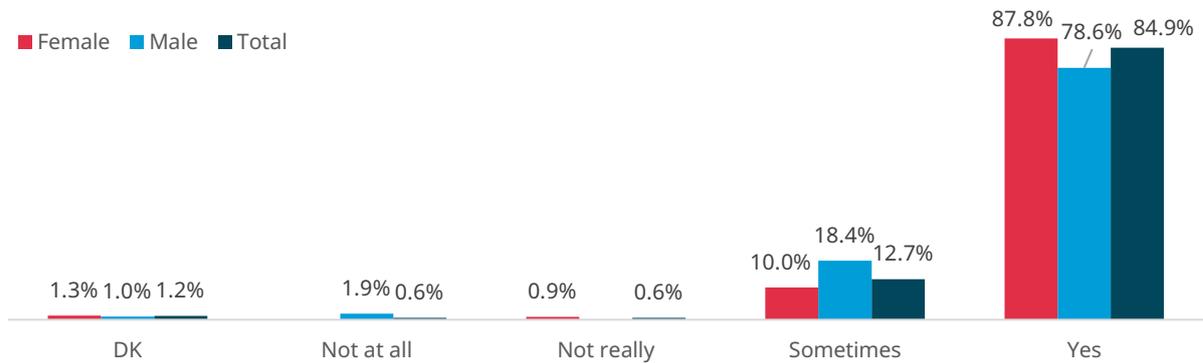
II *Certainly, such projects are very subtle, but also much more influential, because when a young person communicates within the framework of some project, which is outside of school or a regular structure and that connection is direct, the participation of a third party is of course important there: some local, Armenian organizations, schools, foundations, who can ensure targeting, but it is very encouraging, and certainly those generations that need to flourish need support. **KII with implementing partner***

Stakeholders across all projects covered by KIIs emphasize the value of non-formal education tools and practical components, which resonate with adolescents and align with local needs. Nonetheless, assessing the long-term impact of knowledge transfer remains a challenge for some government counterparts. In this context, UNICEF's continued support in strengthening national evaluation capacities especially for application of long-term impact evaluation approaches could be particularly valuable. [EFV24 \ IND27].

II *...The knowledge that a citizen receives is already effective. It is important that he applies that knowledge in life, becomes an official or becomes a more responsible citizen towards the environment and everything. Of course, it must have been very useful and effective, but it will be difficult to measure the longer-term impact. ...**KII with central government representative***

⁹¹ Refer to "Knowledge, attitudes, practices, and behaviour study on climate change through adolescent participation in Armenia" comparative analysis of baseline and endline study results 2024

Graph 5. [A1] Were participants given the opportunity to actively participate in certain activities and create their own initiatives? (CATI with adolescents and youth, N = 332, disaggregated by gender)⁹²

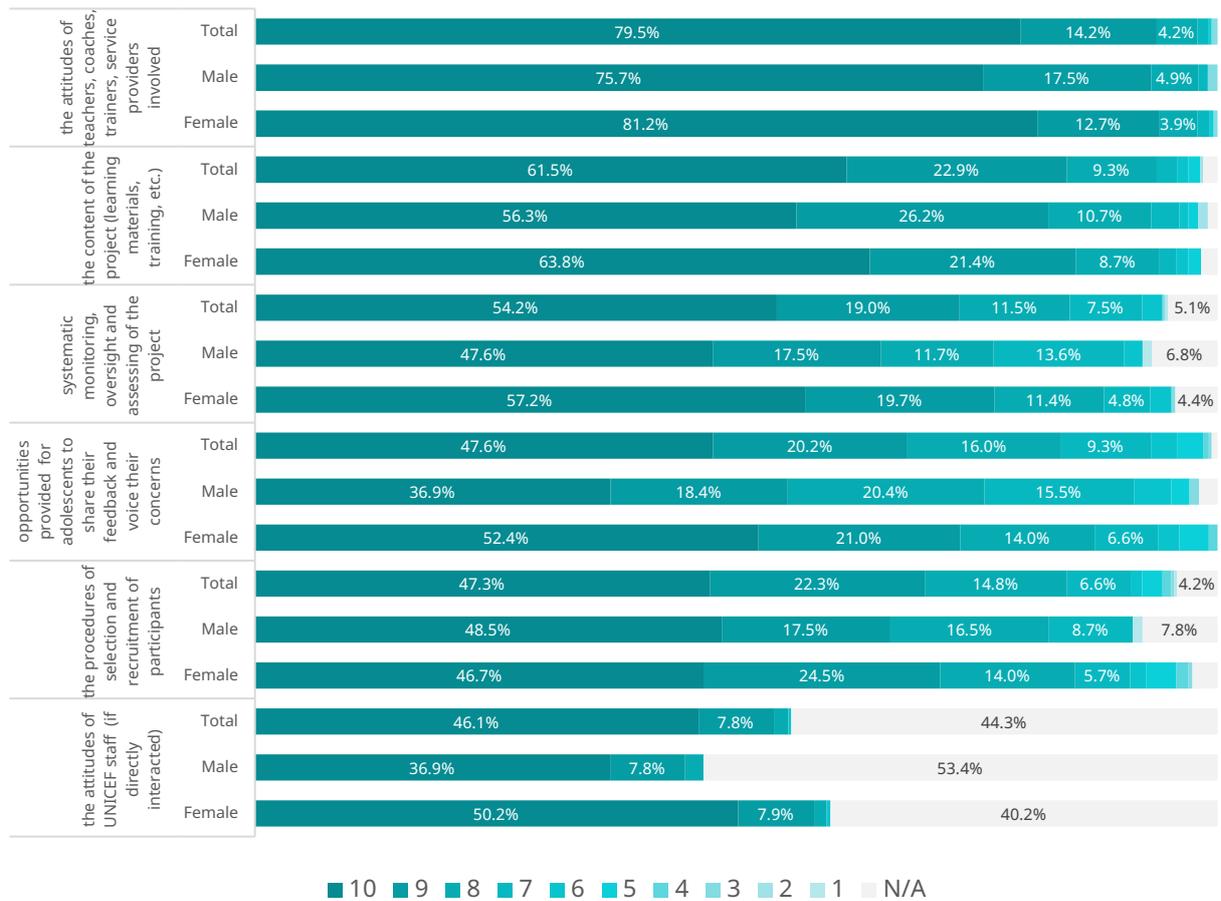


Adolescents expressed high satisfaction with project content and opportunities for feedback⁹³, with 61.5% rating project materials a 10/10. Overall, UNICEF’s programming demonstrates significant effectiveness [EFV25 \ IND27].

⁹² Statistical significance was established via Fisher's Exact Test. Exact Sig. (2-sided)=0.034.

⁹³ Note that girls rated their satisfaction with the opportunities given to adolescents to share their opinions and voice their concerns more highly than boys, 73.3% and 55.3% respectively. Statistical significance established through Fisher's Exact Test (simulated p-value = 6.996502).

Graph 6. [A8] On a scale from 1 to 10, how satisfied were you with... (CATI with adolescents and youth, N = 322, disaggregated by gender)⁹⁴



On the other hand, the implementing partners and donors interviewed found it challenging to identify clear linkages between output- and outcome-level results. Implementing partners noted that they systematically monitor and assess output-level results, such as the organization of training courses and the transfer of skills. However, outcome-level results are often described in terms of unintended effects or the long-term sustainability of output-level achievements. These outcomes are typically identified through informal observations, such as monitoring participants' activities on social media, seeing them involved in other events, maintaining daily contact, or receiving information through word of mouth as members of the same community [EFV26 \ IND27].

Evaluation found that although implementing partners acknowledge the programme's ability to produce visible outputs, with cases of beneficiaries often becoming ambassadors of change, spreading the programme's influence within their communities and thereby contributing to outcome-level achievements, donors appear to have higher expectations from UNICEF. They note that UNICEF projects typically demonstrate visible results only at the output level, while outcome-level results are less apparent. Although outcome-level reporting is produced, it is more accessible through UNICEF's internal systems, such as RAM, etc., and therefore not always visible to partners. As a result, such outcomes are perceived by donors as less systematically documented, measured,

⁹⁴ Disclaimer note: The gender-disaggregated data presented are for descriptive purposes only. No statistically significant differences were observed between the variables.

reported, or clearly communicated to them in terms of how output-level achievements contribute to broader outcomes. Some partners also observe that local organizations appear to achieve outcome-level results more effectively within shorter timeframes. [EFV27 \ IND27].

” *My concern is mainly about the outcomes, because as a donor organization we do not do service delivery. [...] In general, the communication with them [ref. UNICEF] to report on those results [...] is one of those things that we always have a difficulty in getting information from them on. [...] for example, after a project has been running for six months or more, when we inquire about progress on outcomes, the response is often, "We just started". This highlights the need for closer collaboration, better alignment of schedules, and potentially revising their methods of engagement with government stakeholders. Given that the UN is a large organization with significant resources, expectations are naturally higher, especially when compared to smaller NGOs that often deliver specific results in a shorter timeframe. The UN's capabilities in terms of monitoring, tools, and systems should reflect its scale and mandate, but these expectations are not always met. For example, we anticipate that they would have advanced tools, software, and processes to produce high-quality documents and conduct proper monitoring. However, this is not consistently the case, and it underscores the need for the UN to align its operations more effectively with the expectations associated with its structure and capacity. **KII with donor***

Q7

What are the intended and unintended, positive and negative changes and consequences for different groups of right-holders and duty-bearers (including adolescents and their caregivers, trainers/coaches and teachers, other professionals, decision-makers and programme implementers) already achieved or likely to be achieved?

MAINLY
ACHIEVED
■ ■ ■ ■

KIIs, FGDs, and DR reveal that P4AY has led to a range of intended and unintended changes for the right-holder groups. Intended outcomes include skill-building, community engagement, and environmental awareness. Beneficiaries and implementing partners have initiated projects and created youth centers, contributing to community development through YHOUS and IDEALAB. In some cases, adolescents secured internships, jobs, or professional orientation through UPSHIFT and GENU projects. Unintended positive outcomes include knowledge-sharing with parents and teachers, involvement in international competitions, and the creation of community labs, especially evident in IDEALAB, BASLIF, INTNET, GENU, GAME, PEERSUP, UPSHIFT, YHOUS, and CLIMATE. Youth engagement also expanded to other initiatives, fostering social inclusion and volunteerism, increased agency and self-confidence (see Figure 3) [EFV28 \ IND35, IND37].

” *[...] first of all [the project] brings a change in the child's thinking. We often work with young people in different formats, then when young people have acquired skills and abilities in a given area, they become more self-confident, and the community has more organized residents [...]. The resident of your community used this part of his time, it was useful for himself, [...] and he passed it to the community. **KII with local government representative***

Figure 3. [A6.1] Top 10 responses to “What kind of positive changes did the project bring?” (CATI with adolescents and youth)



Some unintended negative consequences were also identified. Some beneficiaries in GENU and UPSHIFT faced conflicts with school teachers (argument around students being unable to properly submit homework assignments, due to their initiative in the project), community members, such as disagreements over park development or waste disposal (conflicts with community residents who were using the area adjacent to the school as pasture, where it was planned to create a park, moreover, a conflict with students who were reportedly throwing garbage in the park). In CLIMATE,

projects that did not receive financing and support from local government bodies lacked sustainability, leading to frustration and disappointment among students. As a consequence, initiatives that failed to garner support from local government bodies left students disillusioned with the Project⁹⁵. Furthermore, a case was reported on online hate speech towards online content published through one of the projects, in cooperation with UNICEF Goodwill Ambassador Malena, leading to the premature termination of the initiative and reported public pressure experienced by adolescents [EFV29 \ IND36].

II *In fact, there have been [negative consequences], but negative not in our lives, but in the life of our community administration, [...] we had a problem related to the [physical] space and the first structure to which we turned and informed [...] was our community administration, from which we received absolutely no support, even on the contrary, there were obstacles. After the implementation of this project, our relations with our community administration are quite bad and I think that was the negative impact that the project had on our lives. FGD with direct beneficiaries*

For example, for me, that stage of shyness was very important, which I consider to have been overcome and it helped me so much that after I entered the university I had no problems with admission, then with work, with friends, and now I can consider myself a half-leader, to some extent I can manage groups that will depend on me, that is, I will be able to demonstrate myself as a leader. FGD with direct beneficiaries

We started to carry out different campaigns, shoot different videos, we also shot a video with UNICEF Ambassador Malena, and there was quite a lot of hate speech related to those videos, and even many famous bloggers criticized us for having such posts on her [ref. Malena's] page. [...] Initially, it was planned that Malena's page would be "stolen by climate activists" and [...], in fact, Malena would post the content we had filmed, because she was a UNICEF ambassador. We were going to film a report [ref. content] together with Malena, after which there were going to be separate videos related to climate, water, and the environment in general [...] There was a huge response from various bloggers, saying: "UNICEF doesn't think that it's harming Malena this way, and her followers will decrease," etc., later Malena's PR team said that they wouldn't be able to post such things and we had to discuss it [with UNICEF] to understand where we would post it, and what we would post and what we wouldn't. FGD with direct beneficiaries

YAG Observations
Some beneficiaries are still engaged in similar work, and believe the project helped clarify their decision and will continue to participate in such projects. A beneficiary started applying for grants, proposing their ideas, which were approved and successful. Also, the project helped develop many soft skills and developed their creative thinking.

Still, the adolescent programming overall contributed to practical and policy changes, such as establishing youth houses and enhancing youth participation in state and non-state initiatives through advancement of youth law in Armenia. Another example of such unintended effects was that the indirect beneficiaries in PEERSUP formed support groups to aid displaced individuals, applying their acquired skills. While progress has been made, challenges like community resistance and external backlash elaborated above in regards to certain other projects underscore the complexities of achieving inclusive, sustainable results without implicit harms to relations between adolescents and their communities [EFV30 \ IND38].

Q8

What did programme and project stakeholders (including UNICEF team, partners, trainers, policy-makers etc.) learn from each other? What did adult stakeholders learn from adolescents? (ADAP Questions)

MAINLY ACHIEVED
■■■□

KIIs, FGDs, CATI, and DR indicate that P4AY incorporates knowledge exchange and lessons learned processes, though the mechanisms for documenting and applying these insights vary. Many implementing partners across almost all projects document lessons learned either formally or informally (i.e., implying quarterly progress reports and final reports, where sections on "Challenges/bottlenecks faced" and "Proposed way forward" serve as key spaces for reflecting on lessons or through periodic meetings with UNICEF and stakeholders, presentations shared with partners). Some projects explicitly include brief lessons-learned components in their documentation,

⁹⁵ Refer to "Knowledge, attitudes, practices, and behaviour study on climate change through adolescent participation in Armenia" comparative analysis of baseline and endline study results 2024

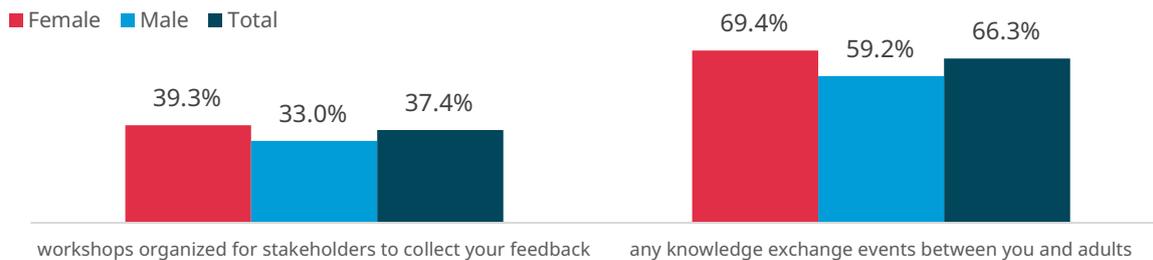
such as in UPSHIFT⁹⁶, BASLIF⁹⁷, GAME⁹⁸, and CLIMATE⁹⁹. However, gaps exist in systematically consolidating and sharing these insights, with some repositories, like the Youth Challenge M&E tools for GENU, found incomplete in project documentation¹⁰⁰ [EFV31 \ IND39].

II *To be honest, we don't have much [lessons learnt] to formally record, but since our work is very practical, we are constantly doing something, if we see something that doesn't work, we just change it immediately in practice... the lesson for us is to make a change, not just record it in some way, because we need to apply it first. **KII with implementing partner***

*Each of us has done the lessons learned separately, we each have our own reporting systems, each agency has its own accountability systems, where, in terms of the resources we spent, we write about what successes, what problems, and what lessons we learned for that year. [...] but in addition to that we have UN info, where the results of all those joint programmes are reported, [...] in terms of UNICEF, I do not know, it is put in that system or not, I cannot say. But in terms of lessons learned, yes, there is room for work there too, because the volume of our work, the time we dedicate to it, is sometimes not enough for us to devote enough time to post-programme discussions... **KII with donor***

Survey data shows that 66.2% of surveyed direct beneficiaries participated in events promoting knowledge exchange, with higher satisfaction reported among participants in such activities. These events facilitated learning outcomes, including project management, time management, media literacy, and teamwork skills, as well as values like equality and non-discrimination [EFV32 \ IND40, IND41].

Graph 7. [A7] Have you personally been engaged in... (CATI with adolescents and youth, N = 332, disaggregated by gender, accounting for only "Yes" answers, and DK answers redacted from the calculation)¹⁰¹



Associated government stakeholders, especially evidenced in CLIMATE and POLICY, emphasized knowledge gains in areas such as disaster risk management and youth law development, reflecting successful collaboration with UNICEF. For example, in POLICY, UNICEF contributed technical expertise during the development of the national youth policy, including advocating for the expansion of the legal definition of youth to include individuals aged 13 to 35 – lowering the minimum age from 16. This broader age range, later adopted in the draft law reflected UNICEF’s recommendations, based on local needs and international best practices. UNICEF also played a key role in shaping provisions mandating local governments to establish youth centers, drawing on its operational and practical experience in creating and sustaining such centers. Participants and partners from IDEALAB highlighted valuable exchanges with UNICEF on tools, forms, and best practices, which reportedly enhanced project implementation and organizational capacity [EFV33 \ IND39].

⁹⁶ Refer to “UNICEF UPSHIFT Project assessment, Final Report, 01.04.2022”

⁹⁷ Refer to “Parenting School Camp, Final Report, September 2021”

⁹⁸ Refer to “Gender Transformative Programming”

⁹⁹ Refer to “KAPB Study: Comparative analysis of baseline and follow-up study results, 2024”

¹⁰⁰ Refer to “imaGen Ventures, 3rd iteration, Monitoring and Evaluation”

¹⁰¹ Disclaimer note: The gender-disaggregated data presented are for descriptive purposes only. No statistically significant differences were observed between the variables.

II *In our country, if the [youth] law is adopted, young people are considered from the age of 13 to 35, and this was also clearly UNICEF's proposal, because it understands [...] that a 13-year-old is ready and should be the target of the state as a policy-implementing body [...]. I gave an example, UNICEF's contribution to all of this was, starting with articles on what the state's authority should be, the government's authority, the authority of the community. [...] It was based on UNICEF's experience, and I remember the conversations among us in the working group, and I must say that UNICEF was very active in the working group in terms of its investment... **KII with central government representative***

UNICEF's openness to communication and cross-country collaboration, including exchanges with the offices in other countries, further demonstrates its commitment to fostering learning. While knowledge exchange occurs at multiple levels, greater consistency in documenting and disseminating explicitly formulated lessons learned could enhance programming effectiveness and institutional learning [EFV34 \ IND39, IND40].

Q9

What would programme and project stakeholders do differently, if they had a chance? What will each stakeholder do differently next time? (ADAP Questions)

MAINLY
ACHIEVED
■ ■ ■ ■

Primary and secondary data reveals diverse stakeholder suggestions for improving P4AY. Local government representatives and donors from YHOUS, CLIMATE, and GENU expressed a desire for deeper involvement, particularly at the level of ministers and deputy ministers. As mentioned by UNICEF staff, while such high-level stakeholders are already engaged during the planning phase of UNICEF's country office work plans, their involvement cannot be expected at every stage of implementation. Although this expressed interest signals a positive level of trust and willingness to collaborate, it is important to distinguish between stakeholder aspirations and what is operationally appropriate or strategic. Evaluation findings suggest that more structured and purposeful engagement of government counterparts, including searching for new avenues of community-level work at key decision points has the potential to strengthen alignment and ownership while maintaining operational efficiency, effective planning.

II *I would really like UNICEF to do the good, good, good things that it does [...], I would like them to work directly with the community. I understand that NGOs can work, but they should also work with the community in a different direction, because cooperation with them and what they give are quite valuable for the communities. **KII with local government representative***

Implementing partners from GAME, UPSHIFT, INTNET, and GENU suggest scaling the overall programming to reach more participants and regions, while also emphasizing the importance of addressing accessibility needs for children with disabilities through better planning and adapted resources. They note that participants with special needs should be identified in advance and only included if they and their families can be provided with the necessary access to ensure meaningful participation. Separately, partners highlight the value of establishing small community hubs as safe learning spaces intended for all children. These hubs are typically created by renovating existing community buildings rather than constructing new ones. As a result, some of the renovated spaces (such as second-floor rooms without ramps) may remain inaccessible to certain CWDs. While UNICEF aims to ensure accessibility for all children, including in communities that report having no CWDs, such limitations are sometimes beyond UNICEF's control due to the nature of community-contributed infrastructure. In such cases, decisions around establishing community spaces are shaped by the limitations of available infrastructure, sometimes requiring a trade-off between maximizing access for most children and working within existing constraints. [EFV35 \ IND42, IND43].

Especially evident in IDEALAB, PEERSUP, YHOUS, BASLIF, UPSHIFT, and CLIMATE, donors recommend improving communication with donors and government agencies, enhancing flexibility in reporting, specifically, highlighting the importance of being more responsive, flexible, and open to external recommendations in terms of providing reports and results, and in the case of the latter, adapting

the reporting approaches, and making sure the work done will be continued in the event of a change of leadership or focal points, essentially focusing on institutional changes in behaviors and practices. [EFV36 \ IND42, IND43, IND44].

II *In general, communication with them [UNICEF] is not easy, for example, during this same project, their perception is that we are UNICEF, we have received funding and we are doing everything that we do, well, we can report something to you at the end of the year. In other words, their approach is like this, and when you get information with such difficulty during the process, it is very difficult to get that report, for example, I would like that information exchange between us and them to go more smoothly. We have other projects with those same NGOs, which are much more responsive, much more proactive, they share; with UNICEF, all those processes are a little more difficult. I would like them to be a little more proactive in terms of sharing information, because it is important for them to understand that the more information they share, the easier for us to evaluate and understand the benefits of the project, to have a deep understanding of what's happening. **KII with donor***

*More research should be conducted on the ground than in the office. Do not rely only on statistics and reports, otherwise in the Republic of Armenia we have been implementing various projects for more than 25 years, but the problems remain, the question arises: why? **KII with donor***

Adolescents from across all projects and initiatives covered by the evaluation propose increasing project duration and frequency, offering more initial funding for planning and implementing youth-led initiatives, and providing feedback to teams not selected for advanced stages allowing them to improve their ideas for applying also beyond the scopes of UNICEF programming. They also suggest holding projects during summer breaks, especially in offline mode, creating relaxed and safe environments (both physically and socially) for discussing sensitive topics, and enabling broader collaboration with mentors and sectoral organizations taking into account their approach towards programme implementation methodology and techniques [EFV37 \ IND42, IND43, IND44].

Figure 4. [A9] Most common responses to “What would you suggest doing differently for similar projects next time?” (CATI with adolescents and youth)



Youth center workers and indirect beneficiary groups highlight the importance of updating manuals provided to them (reporting those to be outdated from 10 years ago), implementing trust-building initiatives directed towards the community administration and residents, gaining their support for the cause, before opening youth centers and deciding locations for those centers. This is especially evident in BASLIF, UPSHIFT, and YHOUS. Mentors suggest more frequent monitoring visits, extended direct engagement time between UNICEF and the adolescents, and regular discussions with them to address challenges and refine approaches. Overall, stakeholders stress scalability, inclusivity, and continuity as critical areas for improvement [EFV38 \ IND42, IND43, IND44].

II *We had a monitoring visit, I remember, [...], that was also very important and valuable, so that it always happens in future projects, because the children get happy when they understand that the donor organization [ref. UNICEF] is interested in them, what they do is also appreciated by those people and being appreciated is not just in words... **KII with indirect beneficiary (mentor)***

KIIs, FGDs, and DR indicate that P4AY promotes adolescent participation and inclusivity, however structured mechanisms for engaging adolescents especially during the project design phase are limited. Across almost all projects (GENU, YHOUS, BASLIF, UPSHIFT, CLIMATE, PEERSUP, GAME, UPSHIFT, INTNET) participation is often encouraged informally or indirectly, with some implementing partners relying on youth centers and local organizations to identify needs and recruit participants. Adolescents frequently report contributing during the implementation phase, including through the development of their own projects with adult support. FGDs with adolescents highlight that they are given opportunities to voice opinions on event logistics and personal decisions, though there are few instances where they directly influence programme design or strategic decision-making processes [EFV39 \ IND45, IND46].

II *I think we can divide our influence into two parts: purely on technical issues, if you have dietary restrictions, etc., we were asked and we were able to have an influence in that regard during the events, but I don't remember a single case at the moment where we were able to have an influence on the event itself in any other sense. **FGD with direct beneficiaries***

*I think if there was one, it was definitely not a specifically designated leader, more like during group work, someone might have put forward their idea, and in general, the fact that someone was singled out as a leader was probably more related to our discretion, as to how we would choose the leader. **FGD with direct beneficiaries***

YAG Observations

I think some of the participants who were more interested in the topic were more actively involved, while those who simply came for professional orientation and to try something new were less active.

If they needed support for the presentation of any project, they contacted the organizational team, but in general they were not involved in organizational matters.

Leadership opportunities vary. Some participants specifically from IDEALAB and BASLIF reported being field camp leaders or team leaders, roles that developed their leadership skills and were valued by the participants. Others from GENU mentioned spontaneous team leadership rather than assigned roles. A few from PEERSUP actively supported project organizers by disseminating information about events and courses, reflecting initiative and ownership [EFV40 \ IND48, IND50].

When it comes to inclusiveness, UNICEF and implementing partners reported encouraging the participation of children with special needs, however, KII data from stakeholders of IDEALAB, PEERSUP, CLIMATE, GENU suggests that meaningful integration of these participants was achieved with varying degree of success. Though projects included staff training to enhance skills in working with children with special needs, specific mechanisms or measurements to monitor and ensure inclusivity were not applied universally across the covered projects and initiatives [EFV41 \ IND46, IND47].

II *The measurement [of inclusivity] takes place through: how many of the participating children have visual, motor problems. In some projects there is inclusion, but the process of this inclusion is not comprehensive. **KII with donor***

With regard to feedback mechanisms, adolescents involved in YHOUS reported that their ideas were incorporated into project activities, although their feedback was rarely collected or reflected in strategic decision-making. Parents from INTNET appreciated the flexibility provided to their children to make choices during activities, supporting autonomy. Overall, while P4AY fosters participation and some leadership development, systematic mechanisms to ensure consistent adolescent influence in design, implementation, and monitoring remain an area for improvement [EFV42 \ IND48, IND49].

4.4. Efficiency

Q11

To what extent are the resources (financial and human) allocated to the adolescent programs appropriate to support the implementation of strategies and the achievement of the expected results? Could the same or better results have been achieved through better use of the resources available?

MAINLY
ACHIEVED
■ ■ ■ ■

Resource allocation in the P4AY has shown both strengths and areas for improvement. KIIs with donors of almost all projects (i.e., POLICY, GENU, GAME, UPSHIFT, IDEALAB, BASLIF, INTNET, YHOUS, PEERSUP) revealed that involving stakeholders, including government and local self-government representatives, in the budgeting process may ensure improved resource distribution aligned with programming needs. However, financial constraints remain a recurring challenge, particularly evident for YHOUS, INTNET, CLIMATE, GENU, and UPSHIFT. One project struggled to heat a space designated for teenagers due to financial constraints. According to interviewed partners, this issue was resolved by the time of the assessment, and heating was expected to be operational by 2024. A UNICEF staff member highlighted a recurring shortage of financial resources, particularly for infrastructure development, compared to the relatively lower costs of implementing short-term projects [EFC1 \ IND51, IND52]. This is seen as a common challenge in upper-middle-income country contexts, where infrastructure-related investments are expected to be covered by government or community partners.

In other instances, municipality representatives report financial limitations arising from communities having numerous pressing priorities, making it difficult to allocate funds to address youth-related issues or their concerns, in turn discouraging active youth participation in public life. In several instances, delays in funding or inadequate budgets on the part of IPs led some participants to rely on personal networks or community-based fundraising (e.g., through school administration, teachers, community members) for participating in competitions before the official funding became available. This highlights gaps in resource planning and sufficiency on IP side, particularly in YHOUS, INTNET, CLIMATE, GENU, and UPSHIFT. Lastly, some critique came up from direct beneficiaries of BASLIF, GAME, PEERSUP, and UPSHIFT on the transport reimbursement policy of the implementing partners, which appeared to have been less flexible and consistent as the beneficiaries expected [EFC2 \ IND51, IND52, IND53].

” *I would like to add that during that week, when we went to [location name], we learned that the competition would take place the following week, that a general decision had to be made, to be honest, we got a little confused, because at first we hadn't even received our money to be able to carry out the financial operations, but as [participant name] said, through our acquaintances and families, we were able to either delay everything or implement it directly, and then only at the end they transferred everything. **FGD with direct beneficiaries***

YAG Observations

There were delays with the grant, all the teams received the initial thousand dollars, and this one team received it a week late... They used their personal resources, reaching out to their families and getting some support. There was a problem with urban/rural divide in terms of transportation cost reimbursement. A participant noted children from villages having their travel expenses covered, even though some urban areas required equivalent costs to reach the training venue did not qualify for reimbursement.

Human resource limitations on IP side were observed in several projects, such as YHOUS, BASLIF, GAME, UPSHIFT, and GENU. KIIs with some implementing partners indicated that restricted budgets prevented hiring adequate number of personnel, leading them to implement projects with few employees. In many cases, the budget constraints stemming from donors, was reported by implementing partners and indirect beneficiaries not allowing the necessary staffing of the projects covered by this evaluation. For example, the shortage of supervisors and mentors in BASLIF created an imbalance in staff-to-beneficiary ratios, and reliance on small teams sometimes delayed project implementation. Similarly, mentors in some projects (e.g., BASLIF, GAME, UPSHIFT) at times faced logistical challenges due to mentors residing in long distances from participants, limiting the

effective engagement of these participants with their mentors. Territorial and transport resources also presented challenges. In one case, a municipality reclaimed a designated youth center space without offering an alternative, rendering the center non-operational [EFC3 \ IND51, IND52, IND53].

Despite these constraints, FGDs with direct and indirect beneficiaries generally reflected satisfaction with provided resources, particularly equipment and transport support where available. For instance, youth center beneficiaries praised the facilities' educational and recreational offerings. However, some projects faced technological gaps, such as insufficient or underpowered computers, which hindered participation specifically in BASLIF, GENU, GAME, INTNET, and YHOUS [EFC4].

Survey data confirms unequivocal perceptions: while most participants expressed high satisfaction with financial and human resources, logistical and technological challenges persisted. Addressing these gaps through tailored resource allocation and enhanced stakeholder collaboration can ensure more equitable and effective programme implementation [EFC5 \ IND53, IND54].

Graph 8. [A8.2] How satisfied were you with the availability of adequate financial and human resources? (CATI with adolescents and youth, N = 332, disaggregated by gender, scale from 1 to 10)¹⁰²



Q12

What are the success factors and constraints in performance of those programs? Were the programs developed and delivered according to the planned timelines, appropriately monitored and assessed? Were there any delays in implementation and what were the reasons for that?

FULLY ACHIEVED
■■■■

Youth participation during planning and design stages has emerged as a key factor for programme success across almost all covered projects, encouraging ownership and aligning initiatives with the needs of adolescents. Effective collaboration with local partners and community stakeholders has also enhanced programme outcomes, with unified goals and transparent communication cited as crucial elements. Flexibility and timely adjustments, facilitated through regular meetings and open dialogue, allowed for quick responses to challenges such as resource delays or participant engagement issues [EFC6 \ IND55].

// One of the successes was in providing a unique approach to each participant, both girls and children with disabilities and also the gifted children. Everyone needs an individual approach and great attention, in which case the response is very positive; as a result, both the connection, good relations and mutual memories have remained. **KII with implementing partner**

Evaluation data from all methods indicates almost equivocal observation that most projects (hence, the overall programming) adhered to planned timelines, with delays in some phases attributed to

¹⁰² Disclaimer note: The gender-disaggregated data presented are for descriptive purposes only. No statistically significant differences were observed between the variables.

approval processes due to operational complexities of UNICEF's reporting system, logistical issues, or external factors like holidays, COVID-19, and war [EFC7 \ IND56, IND57].

II *I don't remember such a case, everything happened on time. There were no delays, everything happened on time and it corresponded to my schedule. I don't remember such cases. **FGD with direct beneficiaries***

*There were no delays, it was organized at a high level. **FGD with indirect beneficiaries (parent)***

YAG Observations
There were only some delays, which were resolved partly by the organizers and partly by the participants.

These were generally addressed through no-cost extensions or restructured timelines, minimizing long-term impacts. Implementing partners emphasized that advance planning with UNICEF and consistent oversight helped mitigate disruptions, while regular supervision ensured timely project completion [EFC8 \ IND56, IND57].

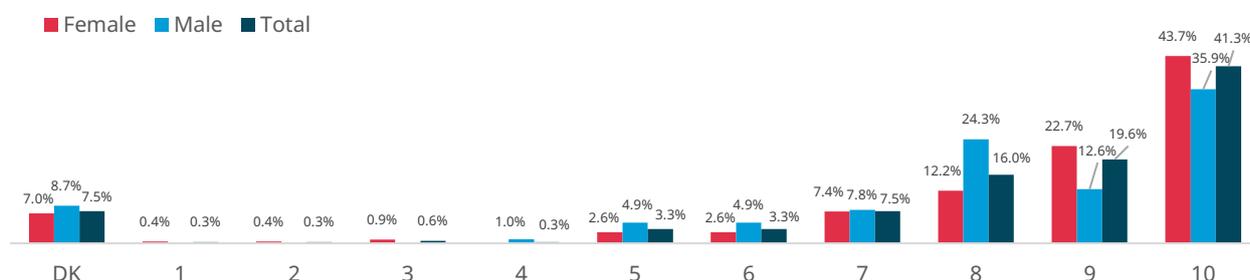
II *[One] of the positive sides, I think, was that there was flexibility on both sides, that is, neither we nor UNICEF avoided any adjustments, and communication was very fast. [...] In other words, in this case, both sides are flexible, we understand that if something is not working, we communicate very quickly, we modify, we move forward. I don't know, I would personally like to mention [focal point's name]'s role, because working with them makes the work so much easier and faster for us. **KII with implementing partner***

*I can say that schools and local authorities [put limitations], if they themselves did not imagine it well, they did not do it well. There are communities whose capabilities were not enough, we tried to explain to them, there were such small cases, but for the most part the expert team was professional, they tried to take what was useful from the community. **KII with central government representative***

*Regarding the deadlines, [...], I was also involved in all that and was on the evaluation team, clear deadlines were set and as a result, the election phase was carried out based on the same deadlines, the event itself, and the next series of events all went according to plan. **KII with donor***

Evaluation found that monitoring and evaluation practices assuring the proper delivery of the planned results varied. Specifically, some partners of IDEALAB, PEERSUP, and CLIMATE reported to have relied on detailed reporting and periodic reviews to track progress, while others in YHOUS, BASLIF, GENU, and INTNET prioritized direct engagement with beneficiaries to assess results. Overall, systematic oversight, though through different methods appeared to have contributed to maintaining timelines and addressing deviations effectively, evidenced also by direct beneficiaries (see Graph 9) [EFC9 \ IND57, IND58]. As mentioned in the sections above, mentors of several projects suggested more frequent monitoring visits by UNICEF staff, extending direct engagement of UNICEF staff with the beneficiaries.

Graph 9. [A8.3] How satisfied were you with adherence to timelines and justification of any delays? (CATI with adolescents and youth, N = 332, disaggregated by gender, scale from 1 to 10) ¹⁰³



¹⁰³ Disclaimer note: The gender-disaggregated data presented are for descriptive purposes only. No statistically significant differences were observed between the variables.

However, donors for half of the projects covered, especially in GENU, POLICY, CLIMATE, PEERSUP, and IDEALAB, highlighted issues in accountability and reporting, citing the infrequent reporting cycle and delays in accessing project data, especially in cases where UNICEF's reporting cycles and formats are different from those of the donors. In such cases, the KIIs point out that donors reach agreements with UNICEF to come up with more comprehensive reporting formats and adapt those so as to meet the donors' needs, however, such agreements occasionally are not followed-up on properly or at all [COH7 \ IND25, IND26].

II *Then, in terms of reporting, it's very difficult to work with them, to receive reports. [...] we do those reports in a different way, we have to report once or twice a year, and we, as a donor organization, work differently, we work quarterly, that's our demand, we're trying to reach an agreement, even unofficially, that they send us some updates, but even that takes a lot of resources from me, so that I can remind them 10 times [...]. That is, there are those who say, "Well, now we're UNICEF, we can afford not to report to you." In that sense, it's difficult for us, but of course I have my own reporting procedures and that's why I need that information, which I have difficulty getting from them. **KII with donor***

In contrast, implementing partners observed that UNICEF's active involvement in projects often renders separate monitoring unnecessary, with results captured through ongoing processes.

4.5. Sustainability

Q13

To what extent are the benefits and achievements of UNICEF programs/initiatives for and with adolescents and young people likely to continue or be institutionalized through Government, community ownership or civil society organizations after they are ended by UNICEF?

MAINLY
ACHIEVED
■ ■ ■ ■

The sustainability of UNICEF P4AY depends on the active involvement of government, community, and civil society organizations. In some cases, partnerships in YHOUS, UPSHIFT, IDEALAB, and PEERSUP have been formalized through tripartite memoranda, strengthening commitment to maintaining project results. Sustainability is also supported by implementing organizations through ongoing maintenance of procedures, collaboration with similar shareholders, and designing follow-up projects that expand on initial initiatives. Particularly evident in INTNET, UPSHIFT, and BASLIF, one organization successfully implemented such an expanded project, and some other organizations plan to replicate the models developed with UNICEF's support through centralized or decentralized approaches based on community needs [SST1 \ IND59, IND60, IND62].

II *We are thinking of a project where ideas will be formed based on the initiatives of young people in the regions, which can later become startups, and the training will be not only technological, but also from a business perspective, so that they can form startups. I see these possibilities, we have implemented the project in [location] with the support of [donor], and of course other organizations can also support the implementation of the project, it can be both centralized and by a separate organization. **KII with implementing partner***

*Our project, which is almost the same model as the UNICEF project, slightly modified, but is its continuation. In other words, we have seen that it is really important and we are implementing it. Three of those four projects are currently underway, but not with UNICEF. **KII with implementing partner***

*... they [ref. UNICEF] have created this triangle: community, state, civil society. [...] And UNICEF, like us, has mapped out all those partners and implements with them, and entering communities, UNICEF clearly considers the community as a beneficiary, that it must have its own contribution, so that I give the example of the center, so that the center has that continuity. Everyone understands that it (ref. UNICEF) will not always implement that project continuously, that is, it is the state's obligation after all, and in order for you to be able to ensure the continuity of your project, you must definitely involve both the state, the community—especially the community—and the civil society in your entire project. **KII with central government representative***

Knowledge transfer plays a critical role in ensuring continuity. Skills and knowledge acquired during projects are often applied in later life, shared with peers, and integrated into broader community activities. Beneficiaries sometimes organize new courses or use resources such as project booklets to disseminate information. This transfer extends to indirect beneficiaries, such as professionals working with adolescents, ensuring a ripple effect. Additionally, some project participants from

BASLIF, GENU, PEERSUP, and UPSHIFT have continued involvement in the field, taking related jobs or initiating lasting projects that benefit target groups over time [SST2 \ IND59, IND60].

II *In my opinion, the majority have retained their skills, and as for transferring them, I mentioned that we had also implemented a project and what we knew and wanted to transfer to the rest, we tried to transfer them, and in the process, a team was formed that is still implementing community projects today. **FGD with direct beneficiaries***

Embedding project results in institutional frameworks is another mechanism for sustainability. Legislative foundations and integration of successful practices in school curricula are cited as effective methods. In CLIMATE, teachers have successfully tested and integrated project-based learning into their subject plans in line with new national education curriculum, with proper training provided before project implementation. The MoESCS, officially awarding two credits out of nine towards teacher attestation for the CLIMATE training package, significantly incentivized teachers to participate and ensured institutionalization and sustainability. Also, the development of inclusive teaching materials enhanced participation and engagement among adolescents with SEN, supporting both teachers and students, as well as registering achievement of the project in terms of institutionalizing the results. These institutionalized resources promoted sustainable, inclusive practices that extend beyond individual projects, fostering long-term learning and inclusion¹⁰⁴. Project documents in specific cases (e.g., GAME¹⁰⁵, GENU¹⁰⁶, YHOUS¹⁰⁷, and UPSHIFT¹⁰⁸) include dedicated sections on sustainability plans outlining the vision and rationale for the continuation of the projects after their completion and emphasizing how the project will maintain its lasting operations on the ground. However, these plans also tend to lack clarity in setting a vision for producing measurable and significant outcome-level changes in the future, highlighting a need for a more thorough planning of how sustainability is to be achieved. Post-project support from UNICEF includes maintaining contact with participants and fostering partnerships between organizations to build on initial results. However, in some instances, implementing partners and direct beneficiaries mentioned a lack of direct follow-up contact from UNICEF with PEERSUP and UPSHIFT participants at the endline of the projects. This may have hindered the achievement of longer-term results, creating uncertainty among participants about whether they can expect continued support from UNICEF, at the very least in facilitating government's support for the continuity of these projects [SST3 \ IND60, IND61].

Government ownership of results is evident in some cases. For instance, a government entity scaled up a project initially designed by a participant within UPSHIFT, though the link to the original proposal was unclear for the government. Additionally, after a UNICEF-led project, an implementing partner within INTNET initiated a hackathon focusing on technological challenges, further demonstrating ownership and continuity at the local level [SST4 \ IND60, IND61].

II *... opening groups, let's say within a year, that group remained for one academic year, the success was obvious, the community continued to maintain that same group with its own resources. Or they took this specialist, gave him a qualification, kept him for a while, we feel that the community needs this specialist, the community continues to keep him and pay him a salary. That is a complete continuity... **KII with local government representative***

¹⁰⁴ Refer to "Knowledge, attitudes, practices, and behaviour study on climate change through adolescent participation in Armenia" comparative analysis of baseline and endline study results 2024

¹⁰⁵ Refer to "Case Studies: Girl-centered Skills Programmes, Europe and Central Asia Regional Compendium 2024"

¹⁰⁶ Refer to "PD with AYB, 2021, December"

¹⁰⁷ Refer to "YIC Gyumri Youth House Programme Document"

¹⁰⁸ Refer to "PD with YIC, Syunik"

While UNICEF cannot always provide resources post-project, maintaining community engagement is reported to be essential to building trust and ensuring responsiveness to evolving needs. Despite these successes, gaps remain (e.g., in YHOUS) in securing long-term sustainability through gaining the trust and cooperation of community leaders and residents. This is especially highlighted by many implementing partners and donors, underscoring that where the importance and potential impact of a project is not acknowledged and appreciated by the local community, the programming results may be lost over time, failing to receive local ownership and self-viable implementation. Strengthening planning, establishing clear visions for sustainability, and fostering stronger government and community ownership are hence deemed essential for ensuring lasting results [SST5 \ IND59].

Q14

What are the resilience and risk factors, potential trade-offs that determine the likelihood of those benefits/achievements to continue over the medium and long term?

MAINLY
ACHIEVED
■ ■ ■ ■

The sustainability of UNICEF P4AY is influenced by resilience, risk factors, and the capacities of involved stakeholders. KIIs with implementing partners, policy-makers, and UNICEF indicate that while implementing partners are required to provide exit strategies to clarify how the created or developed capacities and youth development and participation mechanisms will function after the closure of the projects, assessing the successful implementation of these strategies in practice remains challenging in the context of continuity. Sustainability of P4AY results is often (e.g., within IDEALAB, PEERSUP, INTNET, UPSHIFT, BASLIF, and YHOUS) relying upon the assumption that implementing partners would maintain the results given that the programming goals naturally align with the goals of implementing partner organizations, however a lack of structured assessment and sustainability assurance mechanisms specifically for medium and long-term continuity limits the ability to monitor such results [SST6 \ IND63, IND64].

II *... in practice, it is a little difficult for me to assess how it goes in the future. Naturally, this is one of the main requirements on our part and we often require an exit strategy from our projects, for example, when the project is about to close, so that we can understand how they imagine the invested capacities, mechanisms, how they will function after the project is closed. **KII with UNICEF staff***

*... the long-term goal is that all of that [capacity] will be used to increase the resilience of the community, to ensure sustainable development of the community. How much of that will be done later is beyond the scope of the programme, because the programme cannot exist for years, last [long], and reach the level where what is proposed has already become an action, has been implemented, and even results have surfaced. **KII with implementing partner***

Nevertheless, sustainability is enhanced by embedding results into institutional frameworks. For example, integrating project outcomes from GAME and CLIMATE into school curricula and assigning local governments responsibility for disaster risk management are significant steps towards continuity. Community-based models in YHOUS and UPSHIFT, such as the inclusion of youth workers in the local councils and the allocation of funds for youth initiatives from the community budget, have also been reported to prove an effective resilience factor. Compelling communities to actively participate and sustain the efforts after UNICEF's involvement concludes, transferring knowledge and data to local government representatives, holds a likelihood of enabling these local actors to integrate these insights into their development plans and pursue implementation using their own resources or by securing additional support. These community-based approaches appear to foster local ownership and institutionalize programming achievements, evidenced by participants often sharing their knowledge within communities, fostering engagement and encouraging peers to become active contributors, effectively strengthening their role as decision-makers and agents of change [SST7 \ IND63, IND64].

II *In terms of transferring training knowledge and skills, in communities where so many risk assessments have been conducted, these people [ref. local community members] can reflect the data they have acquired and what they have gained through training in their development plans and be able to later obtain state subsidies or grants to be able to implement adaptation programs and ensure stability in community resilience. **KII with UNICEF staff***

*For example, they are developing capacities and theoretically this is a pretty strong justification [...], naturally that type of support will be more stable and will remain as a capacity of the community in the future. In other words, theoretically it seems to exist, but in practice it is a bit difficult for me to assess it, because that program ends and later it is difficult to know what happens in those communities and how it happens. [...] in terms of sustainability, theoretically it seemed like the idea was right, that there should be an institutional approach, which would allow for [continuity] when the program does not work in the future, but if those mechanisms are implemented in terms of government regulations, they should already be working. But I do not have that information on how much it is implemented. **KII with donor***

However, inconsistent community involvement poses a risk, as limited recognition of programme value by local authorities often undermines continuity, highlighting a risk factor, especially reported by stakeholders from CLIMATE, GENU, and BASLIF.

Another potential risk identified within IDEALAB, PEERSUP, INTNET, UPSHIFT, BASLIF, and YHOUS is dependency on grants, which could hinder young people’s ability to act independently and secure resources autonomously for the continuity of programming results. Financial resources are critical for sustainability. Insufficient or inconsistent funding, as noted by funding organizations, creates vulnerabilities in maintaining results. The sustainability of P4AY results appear to be supported by consistent and periodic interventions by various development organizations within the community, wherever there are matching goals between the community and the given partners. Over time, this approach appears to be promising resilience for the community to take ownership of the changes and drive them independently over time [SST8 \ IND63, IND65].

The lack of institutionalization of results remains a key risk factor. KIIs with implementing and donors reveal that results often are prioritized on output-level and heavily depend on human factors, such as changes in school leadership or community authorities can result in the loss of programme achievements, making programming susceptible to individual factors. Hence, sustained efforts to institutionalize outcomes within government structures and community practices appear to be vital. Ongoing discussions of some partners with ministries aim to identify the most effective models for scaling and sustaining project results, although pathways for sustaining programme achievements appear to differ depending on the P4AY intervention models [SST9 \ IND64, IND65].

II *[For the sustainability] to be more solid, the requirements must be changed. The schools must feel responsible, otherwise, they may be active at that moment [ref. during project implementation], but that knowledge, that ability must be repeated, the sense of responsibility must be high. [...] All programmes, whether of UNICEF or UNDP, or all those who educate and strengthen the capacities of citizens, schoolchildren, community servants, public servants, civil servants in our reality, are doing very important work, and this must be put on a more stable, more institutionalized basis. **KII with central government representative***

In sum, evaluation found certain resilience factors, risk factors, and potential trade-offs (see Table 3) coming up from the analyzed data.

Table 3. Resilience and risk factors and potential trade-offs in ensuring sustainability of P4AY achievements

GROUPS OF FACTORS	TYPES OF FACTORS
Resilience factors	<ul style="list-style-type: none"> • Collaborative mechanisms: UNICEF, government, communities, and civil society working together • Knowledge sharing: Programmes encouraging young people and duty-bearers to share obtained knowledge with peers and the community actors • Community-based ownership models: Institutionalizing youth workers and funding for youth initiatives within local government structures
Risk factors	<ul style="list-style-type: none"> • Reliance on grants: Adolescents and youth depending too much on external funding rather than developing independent resource-generation skills

	<ul style="list-style-type: none">• Human factors: Changes in leadership or lack of responsibility within community institutions leading to the loss of programme achievements in the long run• Insufficient community interest: Lacking local recognition of and ownership towards programming's importance
Potential trade-offs	<ul style="list-style-type: none">• Focus on outputs vs. outcomes: Community and partner focus on short-term successes coming at the expense of achieving meaningful long-term and lasting outcomes• Community-driven efforts: Reliance on community-driven sustainability reducing the predictability of sustaining outcomes• Government reliance: Reliance on government ownership for continuity leading to delays or inconsistent maintenance of achievements beyond the project lifespan

CHAPTER V.

Conclusions, Lessons Learned and Recommendations

5.1. Conclusions

5.1.1. Relevance

The evaluation concludes that UNICEF Armenia P4AY aligns closely with international conventions, including CRC, CRPD, and CEDAW, and to a high degree adheres to UNICEF's global strategies and principles, as reflected in operational practices across all ten projects and initiatives covered by the evaluation. Efforts to prioritize inclusivity, accessibility, and gender mainstreaming were evident through specialized training and targeted initiatives (linked to findings REL1 & REL2). However, challenges related to implementing partner capacity and accessibility infrastructure in projects such as YHOUS, BASLIF, GAME, UPSHIFT, and GENU highlighted ongoing barriers to achieving full inclusivity for adolescents with disabilities, with occasional lack of simple adaptations (e.g., ramps), highlighting residual gaps in accessible venues (linked to finding REL3).

The projects are generally based on needs assessments and consultations with stakeholders; Notably, only five projects (YHOUS, INTNET, GAME, POLICY, CLIMATE) had consistently documented needs assessments; the others offered only intermittent or no explicit evidence of such analyses. These initiatives incorporated inclusive approaches, such as tailored conditions for accessibility, participation, and logistical support (linked to finding REL4). Despite such efforts, engagement of marginalized groups varied, with some direct beneficiary groups noting limited inclusion of individuals with disabilities in certain projects (INTNET, GENU, YHOUS) and reporting challenges like inaccessible or faraway venues (especially for poor or remote residences) and exposure to common societal stigmas (especially for girls and CwDs) limiting their active engagement (linked to finding REL5).

UNICEF's alignment with contextual needs is observed through collaborations with local governments and application of community-based approaches, such as the establishment of youth centers in YHOUS (linked to finding REL7), despite occasional mismatches identified between stakeholder priorities (linked to finding REL6). It must be noted that stakeholder involvement was observed to be rather inconsistent across projects, with often limited adolescent participation during the planning stages of some projects, including GENU, BASLIF, and UPSHIFT, where adolescent

voices were largely accounted for through indirect beneficiaries (linked to finding REL8). In a few cases, however, staff appeared to rely on assumptions about adolescent needs, which limited opportunities for direct consultative engagement. It appears that adolescents and parents (e.g., in PEERSUP) are generally satisfied with content and outcomes of the projects in terms of resulting in positive behavioral and professional development but certain accessibility issues seem to hinder them to perceive the programme's full relevance to them (linked to finding REL9).

Overall, the programming effectively respond to local needs and governmental priorities but require enhanced systemic mechanisms for inclusivity, stakeholder involvement, and marginalized group engagement in planning and design phases to secure complete relevance (linked to finding REL10).

5.1.2. Coherence

The programming demonstrates significant internal coherence across thematic areas, with UNICEF focal points reportedly playing a central role in aligning programmatic activities, promoting synergies, and ensuring complementarity within P4AY. In the meantime, some donors perceive that the P4AY coordinator role, while intended to ensure coherence, can at times add an extra layer that slows interactive processes (linked to finding COH1). Mechanisms such as (1) overall flexibility in reallocating budgetary means across thematic areas (linked to finding COH4), (2) advisory and coordinating roles assigned to UNICEF staff ensuring collaboration across sections and thematic initiatives, as well as (3) the availability of annual reporting system (linked to finding COH2) were reported to support coherence in programme delivery. However, desk review also reveals the absence of a comprehensive logical framework or results matrix explicitly linking outcomes across projects within P4AY, highlighting a rather significant gap in formal documentation and assurance of inherent, rather than assumed or observed coherence. Moreover, UNICEF staff also report that thematic coherence frequently emerges organically, as individual projects naturally connect across related topics. Project-level performance monitoring mechanisms also serve as a supplementary layer to ensure coherence in results (linked to finding COH3).

Certain joint programming efforts, including partnerships with both UN sister agencies and external partners, have been observed to foster resource and knowledge exchange, as well as occasional synergies. This is particularly evident in GENU, YHOUS, BASLIF, UPSHIFT, and CLIMATE, where collaboration with youth-led NGOs and local community actors (municipalities, community members) enabled more targeted interventions. Yet some challenges are highlighted, for instance, some stakeholders also observed that the broader 'One UN' concept is not always fully realized; moreover, some implementing partners note that at times rigid UN rules and bureaucratic procedures can hinder the smooth flow of collaboration (linked to finding COH5). Other bottlenecks, such as diverging mandates between involved agencies, differing budget priorities, and varying accountability mechanisms across agencies, occasionally are reported to challenge full synergies (linked to finding COH6). Certain challenges came up in relation to UNICEF-government collaboration, often caused by shifts in leadership within government structures, LSGs and school administrations which appear to complicate coordination in multi-donor or multi-partner initiatives; this was observed as a concern in the majority of the projects under evaluation (linked to finding COH8).

5.1.3. Effectiveness

Evaluated projects under P4AY have been largely effective in achieving their targets and fostering development, empowerment, and inclusion among adolescents (linked to finding EFV1). Although most projects have largely reached or passed most of their targets at both output and outcome

levels, some cases of underachievement or no evidence of reported achievements have also been recorded, especially in UPSHIFT, GENU, YHOUS, CLIMATE, and INTNET (linked to findings from EFV2 through EFV21). The projects have successfully contributed to the empowerment, inclusion, and gender equality of adolescents, with high levels of satisfaction reported by beneficiaries. Evaluation data indicates strikingly high level (91.3%) of respondents observing improvements in their life situations, and significant proportions noting enhanced knowledge, skills, and leadership abilities and high satisfaction with project content and opportunities for feedback (linked to finding EFV22 & EFV25), as well as practical impacts on beneficiaries' career development and promotion of gender equality, with girls and boys achieving similar outcomes in INTNET, IDEALAB, YHOUS, BASLIF, GAME, UPSHIFT, GENU, POLICY, and CLIMATE. Regardless, some KIIs and CATI results indicated that boys were less likely to take on public leadership roles due to masculinity stereotypes and out-of-school responsibilities (linked to finding EFV23).

Participants in UPSHIFT, GENU, and IDEALAB secured internships and employment, while others initiated social projects (linked to findings EFV23 & EFV24). At the same time recurring challenge has been identified in terms of clearly linking output- and outcome- level results, the latter often being described by stakeholders in terms of unintended effects or the long-term sustainability of output-level achievements, rather than outcomes. However, assessing the longer-term impact of knowledge transfer for communities was repeatedly cited as a challenge (linked to findings EFV24 & EFV26).

The projects have generated a number of intended and unintended results, fostering skill development, community engagement, and economic empowerment. Unintended positive outcomes, such as knowledge transfer to parents, community engagement, and initiative-taking towards participating in competitions, have emerged (linked to finding EFV28). However, negative experiences, such as disputes between the school staff and the community, as well as community resistance, have also come up during the programming leading to certain terminations of the initiative or reported public pressure experienced by adolescents (linked to findings EFV29 & EFV30). Stakeholders acknowledged the value of knowledge exchange within P4AY, with events contributing to capacity building in project management and leadership. Nonetheless, gaps in systematic documentation and application of lessons learned persist, impacting institutional learning across projects such as CLIMATE and POLICY (linked to findings EFV31-EFV34).

Stakeholders across diverse groups have suggested improvements for P4AY. Associated government representatives often highlight the need for greater alignment with ministry-approved guidelines and increased collaboration with higher-level government officials (linked to finding EFV35). Donors suggested improving communication with donors and government agencies by adopting more flexibility in reporting and responsiveness to external recommendations. They also see the need for more practical, on-the-ground research to supplement desk reviews and address longstanding issues (linked to finding EFV36). Adolescents and youth suggest extending project duration and frequency, providing initial funding for youth-led initiatives, and offering constructive feedback to teams not selected for advanced stages to help refine their ideas for future applications. They also advocated for holding projects during summer breaks and creating safe, inclusive environments for discussing sensitive topics (linked to finding EFV37). Lastly, other beneficiaries, such as youth workers and mentors highlighted the need for updating work manuals, holding trust-building initiatives with community actors at local level, and considering more strategically the youth center placement to gain broader community support (linked to finding EFV38).

The evaluation found that P4AY facilitated adolescent participation and inclusivity across its initiatives, primarily through informal mechanisms. The analysis indicates that in most evaluated

projects, young people are mainly engaged during implementation. However, their direct influence on programme design and decision-making remains significantly limited (linked to finding EFV29). Leadership opportunities vary; while participants in IDEALAB and BASLIF assumed formal leadership roles, those in GENU and PEERSUP reported taking on leadership roles informally (supporting organizers without holding leadership roles) (linked to finding EFV40). Although UNICEF emphasizes inclusion as a fundamental standard, there is insufficient research or documentation to evaluate how effectively these opportunities are provided, especially for children with disabilities, and the inclusiveness efforts were rather inconsistent across projects. The evaluation revealed that children with disabilities often remain passive observers rather than active participants due to a lack of necessary accommodations, with stakeholders from IDEALAB, PEERSUP, CLIMATE, and GENU highlighting challenges in ensuring meaningful participation of children with disabilities (linked to finding EFV41). Feedback mechanisms, though valued, remain largely informal and do not consistently influence strategic decisions across the P4AY (linked to finding EFV42).

5.1.4. Efficiency

UNICEF Armenia's adolescent-related projects and initiatives under P4AY have demonstrated largely efficient use of financial and human resources. Engaging government associated stakeholders in budgeting processes has ensured alignment with programme needs across almost all projects. However, financial constraints, particularly for YHOUS, INTNET, CLIMATE, GENU, and UPSHIFT, has often limited resource availability, seemingly impacting infrastructure-related investments, which in upper-middle-income country contexts are expected to be covered by government or community partners (linked to finding EFC1 & EFC 5). Some implementing partners and beneficiaries reported to have faced financial shortfalls or delays, leading to occasional reliance on community fundraising and personal networks to bridge such budgetary gaps. In some occasions in BASLIF, GAME, PEERSUP, and UPSHIFT direct beneficiaries have also reported to observe lack of flexibility and consistency in transport reimbursement policy (linked to finding EFC2).

Human capital limitations among the IPs were reported in YHOUS, BASLIF, GAME, UPSHIFT, and GENU, with some staffing shortages and logistical challenges in efficient delivery of project results, specifically remote mentorship proved difficult when mentors could not travel to decentralized sites. Implementing partners note challenges in recruiting and retaining skilled personnel for the project implementation, which were reported to be key for ensuring efficient utilization of mentorship for involved adolescents and the engagement thereof, particularly in remote areas where physical distance between direct and indirect beneficiaries is perceived to pose additional limitation in BASLIF, GAME, PEERSUP, and UPSHIFT (linked to finding EFC3). Technological limitations, such as with utilized computer hardware, also came up in BASLIF, GENU, GAME, INTNET, and YHOUS (linked to finding EFC4).

Projects generally adhered to planned timelines, with occasional delays caused by approval processes, logistical barriers, and external factors such as COVID-19 and war. These were mitigated through proactive planning and adjustments, ensuring minimal disruption to project activities (linked to findings EFC6, EFC7 & EFC8). Monitoring and evaluation approaches towards the implementation efficiency varied across projects; while some relied on formal reporting, others adopted direct beneficiary engagement to assess progress in implementation. However, ensuring additional monitoring visits can reinforce accountability and encourage sustained engagement and commitment among participants and mentors of the projects. (linked to EFC9).

Overall, P4AY managed to achieve its intended results within available resources, yet optimizing resource allocation and addressing logistical and staffing constraints remain critical in terms of ensuring efficiency.

5.1.5. Sustainability

The evaluation found that the sustainability of UNICEF P4AY is largely depending upon the collaborative nature of joint efforts involving the government, communities, and civil society organizations. In several cases, sustainability has been reinforced through formalized partnerships, such as tripartite memoranda in YHOUS, UPSHIFT, IDEALAB, and PEERSUP, securing long-term commitments to programmatic achievements. Implementing partners contribute to sustainability by maintaining established procedures and seeking opportunities to expand initiatives beyond their initial scope, as observed in INTNET and BASLIF (linked to finding SST1).

Knowledge transfer came up as a crucial resilience factor in sustaining programme outcomes, with beneficiaries of BASLIF, GENU, PEERSUP, and UPSHIFT projects often applying acquired skills in their communities, professional lives, and among peers (linked to finding SST2). On the other hand, lack of sustainability plans or measurability and clarity in the longer-term vision set up therein (evidenced in GAME, GENU, YHOUS, and UPSHIFT), as well as limited post-project follow-ups with direct beneficiaries from UNICEF in projects such as PEERSUP and UPSHIFT at the endline of projects have been observed as challenges to the long-term engagement of the beneficiaries and stakeholders and to the support towards continuity of project achievements (linked to finding SST3).

Furthermore, institutionalization of project results within government and legal frameworks presents an opportunity for sustainability, as demonstrated by the integration of certain project outcomes into school curricula, or development of Youth law and the scaling-up of certain initiatives by government entities in UPSHIFT and INTNET (linked to findings SST4 & SST5).

As to assuring sustainability, the evaluation found certain key resilience factors, risk factors, and potential trade-offs. Resilience factors include collaborative mechanisms, in which UNICEF, government, communities, and civil society work together (linked to finding SST6), knowledge sharing practices with projects encouraging young people and duty-bearers to share obtained knowledge with peers and the community actors (linked to finding SST7), as well as community-based ownership models which could enhance the institutionalization of youth workers' engagement and the funding for youth initiatives within local government structures (linked to finding SST7). Moreover, potential trade-offs, such as prioritizing short-term outputs over lasting outcomes or relying heavily on community or government ownership at the expense of predictability, do remain concerns. Risk factors include reliance on grants where adolescents and youth depend too much on external funding rather than developing independent resource-generation skills (linked to finding SST8), human factors such as changes in leadership of associated government entities or lack of responsibility within community institutions leading to the loss of programme achievements in the long run, as well as insufficient community interest and local recognition of and ownership towards programming's importance (linked to finding SST9). Lastly, potential trade-offs could be observed in the process of balancing between outputs versus outcomes, as in community and partner focus on short-term successes may at times come at the expense of achieving meaningful long-term and lasting outcomes (linked to finding SST9), too much reliance on community-driven sustainability could be reducing the predictability of sustaining outcomes (linked to finding SST8), as well as too much reliance on government ownership for assuring continuity may be leading to delays or inconsistent maintenance of achievements beyond the project or programme lifespan (linked to finding SST9).

5.1.6. Cross-Cutting Issues

Human Rights-Based Approach

The programming's adherence to a human rights-based approach was evident in its focus on equity and inclusivity. Efforts to engage marginalized groups, including children with disabilities and those from minority communities, reflected a strong commitment to upholding the rights of all children. However, gaps in systematic disaggregation of data limited the ability to assess the intervention's full impact on specific vulnerable groups. Establishing a robust procedure for beneficiary data generation and archiving that captures intersectional inequalities would enhance the programme's ability to address diverse needs effectively.

Gender Equality

The programme made commendable strides in promoting gender equality, particularly through initiatives that engaged both girls and boys in educational and extracurricular activities. Gender-sensitive training for educators and the inclusion of gender equality principles in curriculum development were notable achievements. Nevertheless, findings from the evaluated projects emphasize persistent traditional cultural norms and stereotypes limiting young girls' (particularly for the ages of secondary education) active participation in civic initiatives in some regions and participation of boys in environmental initiatives posed barriers to young girls' and boys' full participation in some P4AY initiatives. Addressing these norms through project-tailored gender-sensitive approaches, ensuring that each project incorporates a gender-responsive framework from the outset, remains a critical priority.

Other Cross-Cutting Issues

Equity considerations were central to the programming's design and implementation. Targeted efforts to reach the most disadvantaged children, including those affected by the conflict, highlighted UNICEF's commitment to leaving no one behind. However, challenges in scaling pilot initiatives to broader populations underscore the need for robust mechanisms to replicate and sustain successful models. The interventions also advocated for environmental sustainability by integrating eco-friendly practices into school infrastructure-related projects and by increasing adolescents' climate awareness and activism in their daily life and among peers. Expanding such practices across all programmatic components would further enhance their impact.

5.2. Lessons Learned

This section provides insights into the UNICEF's and, particularly, the P4AY's, strengths, challenges, and opportunities for improvement. These lessons, which stem from both the evaluation process and the overview of the programme implementation itself, may have broader applicability for similar initiatives globally. They highlight the importance of context-specific programming, effective stakeholder collaboration and communication, and consistent data management and lessons learnt documentation. At the same time, they underscore areas where improvements can be made, such as in data management, inter-agency coordination, and long-term planning. This section reflects on these key lessons and presents them in a way that can inform future programme design, implementation, and evaluation efforts, both within UNICEF and among other development actors working with youth and vulnerable populations.

LL1. Context-Specific Programming as a Core Strength: One of the key strengths identified through this evaluation is UNICEF's ability to tailor its adolescent and youth programming to the

specific needs of local contexts in Armenia. The alignment of the programming with Armenia's national priorities and the needs of young people is frequently praised by stakeholders. This context-specific approach ensures that interventions are relevant, targeted, and adaptable, making them more effective and impactful. It emphasizes the importance of understanding local challenges, cultures, and needs when designing and implementing programmes. This lesson may be broadly applicable across other global settings where UNICEF or similar organizations operate, underscoring the necessity of designing interventions that are deeply rooted in the socio-cultural context.

LL2. Navigating Procedural Complexities: While UNICEF's documentation and procurement procedures ensure compliance and accountability, they were often viewed as burdensome by implementing partners and government counterparts. These administrative requirements were reported to divert attention from programmatic goals, reducing the focus on achieving results. This lesson highlights the need for organizations to strike a balance between accountability mechanisms and operational efficiency, especially when new reporting systems are introduced. In future programming, streamlining these procedures and ensuring they are tailored to the scale and scope of the project could enhance operational efficiency and partner satisfaction.

LL3. Enhancing Donor Communication: Feedback from donors highlighted challenges regarding access to programmatic information and inefficiencies in communication. Donors expressed concerns about the lack of cooperation and timely updates, which affected their ability to assess the progress and outcomes of funded projects. Clear, consistent, and transparent communication with donors is essential for building trust and ensuring that expectations are aligned with programme delivery. This lesson points to the importance of regular updates, accessible data, and proactive engagement with donors, which can enhance donor confidence and support continued investment in the programming.

LL4. Improving Beneficiary Data Management and Systematic Documentation of Lessons Learned: The evaluation process revealed disparities in how implementing partners organize, store, and manage beneficiary data. This lesson derived rather indirectly and arbitrarily due to evaluation team's reflections during the evaluation fieldwork, rather than specifically stemming from enquired findings. Still, these discrepancies may create significant challenges in tracking and assessing programme impact, which can lead to inefficiencies and gaps in service and programme delivery. Standardized data management practices and tools are essential for ensuring that beneficiary data is consistent, accurate, accessible, and properly analyzed. Moreover, a recurring observation throughout the evaluation was the lack of systematic documentation of lessons learned. While lessons were discussed informally or in meetings, there was no consistent approach to recording these insights and applying them across parallel or future programmes. Systematic documentation is essential for ensuring that successful practices are replicated, and challenges are addressed in future initiatives. This lesson underscores the need for organizations to invest in robust data management systems and systematic documentation mechanisms that allow for consistent tracking of outcomes, effective programme management by UNICEF, and provide a solid foundation for future programme evaluations.

5.3. Recommendations

The recommendations presented in this evaluation were developed through a rigorous, participatory process that engaged both duty-bearers and rights holders to the extent feasible. Duty-bearers, including UNICEF Armenia CO, line ministries, local implementing partners, and community organizations, were consulted to ensure the recommendations were actionable, aligned with

institutional capacities, and reflective of operational realities. Rights holders, particularly adolescents and young people, were included through FGDs, group interviews where possible, as well as YAG and ERG, enabling their voices to shape priorities and highlight areas requiring urgent attention. In instances where their involvement was limited, this was primarily due to logistical constraints or the nature of certain strategic and operational recommendations.

Each recommendation (see Table 4) has been carefully assigned to specific duty-bearers or clusters of stakeholders to clarify responsibility and facilitate accountability. Recommendations are further categorized into two levels—strategic and operational—to ensure they address key dimensions of programme design, implementation, and monitoring. Prioritization levels (high, medium, low) have been assigned based on urgency and potential impact, while timeframes provide guidance on expected implementation periods. This approach intends to contribute to the use of the recommendations by diverse stakeholders, ensuring their relevance to programming refinement, scaling good practices, and mobilizing resources to support adolescents and youth in Armenia.

Table 4. Recommendations

Area of improvement	Recommendations	Associated key findings	Recipients	Timeframe	Priority	
Strategic recommendations						
1	<p>UNICEF's ability to tailor adolescent and youth programming to Armenia's specific context has been widely recognized as a core strength. Ensuring the sustainability of this context-bound culture requires institutionalizing this approach rather than treating it as a project- or programme-based advantage. In a rapidly changing environment, constantly maintaining this approach is key in ensuring that Armenia's adolescents and youth receive the support they need to prosper, now and in the future.</p>	<p>In order to increase the long-term relevance and sustainability of P4AY interventions and achieved results, UNICEF should continue, build on, and further expand its context-bound approach in Armenia. By strengthening the engagement with national policy frameworks and local know-how, UNICEF can position youth programming as an integral part of broader development strategies, ensuring its relevance beyond programme cycles. Expanding partnerships with government institutions, civil society organizations, and youth groups could further embed P4AY within the existing environment. Additionally, continuing investing in local needs assessments and dialogues with policy-makers will help refine interventions, ensuring they remain adaptive and impactful as Armenia's youth landscape evolves.</p>	<p>REL7, REL8, REL10, SST1, SST2, SST3, SST4, SST5, SST6, SST7, LL1</p>	<p>UNICEF Armenia CO</p>	<p>Long-term (24-36 months)</p>	<p>High</p>
2	<p>While P4AY demonstrates strong internal coherence in practice, the lack of a formalized logical framework or results matrix poses a significant challenge to strategic alignment and impact measurement. Without a structured framework explicitly linking outcomes across projects and initiatives, coherence is largely assumed rather than systematically assured. This gap makes it difficult to track synergies, evaluate cross-project achievements, and identify opportunities for overall P4AY optimization.</p>	<p>In order to address this issue and provide a clearer roadmap for UNICEF and its partners to align their efforts effectively and make data-driven decisions, UNICEF could benefit from developing a coherent ToC that explicitly link outcomes across UNICEF Armenia P4AY. This framework should outline clear pathways of change, define interdependencies among initiatives, to measure collective results. UNICEF should facilitate collaborative workshops with all key stakeholders, including implementing partners, government stakeholders (on national, regional, and local levels), donors, youth workers, schools, and adolescents and youth to co-develop the framework, ensuring it reflects both the programmatic realities and operational priorities.</p>	<p>COH2, COH3, COH5, COH6, COH7, COH8</p>	<p>UNICEF Armenia CO, <i>with involvement of all key stakeholders</i></p>	<p>Mid-term (12-24 months)</p>	<p>High</p>

Area of improvement		Recommendations	Associated key findings	Recipients	Timeframe	Priority
3	Despite UNICEF's commitment to participatory approaches, the actual involvement of adolescents—the very beneficiaries of these programmes—is at times found to be indirect or inconsistent especially in the planning phase. This raises a question about how participatory P4AY really is in terms of the voices of young people truly shaping the intervention designs meant for them, suggesting that programmes may be missing valuable insights from the youth that could further improve relevance and effectiveness.	In order to further shift power dynamics, assure that adolescents and youth have greater ownership over the programme and its results, UNICEF could benefit from establishing operational participatory mechanisms that ensure adolescents and youth are meaningfully involved at all stages of programme planning, design, and implementation. More specifically, structures like Youth Advisory Groups (encompassing diverse demographic and socio-economic groups and statuses), which in practice proved to be a significantly successful experience within this evaluation (see Annex 15), could be helpful in involving adolescents in shaping priorities and strategies for the entire P4AY scope and lifespan. Prior to each P4AY implementation cycle, adolescents and youth could be engaged into co-design workshops to collaboratively contribute to defining programme goals and key activities. To monitor and keep track of how adolescents' feedback is incorporated into programming, participatory review sessions (quarterly or biannually) could also be held. Lastly, potential implementing partners should also be trained on establishing such participatory design approaches to assure that the importance of meaningful participation is successfully translated at all levels of programme implementation.	REL8, EFV39, EFV40, EFV42	UNICEF Armenia CO, Implementing partners, Direct & indirect beneficiaries	Mid-term (12-24 months)	High
4	While P4AY integrates various youth-centered initiatives, it lacks tailored project-specific gender-sensitive approaches that account for the distinct challenges and needs of boys and girls. Findings from the evaluated projects highlight the necessity of tailored efforts to engage more boys in environmental projects who lack there due to cultural stereotypes, while other initiatives primarily focus on addressing barriers faced by girls. Without tailored interventions that address these gender-specific challenges, P4AY may risk reinforcing existing inequalities and	In order to ensure meaningful participation of all adolescents, UNICEF could plan and utilize project-tailored gender-sensitive approaches within P4AY. This would entail ensuring that each project incorporates a gender-responsive framework from the outset. This approach should include gender-specific approaches, such as needs assessments or other mechanisms to identify unique barriers and opportunities for boys and girls within each programmatic component. For example, environmental initiatives could incorporate strategies to challenge stereotypes limiting boys' participation, while entrepreneurship programmes could address gendered economic barriers faced by girls. Developing project-level gender action plans or integrating gender-responsive activities in work plans that outline concrete steps to promote equal participation and designing capacity-building sessions for implementing partners on gender-responsive programming could further strengthen every initiative.	REL5, REL6, EFV23	UNICEF Armenia CO, Implementing partners, Government	Long-term (24-36 months)	Medium

Area of improvement		Recommendations	Associated key findings	Recipients	Timeframe	Priority
	underachieving equitable adolescent engagement.					
5	There is a certain disconnect between inclusion at policy level and that at practical level; while inclusivity is a core priority, operational challenges such as insufficient partner capacity and infrastructure issues persist.	To ensure that the principle of inclusivity is consistently translated into practice, UNICEF Armenia and its implementing partners could reinforce the operationalization of UNICEF Disability and Inclusion strategy ¹⁰⁹ across P4AY. Good practices of existing P4AY projects in partner capacity-building and targeted outreach should be levered to ensure accessibility for adolescents and youth with disabilities and be replicated across all projects. This would imply certain investment towards strengthening the capacities of implementing partners on disability inclusion, inclusive teaching methodologies, and reasonable accommodations. Allocation of dedicated resources for accessibility improvements, assistive technologies, transport solutions, and adaptive programme materials could be considered as possible mechanisms to implement this change. As another tool, conducting accessibility audits and assessments before programme initiation and during implementation could help to identify potential barriers and implement effective solutions thereof.	REL3, REL4, REL5, REL10, EFV37, EFV29, EFV41	UNICEF Armenia CO, Implementing partners, LSGs	Long-term (24-36 months)	High
6	Several P4AY projects and initiatives struggled with staffing shortages and difficulties in recruiting and retaining skilled personnel, particularly in remote areas. These challenges may directly impact the quality of mentorship and engagement with adolescents, which are central to the success of these initiatives. This opens the door to the potential for improving human capital, including investment in capacity-building initiatives for	To address the shortcoming, UNICEF, and its funding and implementing partners could consider expanding human potential by strengthening staffing and local capacities of partners. This could involve introducing multi-faceted approaches to enhance human capital development in marzes, particularly in remote communities. A mentorship program could be supported for implementing partners focusing on equipping local organizations with tools and strategies to attract and nurture professionals working on adolescent development. Additionally, more of the "train the trainer" model could be applied, empowering local youth leaders and community members to take on mentoring and facilitation roles, fostering ownership and enhancing local expertise. Strengthening partnerships with universities and research institutions could also play a key role, promoting specialized internships and work-study opportunities	EFC3, EFC5	UNICEF Armenia CO, Implementing partners, donors	Short-term (up to 12 months)	Medium

¹⁰⁹ https://www.unicef.org/media/134031/file/UNICEF_Disability_and_Inclusion_Strategy_2022_2030_Short_Version.pdf

Area of improvement		Recommendations	Associated key findings	Recipients	Timeframe	Priority
	local IP staff, in order to assure the overall success of the P4AY.	that encourage young professionals to engage with community-driven initiatives.				
Operational recommendations						
7	While implementing partners collect and discuss programme data and insights, the absence of a standardized system for managing beneficiary data and structured outcome-level reporting to donors limits opportunities for continuous improvement. Data is collected and stored in different formats, leading to inconsistencies in tracking results. Although UNICEF has internal reporting mechanisms linking outputs to outcomes (e.g., RAM reports), there remains a challenge in effectively communicating these results externally to donors and stakeholders. Additionally, limited number of monitoring visits reduce the ability to reinforce accountability and encourage sustained engagement among project beneficiaries.	In order to enhance beneficiary data management and outcome-level monitoring, UNICEF could consider strengthening the mechanisms for external communication of programmatic results and improving accountability through reinforced monitoring practices. This could involve establishing standardized protocols for beneficiary data collection, categorization, and reporting across implementing partners to help ensure consistency and usability. This would also entail improving donor reporting mechanisms by ensuring that output-to-outcome linkages are effectively communicated, highlighting success stories, quantitative trends, and qualitative insights in a structured and accessible manner. UNICEF could also increase the frequency of on-site monitoring visits to verify data accuracy, assess programme results, and strengthen accountability among implementing partners.	EFV31, EFV34, LL3, LL4	UNICEF Armenia CO, Implementing partners, donors	Mid-term (12-24 months)	High
8	Despite the wealth of experience gained through P4AY, there is no systematic approach in documenting and applying lessons learned and good practices. Insights are often shared informally, and are not consistently recorded or utilized across P4AY, limiting their potential for replication and long-term	To address the shortcoming, UNICEF could consider establishing a systematic framework for documenting and disseminating lessons learned and good practices. This could include developing standardized templates and guidelines for documenting key programmatic insights, success stories, and challenges, creating a centralized digital repository accessible to implementing partners, donors, and relevant stakeholders, ensuring that knowledge is systematically stored and readily available for reference for key actors. This could also entail encouraging structured reflection sessions and knowledge-sharing workshops, where	EFV26, EFV27, SST8, SST9, LL2	UNICEF Armenia CO, Implementing partners, Direct & indirect beneficiaries	Mid-term (12-24 months)	Medium

Area of improvement	Recommendations	Associated key findings	Recipients	Timeframe	Priority
<p>sustainability. A structured documentation process appears to be lacking which could enable UNICEF and its partners to consolidate best practices, adapt successful approaches, and enhance future programming.</p>	<p>implementing partners regularly contribute and review documented insights, and adapt future initiatives based on recorded best practices.</p>				

References

- Creswell, J. W., & Clark, P. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Ministry of Education, Science, and Sports of the Republic of Armenia. (n.d.). *The Youth Policy Strategy Draft is discussed with Development Partners*. Retrieved March 11, 2024, from [escs.am: https://escs.am/en/news/8806](https://escs.am/en/news/8806)
- Ministry of Education, Science, Culture and Sports of the Republic of Armenia. (2024, February 29). *EU and UNICEF sign an agreement to boost the productive reforms of the RA education system*. Retrieved from Ministry of Education, Science, Culture and Sports of the Republic of Armenia: <https://escs.am/en/news/20937>
- OECD. (n.d.). *Evaluation Criteria*. Retrieved March 11, 2024, from OECD: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm#:~:text=The%20OECD%20DAC%20Network%20on,two%20principles%20for%20their%20use.>
- Olson, B. D., & Jason, L. A. (2015). Participatory Mixed Methods Research. In S. N. Hesse-Biber, & R. B. Johnson, *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry* (pp. 393–405). online: Oxford Library of Psychology.
- OxYGen Foundation. (2017). *Youth and Inequality in Armenia*. Retrieved March 11, 2024, from https://oxygen.org.am/wp-content/uploads/2022/09/Youth-and-inequality-in-Armenia_-ENG.pdf
- The Government of the Republic of Armenia. (n.d.). *Five-Year Action Program*. Retrieved March 11, 2024, from The Government of the Republic of Armenia: <https://www.gov.am/en/Five-Year-Action-Program/>
- The Prime Minister of the Republic of Armenia. (2020, September 21). *PM: "We perceive the development and implementation of Armenia's Transformation Strategy as an all-national movement based on our national values and goals"*. Retrieved from The Prime Minister of the Republic of Armenia: <https://www.primeminister.am/en/press-release/item/2020/09/21/Nikol-Pashinyan-meeting-Sept-21/>
- The Prime Minister of the Republic of Armenia. (2023, March 16). *The Government approves the action plan of the education development state program. Large-scale reforms are planned*. Retrieved March 11, 2024, from The Prime Minister of the Republic of Armenia: <https://www.primeminister.am/en/press-release/item/2023/03/16/Cabinet-meeting/>
- The World Bank. (2020). *Social snapshot and poverty in Armenia: statistical and analytical report*.
- The World Bank. (n.d.). *Unemployment, youth total (% of total labor force ages 15-24) (national estimate) - Armenia*. Retrieved 03 10, 2024, from The World Bank Data: <https://data.worldbank.org/indicator/SL.UEM.1524.NE.ZS?locations=AM>
- UN General Assembly. (1989). *Convention on the Rights of the Child*.
- UNICEF. (2018). *UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents*. New York: UNICEF. Retrieved from <https://www.unicef.org/media/57336/file>

- UNICEF. (2019). Procedure For A Child Safeguarding Framework .
- UNICEF. (2019). *UNICEF Guidance Note: Adolescent participation in UNICEF Monitoring and Evaluation*. New York: UNICEF.
- UNICEF. (2019). *Universal Child Benefit Case Studies: The Experience of Armenia*. New York: UNICEF. Retrieved March 11, 2024, from <https://www.unicef.org/media/70451/file/ARM-case-study-2020.pdf>
- UNICEF. (2020). *Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement*. Retrieved from <https://www.unicef.org/media/73296/file/ADAP-Guidelines-for-Participation.pdf>
- UNICEF. (2020). UNICEF Policy on Personal Data Protection.
- UNICEF. (2021). UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection, and Analysis.
- UNICEF Armenia. (2021). Education and Inclusion for ALL Children: Programme Strategy Note 2021-2025.
- UNICEF Armenia. (2022). Country Office Annual Report 2022. Retrieved from <https://www.unicef.org/media/135426/file/Armenia-2022-COAR.pdf>
- UNICEF Armenia. (n.d.). *Child protection: UNICEF supports the Government of Armenia to better fulfill the right of every child to live in a family*. Retrieved March 11, 2024, from UNICEF Armenia: <https://www.unicef.org/armenia/en/what-we-do/child-protection>
- UNICEF. (n.d.). Costed evaluation plan – Armenia – UNICEF country programme of cooperation, 2021–2025. Retrieved from https://www.unicef.org/executiveboard/media/6026/file/2021-PL23-Armenia_CEP-EN-2021.06.15.pdf
- UNICEF Evaluation Office. (2017). Global Evaluation Report Oversight System. *Handbook for UNICEF Staff & Independent Assessors*.
- UNICEF. (n.d.). *UNICEF Strategic Plan 2022-2025*. Retrieved from UNICEF: <https://www.unicef.org/reports/unicef-strategic-plan-2022-2025>
- United Nations. (2007). Convention on the Rights of Persons with Disabilities.
- United Nations Children’s Fund. (2021). Country programme document: Armenia.
- United Nations Children's Fund in Armenia. (n.d.). Terms of Reference for Contractors. *Evaluation of UNICEF Programming for Adolescents and Youth in Armenia*.
- United Nations. (n.d.). *United Nations Disability Inclusion Strategy*.

Annexes

Annexed to this Evaluation Report are the following documents:

- Annex 1 ToR
- Annex 2 Evaluation matrix
- Annex 3 Stakeholder map (incl. interviewees)
- Annex 4 FGD matrix
- Annex 5 CATI sample
- Annex 6 Logical framework
- Annex 7 Data collection instruments
- Annex 8 List of documentary evidence
- Annex 9 Map of projects and interventions covered by the Evaluation
- Annex 10 Company profile brief
- Annex 11 ERG and YAG compositions
- Annex 12 Research ethics approval by ERB
- Annex 13 Evaluation limitations matrix
- Annex 14 Evaluation fieldwork report
- Annex 15 Supplementary report on youth voices and YAG engagement
- Annex 16 Inception report

Annex 1. ToR

UNITED NATIONS CHILDREN'S FUND in Armenia

Terms of Reference for Contractors

Evaluation of UNICEF Programming for Adolescents and Youth in Armenia

1. Program information:

Program (OutcomeWBS&Name): Education and inclusion for all & Programme Effectiveness

Project (OutputWBS&Name): Adolescents development & Evaluation

Activity (Activity WBS & Name): 0260/A0/06/880/006

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. The UNICEF staff and experts/consultants should act in accordance with the UN Code of Conduct and UNICEF Mission.

2. Context, Object and Scope of the Evaluation:

Context: UNICEF globally continues to take the lead of children, adolescents and young people in developing multiple learning pathways for them to institutionalize holistic skills development that supports learning, personal empowerment, active citizenship, employability and entrepreneurship. UNICEF Strategic Plan 2022-2025 sets out the Goal Area 2, which is aimed at ensuring that every child, including adolescents, learns and acquires skills for the future, empowering them for participation and engagement. Realizing the rights of adolescents, and investing in their development, contributes to the full participation of adolescents and young people in a nation's life, a competitive labour force, sustained economic growth, improved governance and vibrant civil societies, accelerating progress towards the Sustainable Development Goals 4, 5 and 8 (SDGs).

As of 2023, 13% of the population are adolescents in Armenia. Among them, 20% of females and 34% of males are not in education, employment or training.¹ Inadequate data regarding the adolescent age group impedes the development of targeted social services and civic engagement opportunities. Many are not learning the skills they need to seek decent employment in the future. Participation and engagement of adolescents are not facilitated, and their voice and views are not heard, including on community, environment and climate related issues. The education curriculum and informal education approaches are pending a revision and upgrade, to match the twenty-first century requirements in terms of both foundational and transferable skills for adolescents and youth.

By their commitment to upholding the UN Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD), governments around the world have taken upon themselves the responsibility of ensuring that all children, irrespective of ability or disability, enjoy their rights without discrimination of any kind. Armenia ratified the CRC in 1992, signed the CRPD² along with 43 other countries on March 30, 2007 and ratified it on September 22, 2010³. By signing the CRC and CRPD, Armenia embarked to ensure implementation of commitments for children during adolescence on issues such as evolving capacities, participation and non-discrimination.

UNICEF Armenia Country Office (CO) in collaboration with the Government of Armenia and the UN agencies, in line with Outcome 3 of the Country programme (2021-2025), works to ensure that people living in Armenia exercise their talents and skills, benefitting from age-appropriate, life-long learning, inclusive and quality education in an enabling and safe environment. Output 3.5 of five interlinked outputs is focused on promoting twenty-first century skills and life-long learning approaches for adolescents and young people. The Theory of Change (ToC) and logical models the country programme outcomes reflected through a dedicated Output and cross-cutting interventions that all are feeding into a higher-level outcome results, include adolescents programming, however there is no stand alone TOC. By facilitating twenty-first century skills, emphasizing analytical and critical thinking and use of technologies and innovations, adolescents will develop leadership and communication capacities, participate in civic engagement and social entrepreneurship, and learn about future professional opportunities. Overall, the UNICEF Armenia country programme promotes participation of adolescent girls and boys, including those with disabilities and other vulnerabilities, reaching out and working with and for adolescents and youth, parents, central and local governments,

¹ The Statistical Committee of the Republic of Armenia (ArmStat), 2023.

² UN OHCHR, [online database](#)

³ Armenia also signed the Optional Protocol (which allows the Committee to listen to individual complainants from Armenia) at that time, however has never ratified it.

Annex 2. Evaluation matrix

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
Relevance					
<p>Q1. How compliant are UNICEF Armenia adolescent and youth programs with the CRC, CRPD, CEDAW, UNICEF global strategies and guidance on Adolescence, and to what extent are they in line with the key child right principles (non-discrimination, best interest and participation), gender mainstreaming and Human Rights Based Approach (HRBA) to programming?</p>	<ul style="list-style-type: none"> UNICEF Armenia adolescent and youth programs have a high degree of alignment with CRC, CRPD, CEDAW, and UNICEF global strategies, as evidenced by the number and extent of programs reflecting these standards. A significant percentage of UNICEF Armenia adolescent and youth programs integrate key child rights principles (non-discrimination, best interest, participation), gender mainstreaming, and HRBA, which will be reflected in the program documentation and operational practices. 	<p>IND1. Number of UNICEF Armenia adolescent and youth programs aligned with CRC, CRPD, CEDAW, and UNICEF global strategies</p> <p>IND2. Concurrence or degree of alignment with global priorities and guidelines on adolescence.</p> <p>IND3. Percentage of programs incorporating key child rights principles (non-discrimination, best interest, participation), gender mainstreaming, and HRBA to programming</p> <p>IND4. Degree of alignment between program activities and HRBA principles.</p>	<ul style="list-style-type: none"> DR KIIs 	<p>Descriptive analysis</p> <p>Thematic analysis</p>	<p>Review of reports, ToCs, Results Assessment Modules (RAMs), Annual Report, Standard Monitoring Questions (SMQs), pre-/post-assessments, spot-checks, study reports, progress reports and other project-level data (<i>hereinafter, program and project documentation</i>), as well as documents on CRC, CRPD, CEDAW, HRBA, UNICEF global strategies and guidance on Adolescence (<i>hereinafter, strategic and standards documentation</i>).</p> <p>Key informant interviews with UNICEF staff, UN sister agency staff and representatives of Government agencies, implementers and donors (<i>hereinafter, UN personnel and partners</i>).</p>

<p>Q2. To what extent do the programs/intervention objectives and design respond to the needs of adolescents and young people, especially the most marginalized, as direct beneficiaries and right-holders, and to the needs of partner/institutions, including government (national, regional, local), civil society organizations, private entities, and international bodies involved in funding, implementing, and/or overseeing the interventions? How are inter-sectorial vulnerabilities of girls and persons with disabilities considered and addressed in UNICEF Armenia adolescence programs/interventions?</p>	<ul style="list-style-type: none"> ▪ UNICEF Armenia adolescent and youth programs are designed based on comprehensive needs assessments that accurately identify and address the varied needs of diverse stakeholder groups, particularly the most marginalized adolescents and young people. ▪ A significant proportion of program objectives within UNICEF Armenia adolescent and youth programs specifically target the needs of the most marginalized adolescents and young people, and resources are allocated appropriately to gender-focused and disability-inclusive initiatives. ▪ UNICEF Armenia adolescent and youth programs demonstrate a high level of consistency with the needs of partner institutions, including government, civil society organizations, private entities, and international bodies, ensuring that interventions are inclusive and effectively address inter-sectorial vulnerabilities of girls and persons with disabilities. 	<p>IND5. Evidence for an exhaustive and accurate needs assessment or situation analysis, identifying the varied needs of diverse stakeholder groups prior to the programming</p> <p>IND6. Number of program objectives directly addressing the needs of adolescents and young people, especially the most marginalized</p> <p>IND7. Resources allocated for gender-focused and disability inclusive initiatives within the program.</p> <p>IND8. Percentage of programs addressing inter-sectorial vulnerabilities of girls and persons with disabilities</p> <p>IND9. Extent to which the interventions planned within the projects were targeted at the most vulnerable, disadvantaged groups and in a prioritized manner</p> <p>IND10. Level of consistency to the needs of partner/institutions, including government (national, regional, local), civil society organizations, private entities, and international bodies involved in funding, implementing, and/or overseeing the interventions</p> <p>IND11. Measures in place to ensure equal access to all projects for beneficiaries from marginalized and vulnerable groups.</p> <p>IND12. Nature of stakeholder perceptions of the inclusivity of program design and planning processes</p>	<ul style="list-style-type: none"> ▪ DR ▪ KIIs ▪ FGDs ▪ CATI 	<p>Descriptive analysis</p> <p>Thematic analysis</p> <p>Quantitative analysis</p>	<p>Review of program and project documentation</p> <p>Key informant interviews with policymakers, line ministries, state agencies (<i>hereinafter, policy officials</i>), project and program funding and implementing partners (<i>hereinafter, program partners</i>).</p> <p>Focus group discussions with adolescents and young people (<i>hereinafter, direct beneficiaries</i>), and with youth workers, teachers, coaches, other professionals, and service providers (<i>hereinafter, indirect beneficiaries</i>).</p> <p>Quantitative survey with direct beneficiaries.</p>
---	--	---	--	---	--

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
<p>Q3. To what extent were the national and local contexts (knowledge, beliefs, policy priorities) taken into account when the projects were designed and implemented? Are relevant stakeholders, duty-bearers and professional workforce involved in the design, assessment and implementation of programming? How well are the voices of adolescents, young people and their families or their representative organizations incorporated into the design and planning of UNICEF national/local programmes?</p>	<ul style="list-style-type: none"> ▪ The design and implementation of UNICEF Armenia adolescent and youth programs thoroughly consider national and local context factors, including knowledge, beliefs, and policy priorities, as evidenced by program documentation and stakeholder perceptions. ▪ A high percentage of UNICEF Armenia adolescent and youth programs are aligned with national and local knowledge, beliefs, and policy priorities, reflecting an effective incorporation of contextual relevance into program design. ▪ Relevant stakeholders, duty-bearers, and professional workforce are actively involved in the design, assessment, and implementation of UNICEF Armenia adolescent and youth programs, leading to high stakeholder satisfaction and effective collaboration. ▪ The voices of adolescents, young people, and their families or representative organizations are significantly incorporated into the design and planning of UNICEF national and local programs, overcoming identified barriers to meaningful participation. 	<p>IND13. Documentation of national and local context factors considered in project design and implementation</p> <p>IND14. Percentage of projects aligning with national and local knowledge, beliefs, and policy priorities</p> <p>IND15. Nature of stakeholder perception regarding contextual relevance of programs</p> <p>IND16. Extent to which relevant stakeholders and duty-bearers are involved in program design, assessment, and implementation</p> <p>IND17. Nature of stakeholder satisfaction with the level of engagement and collaboration</p> <p>IND18. Nature of identified key barriers to stakeholder engagement</p> <p>IND19. Degree of involvement of adolescents, young people, and their families/representative organizations in program design and planning</p> <p>IND20. Nature of identified barriers to meaningful participation of adolescents and young people</p>	<ul style="list-style-type: none"> ▪ DR ▪ KIIs ▪ FGDs ▪ CATI 	<p>Descriptive analysis</p> <p>Thematic analysis</p> <p>Quantitative analysis</p>	<p>Review of program and project documentation.</p> <p>Key informant interviews with policy officials and program partners.</p> <p>Focus group discussions with direct and indirect beneficiaries.</p> <p>Quantitative survey with direct beneficiaries.</p> <p>Key informant interviews with UN personnel and donors.</p>

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
Coherence					
Q4. Are UNICEF Armenia various adolescent-focused programs that cut across thematic areas cohesive and mutually reinforcing both in terms of programming, results, and budgets?	<ul style="list-style-type: none"> UNICEF Armenia adolescent-focused programs across different thematic areas demonstrate high levels of cohesion and mutual reinforcement in terms of programming, ensuring integrated and synergistic outcome/output results. The budget allocations within UNICEF Armenia adolescent-focused programs are strategically planned to support and ensure coherence and mutual reinforcement across various thematic areas, maximizing the effectiveness and efficiency of resource use. 	<p>IND21. Extent of cohesion and mutual reinforcement of outcome and output results across thematic areas in UNICEF Armenia adolescent and youth-focused programs</p> <p>IND22. Nature of budget allocation towards assuring coherence across thematic areas</p>	<ul style="list-style-type: none"> DR KIIs 	Thematic analysis	<p>Review of program and project documentation.</p> <p>Key informant interviews with UN personnel and partners.</p>
Q5. To what extent do UNICEF Armenia adolescents programming and program delivering create synergies and convergences across its program and in joint programming with other actors? What are the bottlenecks to be addressed for better synergies?	<ul style="list-style-type: none"> UNICEF Armenia adolescent programming effectively creates synergies and convergences through a significant number of joint programming initiatives and collaborative agreements with other actors, including other UN agencies. The joint programming efforts within UNICEF Armenia adolescent programs result in substantial synergies, as evidenced by qualitative assessments and stakeholder feedback, highlighting key success factors and areas for improvement. Identified bottlenecks and challenges in achieving synergies in UNICEF Armenia adolescent programming are systematically addressed to enhance collaborative efforts and joint programming outcomes. 	<p>IND23. Number of joint programming initiatives and collaborative agreements (MoUs, etc.) with other actors, including other UN agencies</p> <p>IND24. Instances of synergies created through joint programming efforts</p> <p>IND25. Nature of identified key success factors and bottlenecks/challenges in achieving synergies</p> <p>IND26. Nature of feedback from stakeholders involved in joint programming</p>	<ul style="list-style-type: none"> DR KIIs 	<p>Descriptive analysis</p> <p>Thematic analysis</p>	<p>Review of program and project documentation.</p> <p>Key informant interviews with UN personnel, policy officials, and program partners.</p>

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
Effectiveness					
<p>Q6. How effective were UNICEF Armenia adolescents and youth programmes implemented country-wide and locally in terms of achieving the targets for the results and quality? Did the adolescence programmes contribute to the progress towards the achievement of adolescents' development and their rights for empowerment, inclusion and grater gender equality and equity?</p>	<ul style="list-style-type: none"> ▪ UNICEF Armenia adolescent and youth programs are perceived by stakeholders as effective in achieving their targets and improving results and quality, contributing significantly to the development, empowerment, and inclusion of adolescents, and advancing gender equality and equity. ▪ The achievement of outputs and outcomes against indicators/targets for the 10 projects demonstrates that UNICEF Armenia adolescent and youth programs effectively contribute to the intended results, including the expansion of opportunities through tailored curricula, enhancement of digital skills, and the strengthening of youth empowerment and resilience. ▪ UNICEF Armenia adolescent programs successfully strengthen psychosocial support and peer networks, empower adolescents in climate action, and promote meaningful participation of youth with disabilities, thereby supporting the development of socially and environmentally sustainable communities and improved national youth policies. 	<p>IND27. Nature of stakeholder perception regarding the effectiveness of programs on adolescent and youth</p> <p>IND28. Level of achievement of outputs/outcomes against indicators/targets for the 10 projects over specified time period in line with the framework developed by the Evaluation Team (see Annex 6).</p> <p>IND29. Extent to which existing opportunities are expanded through a tailored curriculum and toolkits, enhancing digital and 21st-century skills (linked to OM 3.1, OM 3.2, OM 1.1, and OM 2.1 see Annex 6)</p> <p>IND30. Extent to which youth empowerment and resilience are strengthened through non-formal education initiatives, involving both professional youth workers and mental health professionals (linked to OM 4.1 and OM 5.1, see Annex 6)</p> <p>IND31. Extent to which psychosocial support and peer support networks are established to enhance the capacities of parents, children, and adolescents, particularly in the context of challenges like the COVID-19 pandemic (linked to OM 6.1, see Annex 6)</p> <p>IND32. Extent to which adolescents are empowered as resilient agents of climate action, contributing to the creation of socially and environmentally sustainable</p>	<ul style="list-style-type: none"> ▪ KIIs ▪ FGDs ▪ CATI 	<p>Thematic analysis</p> <p>Quantitative analysis</p>	<p>Key informant interviews with UN personnel and program partners.</p> <p>Focus group discussions with direct and indirect beneficiaries.</p> <p>Quantitative survey with direct beneficiaries.</p>

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
		<p>communities (linked to OM 8.1, see Annex 6)</p> <p>IND33. Extent to which meaningful participation of children, adolescents, and youth with disabilities is promoted by strengthening their capacities, especially in IT technologies, ensuring inclusivity alongside their non-disabled peers (linked to OM 1.1, OM 2.1, and OM 9.1, see Annex 6)</p> <p>IND34. Extent to which national youth policies are improved to better address the needs and challenges faced by the youth, promoting a more supportive and empowering environment for their development (linked to OM 10.1, see Annex 6)</p>			
<p>Q7. What are the intended and unintended, positive and negative changes and consequences for different groups of right-holders and duty-bearers (including adolescents and their caregivers, trainers/coaches and teachers, other professionals, decision-makers and programme implementers) already achieved or likely to be achieved?</p>	<ul style="list-style-type: none"> ▪ UNICEF Armenia adolescent and youth programs have resulted in both intended and unintended, positive and negative changes for different groups of right-holders and duty-bearers, as documented in project reports and perceived by stakeholders. ▪ A significant percentage of adolescents and caregivers report improvements in knowledge, skills, or well-being as a result of the programs, reflecting positive outcomes for direct beneficiaries. ▪ The implementation of UNICEF Armenia adolescent and youth programming has led to observable policy or practice changes among decision-makers and project implementers, enhancing delivery of results. 	<p>IND35. Existence and types of changes reported in project documents</p> <p>IND36. Perceived existence and types of intended and unintended changes for different groups among implementers, donors, direct and indirect beneficiaries.</p> <p>IND37. Percentage of adolescents and caregivers reporting improved knowledge, skills, or well-being as a result of the program.</p> <p>IND38. Evidence of policy or practice changes among decision-makers and program implementers that enhance program delivery and outcomes.</p>	<ul style="list-style-type: none"> ▪ FGDs ▪ CATI ▪ KIIs 	<p>Thematic analysis</p> <p>Quantitative analysis</p>	<p>Focus group discussions with direct and indirect beneficiaries.</p> <p>Quantitative survey with direct beneficiaries.</p> <p>Key informant interviews with UN personnel and program partners.</p>

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
<p>Q8. What did programme and project stakeholders (including UNICEF team, partners, trainers, policy-makers etc.) learn from each other? What did adult stakeholders learn from adolescents? (ADAP Questions)</p>	<ul style="list-style-type: none"> UNICEF Armenia programs effectively document and capture lessons learned from interactions among stakeholders, including both adult stakeholders and adolescents, with evidence of meaningful knowledge exchange and learning outcomes. This includes documented insights gained from interactions between the UNICEF team, partners, trainers, policy-makers, and adolescents. Knowledge exchange events and workshops organized for stakeholders contribute to significant learning outcomes, with adult stakeholders gaining valuable insights from adolescents and improving their practices and understanding of adolescent issues. 	<p>IND39. Degree of documentation of lessons learned from program stakeholders</p> <p>IND40. Instances and examples of learning outcomes from interactions between adult stakeholders and adolescents</p> <p>IND41. Number of knowledge exchange events or workshops organized for stakeholders</p>	<ul style="list-style-type: none"> DR KIIs FGDs CATI 	<p>Descriptive analysis</p> <p>Thematic analysis</p> <p>Quantitative analysis</p>	<p>Review of program and project documentation.</p> <p>Key informant interviews with UN personnel and program partners.</p> <p>Focus group discussions with direct and indirect beneficiaries.</p> <p>Quantitative survey with direct beneficiaries.</p>
<p>Q9. What would programme and project stakeholders do differently, if they had a chance? What will each stakeholder do differently next time? (ADAP Questions)</p>	<ul style="list-style-type: none"> Program and project stakeholders, suggest specific improvements and changes for future programming based on their experiences, with documented instances and detailed proposals from each stakeholder group. Stakeholders provide feedback on the expected outcomes of the proposed changes, indicating how these adjustments are anticipated to enhance program effectiveness and address any previous shortcomings. 	<p>IND42. Instances of potential improvements suggested by stakeholders</p> <p>IND43. Number and nature of proposed changes by each stakeholder group for future programming</p> <p>IND44. Nature of stakeholder feedback regarding the expected results of proposed changes</p>	<ul style="list-style-type: none"> KIIs FGDs CATI 	<p>Descriptive analysis</p> <p>Thematic analysis</p> <p>Quantitative analysis</p>	<p>Key informant interviews with UN personnel and program partners.</p> <p>Focus group discussions with direct and indirect beneficiaries.</p> <p>Quantitative survey with direct beneficiaries.</p>

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
<p>Q10. How participatory and inclusive was the design and implementation of the projects and interventions? What was the role of adolescents and young people? To what extent did they have opportunity to influence programme and project design, implementation and monitoring? How do they see themselves doing so? (ADAP Questions)</p>	<ul style="list-style-type: none"> ▪ Adolescents and young people are highly satisfied with the level of participation and inclusivity in the design and implementation of projects, reflecting meaningful opportunities for influence and input in program and project activities. ▪ Established mechanisms and platforms for adolescent engagement are present in a significant percentage of projects, allowing adolescents and young people to actively influence program design, implementation, and monitoring. This includes documented instances of leadership roles and responsibilities assigned to them. 	<p>IND45. Level of satisfaction with participation and inclusivity in project design and implementation by adolescents and youth</p> <p>IND46. Existence of established mechanisms for adolescents and young people to influence program and project design, implementation and monitoring</p> <p>IND47. Percentage of projects and interventions establishing participatory mechanisms or platforms for adolescent engagement</p> <p>IND48. Nature of the role of adolescents and young people in program design, implementation, and monitoring</p> <p>IND49. Extent of opportunities provided for adolescent input in decision-making processes</p> <p>IND50. Instances of leadership roles or responsibilities assigned to adolescents within program activities</p>	<ul style="list-style-type: none"> ▪ KIIs ▪ FGDs ▪ CATI 	<p>Descriptive analysis</p> <p>Thematic analysis</p> <p>Quantitative analysis</p>	<p>Key informant interviews with UN personnel and program partners.</p> <p>Focus group discussions with direct and indirect beneficiaries.</p> <p>Quantitative survey with direct beneficiaries.</p>

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
Efficiency					
<p>Q11. To what extent are the resources (financial and human) allocated to the adolescent programs appropriate to support the implementation of strategies and the achievement of the expected results? Could the same or better results have been achieved through better use of the resources available?</p>	<ul style="list-style-type: none"> The financial and human resources allocated to UNICEF Armenia adolescent programs are adequately supporting the implementation of strategies and the achievement of expected results, with evidence of efficient resource utilization contributing to program objectives. Stakeholders perceive the allocation of resources as appropriate and effective, and there is evidence that planned resources were received and utilized as intended, indicating that similar or better results could have been achieved with more optimized resource use. 	<p>IND51. Degree of adequate financial and human resource allocation to adolescent programs</p> <p>IND52. Extent to which resource utilization has been efficient in achieving program objectives</p> <p>IND53. Nature of stakeholder perception regarding resource adequacy and allocation effectiveness</p> <p>IND54. Evidence that the planned resources were received and utilized to the foreseen level</p>	<ul style="list-style-type: none"> DR KIIs FGDs 	<p>Descriptive analysis</p> <p>Thematic analysis</p>	<p>Review of program and project documentation.</p> <p>Key informant interviews with UN personnel and program partners, donors.</p> <p>Focus group discussions with direct and indirect beneficiaries.</p>
<p>Q12. What are the success factors and constraints in performance of those programs? Were the programs developed and delivered according to the planned timelines, appropriately monitored and assessed? Were there any delays in implementation and what were the reasons for that?</p>	<ul style="list-style-type: none"> Key success factors and constraints in the performance of UNICEF Armenia adolescent programs are identified, including examples of effective practices and challenges faced. Programs are generally developed and delivered according to planned timelines, with any delays well-justified and documented. Resources are utilized in a timely manner, and there is evidence of systematic monitoring, oversight, and assessment of program performance, ensuring that programs are appropriately monitored and any deviations from the planned schedule are accounted for and addressed. 	<p>IND55. Examples of success factors and constraints in program performance</p> <p>IND56. Nature of program adherence to timelines and justification of any delays</p> <p>IND57. Evidence that resources were utilized in a timely manner.</p> <p>IND58. Evidence of systematic monitoring, oversight and assessing program performance</p>	<ul style="list-style-type: none"> DR KIIs FGDs 	<p>Descriptive analysis</p> <p>Thematic analysis</p>	<p>Review of program and project documentation.</p> <p>Key informant interviews with UN personnel and program partners, donors.</p> <p>Focus group discussions with direct and indirect beneficiaries.</p>

Evaluation criteria/questions	Assumptions	Indicators / Measures	Data collection methods	Data analysis techniques	Data sources
Sustainability					
<p>Q13. To what extent are the benefits and achievements of UNICEF programs/initiatives for and with adolescents and young people likely to continue or be institutionalized through Government, community ownership or civil society organizations after they are ended by UNICEF?</p>	<ul style="list-style-type: none"> ▪ The benefits and achievements of UNICEF programs for adolescents and young people are likely to continue or be institutionalized through government, community ownership, or civil society organizations, as indicated by the extent of commitment and involvement from these entities. ▪ Government, community, and civil society organizations demonstrate substantial ownership of program achievements, with evidence of their ability to sustain, scale up, or adapt program functions in the medium and long term without external support. ▪ The existence of formal agreements, such as Memoranda of Understanding (MOUs), reflects the ongoing collaboration and commitment to maintaining and expanding program activities beyond UNICEF's involvement. 	<p>IND59. Likelihood of program benefits continuing after UNICEF's involvement</p> <p>IND60. Nature of government, community, or civil society ownership of program achievements</p> <p>IND61. Medium and long-term ability of institutions and communities to continue, scale-up or adapt programme functions without external support.</p> <p>IND62. Number of MOUs for activities</p>	<ul style="list-style-type: none"> ▪ DR ▪ KIIs ▪ FGDs 	<p>Descriptive analysis</p> <p>Thematic analysis</p>	<p>Review of program and project documentation.</p> <p>Key informant interviews with UN personnel and program partners.</p> <p>Focus group discussions with direct and indirect beneficiaries.</p>
<p>Q14. What are the resilience and risk factors, potential trade-offs that determine the likelihood of those benefits/achievements to continue over the medium and long term?</p>	<ul style="list-style-type: none"> ▪ Resilience and risk factors significantly influence the likelihood of continuing benefits and achievements from UNICEF programs over the medium and long term, with specific instances of these factors identified through qualitative analysis. ▪ Potential trade-offs impacting the sustainability of program achievements are recognized, and their nature is understood in terms of how they may affect the continuation of benefits. ▪ Community and institutional capacities are sufficiently developed to mitigate risks and enhance resilience, supporting the long-term sustainability of program benefits and achievements. 	<p>IND63. Instances of resilience and risk factors affecting the continuity of program benefits in the medium and long term</p> <p>IND64. Existence and nature of potential trade-offs impacting the sustainability of program achievements</p> <p>IND65. Extent to which community or institutional capacities may allow mitigating risks and enhancing resilience</p>	<ul style="list-style-type: none"> ▪ DR ▪ KIIs 	<p>Descriptive analysis</p> <p>Thematic analysis</p>	<p>Review of program and project documentation.</p> <p>Key informant interviews with UN personnel and program partners.</p>

Annex 3. Stakeholder map (incl. interviewees)

#	Name Surname	Position	Organization	Role in P4AY	Associated Project	KII conducted
1.	Anna Barfyan	Youth programme analyst	UNFPA	Donor	GENU, POLICY	YES
2.	Marine Aramyan	Project manager	UK CSSF	Donor	PEERSUP, IDEALAB	YES
3.	Vahe Sargsyan	Programme Officer	Austrian Development Cooperation (ADC)	Donor	CLIMATE	YES
4.			Stronger Services for Equal Participation and Inclusive Development" project funded by the Russian Federation	Donor	INTNET	NO
5.	MONTARIOL Bruno	Programme Manager	EU	Donor	UPSHIFT	YES
6.	Gustavo Oliveira Pugliese	Curriculum design consultant	UNICEF Office of Innovation	Donor	GAME	YES
7.	Oumayma Raimi	Innovation Manager - Gender Equality Portfolio	UNICEF Office of Innovation	Donor	GAME	NO (linked to #6)
8.			Japanese Government	Donor	BASLIF	NO
9.			CERF	Donor	BASLIF	NO
10.	Armine Petrosyan		UNRC unit	Donor	GENU	YES
11.	Narek Manukyan		UNDP	Donor	GENU	NO (linked to #1)
12.	Alex Kalpakian	Head of Fondo Armenia de Argentina	Argentine-Armenian Community	Donor	YHOUS	YES
13.			All Hayastan funds	Donor	YHOUS	NO (linked to #12 & #14)
14.	Astghik Grigoryan	Project Management Specialist	USAID	Donor	YHOUS	YES
15.	Zara Aslanyan	Head of Youth Policy department	Ministry of Education, Science, Culture and Sports	Associated Government stakeholder	UPSHIFT, GENU, GAME, BASLIF, YHOUS, POLICY	YES

#	Name Surname	Position	Organization	Role in P4AY	Associated Project	KII conducted
16.	Vache Terteryan		Ministry of Territorial Administration and Infrastructure	Associated Government stakeholder	CLIMATE	NO (linked to #17)
17.	Ashot Giloyan	Head of the Local self-government policy department	Ministry of Territorial Administration and Infrastructure	Associated Government stakeholder	CLIMATE	YES
18.			Ministry of Territorial Administration and Infrastructure	Associated Government stakeholder	BASLIF	NO (linked to #15)
19.	Aram Meymaryan	Deputy Minister	Ministries of Environment	Associated Government stakeholder	CLIMATE	NO (linked to #17)
20.	Nona Budoyan	Head of Climate Policy department	Ministries of Environment	Associated Government stakeholder	CLIMATE	NO (linked to #17)
21.	Arpine Sargsyan	Deputy minister	Ministry of Internal Affairs	Associated Government stakeholder	CLIMATE	NO (linked to #17)
22.		Deputy Minister	High Tech Ministry	Associated Government stakeholder	GAME	NO (linked to #15)
23.			MoLSA	Associated Government stakeholder	BASLIF	NO (linked to #15)
24.	Husik Sahakyan	Head of Community	Areni Municipality	Associated Government stakeholder	YHOUS	YES
25.	Aram Mikayelyan	Administrative director	Aghavnadzor Community	Associated Government stakeholder	YHOUS	YES

#	Name Surname	Position	Organization	Role in P4AY	Associated Project	KII conducted
26.	Vardush Hovsepyan	Development Programs Officer	Vayk Municipality	Associated Government stakeholder	IDEALAB, PEERSUP	YES
27.	Armine Ghukasyan	Staff Secretary	Sevan Municipality	Associated Government stakeholder	IDEALAB	YES
28.	Artur Najaryan	Head of International Board	Gyumri Youth Initiative Center	Implementing partner	CLIMATE, UPSHIFT, BASLIF, YHOUS	YES
29.	Astghik Hovhannisyan	Project Coordinator	Gyumri Youth Initiative Center	Implementing partner	CLIMATE	NO (linked to #28)
30.	Gohar Hovhannisyan	Director	Ayb Educational Foundation	Implementing partner	CLIMATE, BASLIF, GENUN	NO (linked to #31)
31.	Sona Koshetsyan	Former Director	Ayb Educational Foundation	Implementing partner	CLIMATE, BASLIF, GENUN	YES
32.	Nare Khlgatyan	Project Coordinator	Ayb Educational Foundation	Implementing partner	CLIMATE	NO (linked to #31)
33.	Olga Arefyeva	Former Programme manager	Ayb Educational Foundation	Implementing partner	BASLIF, GENUN	YES
34.	Igor Mkrtumyan	President of "ISOC" Armenia Chapter	Internet Society Armenia Chapter	Implementing partner	INTNET	YES (group interview)
35.	Karen Yerznkanyan	"ISOC" Armenia Chapter Founding Member	Internet Society Armenia Chapter	Implementing partner	INTNET	
36.	Artashes Torosyan	Acting director	National Center for Education Development and Innovation	Implementing partner	CLIMATE	NO (linked to #40)
37.	Gagik Melikyan	Deputy director	National Center for Education Development and Innovation	Implementing partner	CLIMATE	NO (linked to #40)
38.	Artak Poghosyan		National Center for Education Technologies	Implementing partner	CLIMATE	NO (linked to #40)
39.	Syuzi Mashuryan	Head of Education Information and Analysis Department	National Center for Education Technologies	Implementing partner	CLIMATE	NO (linked to #40)

#	Name Surname	Position	Organization	Role in P4AY	Associated Project	KII conducted
40.	Ara Barseghyan	Acting director	Disaster Risk Reduction National Platform foundation	Implementing partner	CLIMATE	YES
41.	Abraham Artashesyan	Director	Community Finance Officers Association	Implementing partner	CLIMATE	NO (linked to #40)
42.	Artur Ghazaryan	President	Youth Cooperation Center of Dilijan NGO	Implementing partner	CLIMATE	NO (linked to #40)
43.	Hayarpi Aghakhanyan	Project Coordinator	Syunik NGO	Implementing partner	CLIMATE	NO (linked to #40)
44.	Bella Harutyunyan	Business Development Manager at GTC	Enterprise Incubator Foundation/Gyumri Technology Center	Implementing partner	UPSHIFT, GAME	YES
45.	Marine Atayan	Youth coordinator	Caritas Foundation	Implementing partner	UPSHIFT	YES
46.	Arusik Zeynalyan	Director	Gradarak NGO	Implementing partner	YHOUS	YES
47.	Anna Aleksanyan	Program Development Manager	Winnet Goris	Implementing partner	YHOUS	YES
48.	Anna Velitsyan	Director	Educational and Psychological Support Center NGO	Implementing partner	PEERSUP	YES
49.	Elen Manukyan	Team leader	"Fashion and Design Chamber of Armenia" NGO	Implementing partner	IDEALAB	YES
50.	Hasmik Aleksanyan	Adolescent Development Officer	UNICEF Armenia	UNICEF	UPSHIFT, GENUN, GAME, YHOUS, BASLIF, POLICY	YES
51.	Heghinar Melkom Melkomian	Child Protection Programme Associate	UNICEF Armenia	UNICEF	YHOUS, PEERSUP, IDEALAB	YES
52.	Vigen Shirvanyan	DRR/Climate Change Officer	UNICEF Armenia	UNICEF	CLIMATE	YES
53.	Hasmik Arakelyan	Education Officer	UNICEF Armenia	UNICEF	INTNET	YES

Annex 4. FGD matrix

#	PROJECT	GROUP COMPOSITION	BENEFICIARY TYPE	NUMBER OF PARTICIPANTS
1	UPSHIFT	15-19 y/o teens, mixed gender, mixed regions (Shirak, Syunik, Lori, Gegharkunik and Tavush)	Direct	3
2		mentors, mixed gender, mixed regions (Shirak, Syunik, Lori, Gegharkunik and Tavush)	Indirect	5
3		team members of one of the selected projects	Direct	2
4		representatives of outreach institutions and youth workers from YIC & EIF	Indirect	3
5	GENU	team members of "Climapolis" project	Direct	3
6		team members of "Minder" project	Direct	2
7		team members of "Medialog"	Direct	4
8	GAME	12-14 y/o girls, mixed regions (Shirak, Lori, Syunik)	Direct	5
9		15-24 y/o girls, mixed regions (Shirak, Lori, Syunik)	Direct	4
10		Trainers and mentors	Indirect	3
11	YHOUS	Youth house members in Gavar, Armavir, and Vagharshapat, mixed gender and age	Direct	6
12		Youth workers from Open Youth Houses	Indirect	10
13	BASLIF	14-15 y/o's, mixed gender, mixed regions (Vayots Dzor, Gegharkunik, Syunik)	Direct	3
14		16-17 y/o's, mixed gender, mixed regions (Vayots Dzor, Gegharkunik, Syunik)	Direct	5
15		Young professionals and para-professionals from local NGOs and charity organizations	Indirect	5
16	PEERSUP	15-19 y/o's who participated in the trainings, mixed gender and region (Vayots Dzor, Gegharkunik, Syunik)	Direct	4
17		Parents and caregivers who participated in the trainings, mixed gender and region (Vayots Dzor, Gegharkunik, Syunik)	Indirect	5
18		SSW professionals and paraprofessionals who participated in the trainings, mixed gender and region (Vayots Dzor, Gegharkunik, Syunik)	Indirect	5
19	IDEALAB	15-19 y/o Idea Lab participants, from Yeghegnadzor, mixed gender	Direct	2
20	INTNET	14-18 y/o's with disabilities from Vanadzor, mixed gender	Direct	4
21		Parents and caregivers of children with disabilities, mixed gender, mixed regions (Yerevan, Hrazdan, Vanadzor, Gyumri, Goris)	Indirect	4

Annex 5. CATI sample

PROJECT	LISTED BENEFICIARIES (#)	TARGET PROPORTION OF BENEFICIARIES	TARGET SAMPLE (#)	ACHIEVED SAMPLE (#)	ACHIEVED PROPORTION
UPSHIFT	194	8.5%	30	30	9%
GENU	36	1.6%	6	6	1.8%
GAME	274	12%	42	42	12.6%
YHOUS	1147	50.3%	176	177	53.3%
BASLIF	409	17.9%	63	42	13%
PEERSUP	44	1.9%	7	7	2.2%
IDEALAB	102	4.5%	16	16	4.8%
INTNET	73	3.2%	11	12	3.7%
TOTAL	2279	100%	350	332	100%

Sampling design and calculation steps

Step 1. Inputted sample design (stratified random) into an Excel worksheet, calculating proportional distribution of the target sample across 8 projects, according to the above table's target proportions, and doubling the target sample size to account for non-response.

Step 2. Merged project beneficiary lists into one database.

Step 3. Eliminated observations with no phone number provided.

Step 4. Eliminated/merged observations with duplicate values.

Step 5. Populated an entire column with "=RAND()" function.

Step 6. Sorted dataset first by randomly assigned numbers (ascending), then by project (ascending).

Step 7. Took the top observations per project, according to the target sample mentioned in the above table.

Annex 6. Logical framework ¹¹⁰

	Output results (target)	Output indicators (target)	Outcome result (target)	Outcome indicators (target)	UNICEF contribution
	IF...	EVIDENCED BY...	AND IF...	EVIDENCED BY...	THEN...
1. UPSHIFT	OT 1.1. Training of trainers and mentors on inclusive education methodology development and implementation	OT 1.1.1. Two trainings of trainers and mentors and inclusive education methodology development	OM 1.1. Children and adolescents living in Armenia exercises their talents and skills, benefitting from age appropriate, life-long learning, inclusive and quality education in an enabling and safe environment	OM 1.1.1. 5000 adolescent girls and boys who participate in or lead civic engagement initiatives through UNICEF-supported programmes	UNICEF Armenia Programming for adolescents and youth will be relevant, coherent, effective, efficient, and sustainable
	OT 1.2. 21st Century Skills Development in Shirak, Syunik, Gegharkunik, Lori and Tavush	OT 1.2.1. 4 21st century skills trainings and Supervisions conducted in each marz			
		OT 1.2.2. 50 adolescent girls and boys who participate in or lead civic engagement and training initiatives in each marz			
		OT 1.2.3. Overall, 7 bootcamp event organized in Lori, Syunik, Gegharkunik and Tavush			
		OT 1.2.4. Overall, 15 community ideas developed and implemented by adolescents in Syunik, Gegharkunik and Tavush			
	OT 1.3. Tech Skills Development and internship opportunities	OT 1.3.1. Two tech skills development			
		OT 1.3.2. Five professional skills trainings and internship opportunities			
		OT 1.4.1. Two visibility and promotional materials			
	OT 1.5. Selection and capacity building of mentors	OT 1.5.1. Five mentors capacitated by the provision of project design, project management and youth work trainings			
		OT 1.5.2. One local organization capacitated to implement adolescent-centered community projects			

¹¹⁰ Cells marked by asterisk (*) signify that its contents were constructed by the Evaluation team, in consultation with UNICEF.

	Output results (target)	Output indicators (target)	Outcome result (target)	Outcome indicators (target)	UNICEF contribution
	IF...	EVIDENCED BY...	AND IF...	EVIDENCED BY...	THEN...
	OT 1.6. Organize outreach, selection and trainings of adolescents and their teams in Spitak	OT 1.6.1. Three trainings of trainers OT 1.6.2. Four online and offline outreaches: Visit schools, colleges, institutions, etc. OT 1.6.3. Two project design and management training for mentors OT 1.6.4. Two project designs for the adolescents			
	OT 1.7. Organization of the project closing: bootcamp and idea implementation by the teams	OT 1.7.1. Four 2-days bootcamp event, idea pitching and project management training OT 1.7.2. Five coaching of the teams for the idea implementation			
2. Generation Unlimited	OT 2.1. GenU imaGen Ventures Youth Challenge launch, outreach and bootcamp organization	OT 2.1.1. 50 adolescents and young people empowered through 21 st century skills trainings and supervision OT 2.1.2. One 2-days bootcamp events and idea pitching organized OT 2.1.3. 50 adolescents empowered to design, develop, and implement youth-led ideas	OM 2.1. Children and adolescents living in Armenia exercise their talents and skills, benefitting from age appropriate, life-long learning, inclusive and quality education in an enabling and safe environment	OM 2.1.1. 20.000 adolescent girls and boys who participate in or lead civic Engagement initiatives through UNICEF-supported programmes	
	OT 2.2. GenU imaGen Ventures Youth Challenge mentorship of teams, seed funding and idea implementation	OT 2.2.1. 10 mentors are capacitated by provision of project design, project management and youth work trainings OT 2.2.2. Five youth-led ideas developed and implemented by adolescents and young people			
3. Gamechangers	OT 3.1. STEM opportunities are expanded through a tailored, gender-transformative curriculum and tool kits	OT 3.1.1. One curriculum and toolkit developed within the programme	OM 3.1. Existing STEM opportunities are expanded through a tailored curriculum and tool kits developed, which match the skills required by the gaming industry	* OM 3.1.1. At least 1 curriculum and tool kit developed	
	OT 3.2. Improved STEM learning and inspiration opportunities for adolescent	OT 3.2.1. 123 adolescent girls and young women participated in or led civic engagement and training initiatives	OM 3.2. Expanded opportunities for STEM learning and inspiration for adolescent girls and young women	* OM 3.2.1. Extent to which STEM learning has improved adolescent girls' and young	

	Output results (target)	Output indicators (target)	Outcome result (target)	Outcome indicators (target)	UNICEF contribution
	IF...	EVIDENCED BY...	AND IF...	EVIDENCED BY...	THEN...
	girls and young women aged 12-24	<p>OT 3.2.2. 71 adolescent girls and young women finished the training sessions and participated at Game development initiatives</p> <p>OT 3.2.3. 11 games designed and coded</p> <p>OT 3.2.4. 1500 individuals in programme area reached with messaging and interactive discussions on gender equitable roles and practices through the developed games</p>	aged 12-24 to improve their 21 st century and digital skills, <i>with focus on the gaming industry and multimedia development</i> , by showcasing career opportunities and successful role models through an intensive mentorship program and promoting gender equality	women's skills in gaming industry and multimedia development	
4. Establishment and Operation of Youth Houses	OT 4.1. Establishment and operation of safe space in Aghavnadzor settlement in Vayots Dzor marz	OT 4.1.1. 150 women, girls, and boys accessing GBV risk mitigation, prevention and/or response interventions (ECARO HAC indicator)	* OM 4.1. Non-formal education of youth for empowerment and resilience building through (professional) youth work	* OM 4.1.1. At least 50% of young people utilizing the space and services of youth houses on an ongoing basis	
		OT 4.1.2. 1 child friendly space in the form of modern multifunctional community library established and functional (HPD indicator)		* OM 4.1.2. Extent to which youth houses have improved young people's resilience and empowerment	
		OT 4.1.3. 5 community/youth workers accessing skills to facilitate adolescents' personal, social, and educational development through non-formal education (HPD indicator)			
	OT 4.2. Establishment and equipping of safe space in Mrgashen community in Kotayk marz.	OT 4.2.1. 600 children, adolescents and caregivers who receive community based mental health and psychosocial support and child protection services (CPD indicator).			
		OT 4.2.2. 600 individuals provided with mental health and psychosocial support, including the most vulnerable individuals (revised IARP indicator).			
	OT 4.3. Establishment and equipping of safe space in Dvin community in Ararat marz.	OT 4.3.1. 600 children, adolescents and caregivers who receive community based mental health and psychosocial support and child protection services (CPD indicator).			
OT 4.3.2. 600 individuals provided with mental health and psychosocial support, including the most vulnerable individuals (revised IARP indicator).					

	Output results (target)	Output indicators (target)	Outcome result (target)	Outcome indicators (target)	UNICEF contribution
	IF...	EVIDENCED BY...	AND IF...	EVIDENCED BY...	THEN...
	OT 4.4. Safe, secure, and accessible premises in Armavir, Ejmiatsin and Gavar.	OT 4.4.1. Renovated 3 youth centers with Internet and security systems. OT 4.4.2. Purchased furniture for 2 youth centers. OT 4.4.3. Purchased digital equipment for 2 youth centers. OT 4.4.4. Purchased development equipment and supplies for 2 youth centers. OT 4.4.5. Purchased kitchen utensils, appliances and supplies for 2 youth centers.			
	OT 4.5. Operating youth centers with accessible youth services (PSS and CP) for 250 young people aged 13-18 in Armavir, Ejmiatsin and Gavar.	OT 4.5.1. Trained 12 staff members, 250 youngsters. OT 4.5.2. 3 staff within the members age of 13-18 participated in the international study visits abroad. OT 4.5.3. Developed operation and data collection system documents for 3 centers. OT 4.5.4. 300 hours of youth work services. OT 4.5.5. 50 hours of workshops and club meetings. OT 4.5.6. 3 opening events.			
5. Basic Life Saving Skills	OT 5.1. Development of 21st century skills and capacity building training materials and trainings of beneficiaries	OT 5.1.1. 90 adolescent (14-16 y/o, in 9 groups) children provided with community-based mental health and psychosocial support and benefiting from capacity building activities	* OM 5.1. Youth for empowerment and resilience building through non-formal education through mental health professionals and paraprofessionals	* OM 5.1.1. Extent to which youth houses have improved young people's resilience and empowerment (mental health trainings has led to this indicator)	
6. Establishment and Development of Peer Support Volunteer	OT 6.1. Trainings of peer support volunteers completed in 3 target marzes	OT 6.1.1. 120 SSW professionals and paraprofessionals trained on provision of community-based child and family support services	OM 6.1. Psychosocial support is provided and peer support networks established to increase the capacities of parents, children and	OM 6.1.1. 350 children, parents and primary caregivers provided with community-based mental	

	Output results (target)	Output indicators (target)	Outcome result (target)	Outcome indicators (target)	UNICEF contribution
	IF...	EVIDENCED BY...	AND IF...	EVIDENCED BY...	THEN...
Groups in the Borderline Communities	(Gegharkunik, Vayots Dzor, Syunik)	OT 6.1.2. 160 children, adolescents and caregivers received community based mental health and psychosocial support	adolescents in the situation of COVID-19 in Armenia	health and psychosocial support	
		OT 6.1.3. 280 individuals participating in capacity building activities to support the provision of quality protection services			
		OT 6.1.4. Gender responsive and age-appropriate materials, tools and instruments with focus on provision of MHPSS in the context of COVID19 crisis are developed for professionals			
		OT 6.1.5. 70% of trained social service professionals (beneficiaries of the project) with knowledge and ability to deliver quality regional and community-based support services (including GBV case management)			
7. Promotion of Creative and Soft Skills for Children From Remote Communities	OT 7.1. IDEA Lab Project completed in Syunik region, Goris OT 7.2. IDEA Lab Project completed in Vayots Dzor region, Vayk OT 7.3. IDEA Lab Project completed in Gegharkunik region, Sevan OT 7.4. IDEA Lab Project in Vayots Dzor region, Yeghegnadzor	OT ¹¹¹ 7.n.1. 45-50 young creative people (with gender and age disaggregation) from target communities trained, increased knowledge and skills	OM 7.1. The child protection and justice systems are strengthened with clear roles, responsibilities and improved capacities, including for prevention of unnecessary separation of children from families and violence against children.	* OM 7.1.1. Capacities and resilience of young people improved	
		OT 7.n.2. 6-7 creative value-added products molded by participants and working groups			
		OT 7.n.3. At least 3 networking/mentoring cooperation events, inclusive dialogue with regional public entities and other partners organized			
		OT 7.n.4. At least 5000 beneficiaries reached and informed on project results and success stories (with gender and age disaggregation wherever possible)			
8. Adolescents as Agents of Climate Action in Their Communities	OT 8.1. The education, environment and other relevant authorities at the	OT 8.1.1. At least 4 interactive, context-specific, gender-sensitive and age-appropriate climate change education teaching manuals/modules,	OM 8.1. Adolescents become resilient agents of climate action and solutions contributing to create	OM 8.1.1. Climate change mitigation, adaptation, impact reduction, early warning and	

¹¹¹ Usage of “n” in the numbering of target indicators signifies that the target indicators simultaneously apply to all four outputs together (7.1-7.4)

	Output results (target)	Output indicators (target)	Outcome result (target)	Outcome indicators (target)	UNICEF contribution	
	IF...	EVIDENCED BY...	AND IF...	EVIDENCED BY...	THEN...	
	national and local level have adopted evidence based/new gender and child/adolescent sensitive teaching/learning content, technical guidelines, methodologies and tools on climate action and resilience.	<p>training packages, and learning materials developed and approved by competent Armenian authorities.</p> <p>OT 8.1.2. Inclusive climate risk assessment methodology for local self-government bodies is developed and approved by competent national authorities by 2021 and disseminated to 31 local governments by 2023</p>	socially and environmentally sustainable communities in Armenia.	21st century skills are integrated into secondary curricula (SDG indicator 13.3.1)		
	OT 8.2. The capacities of local and sub-national authorities, school administrations, teachers, and adolescent girls and boys in implementing climate action will be strengthened.	<p>OT 8.2.1. 30,528 (13,504 adolescent girls, 14,555 boys, 174 children with disabilities, 370 male teachers, 2,100 female teachers, 530 sub-national officials) persons (public officials, teachers, adolescents) participated in capacity development in areas related to climate change</p> <p>OT 8.2.2. At least 494 teachers (74 male, 420 female) of school teachers trained and able to practice skills in age-appropriate, gender sensitive and interactive learning methods on climate change</p> <p>OT 8.2.3. 28,058 adolescents (13,504 girls, 14,554 boys, incl. 174 CwDs) completed a skills development program in climate change, including at sub-national, national and international fora</p> <p>OT 8.2.4. 530 (at least 30% female) of marz (regional) and community administrators, education, local CSO, and business sector representatives capacitated with relevant skills and knowledge for climate risk assessment and practicing local climate action planning (linked to SDG 13.3.2)</p>		<p>OM 8.1.2. 33 of communities that adopted and implemented climate change and disaster risk reduction actions within community development plans and budgets in line with national strategies (SDG 13.1.3)</p> <p>OM 8.1.3. Adolescent-centered good practices and tools on climate change promoted through in-country and inter-sectorial mechanisms have informed at least 2 national government policies</p>		
	OT 8.3. Adolescent girls and boys will undertake tangible	OT 8.3.1. 28,058 adolescents (13,504 girls, 14,554 boys, incl. 174 CwDs) of adolescents that				

	Output results (target)	Output indicators (target)	Outcome result (target)	Outcome indicators (target)	UNICEF contribution
	IF...	EVIDENCED BY...	AND IF...	EVIDENCED BY...	THEN...
	and lasting measures for climate action, adaptation and resilience building in consolidated communities of Armenia.	<p>engaged in local climate solutions through their schools (disaggregated by gender and age and community)</p> <p>OT 8.3.2. 31 (404 settlements) consolidated communities developed and implement climate risk-informed local action plans</p> <p>OT 8.3.3. At least 3 national and 2 international key events organized on climate action with adolescent participation and leadership</p> <p>OT 8.3.4. At least in 200 schools, school-based extracurricular activities are carried out by adolescent girls and boys</p>			
	OT 8.4. The local governments of consolidated communities will implement child/adolescent and gender-sensitive climate actions as part of their local development planning practices.	<p>OT 8.4.1. 52 adolescent/citizen initiatives (<i>at least 25% led by girls/women</i>) in 33 communities (co-)funded and implemented through community budgets</p> <p>OT 8.4.2. At least 90,000 residents of targeted communities reached with basic messages on climate change and environmental sustainability</p>			
9. Internet of Things (IoT) for Adolescents with Disabilities	* OT 9.1. Society's awareness of disability issues increased and greater knowledge fostered among children and adults with disabilities on their rights and on how to exercise them raised	<p>* OT 9.1.1. 5 training courses conducted in Yerevan, Hrazdan, Vanadzor, Gyumri, and Goris</p> <p>* OT 9.1.2. At least 60 adolescents participate in trainings on digital proficiency and IoT smart solutions</p> <p>* OT 9.1.3. At least 15 IoT projects created</p>	* OM 9.1. Meaningful participation of adolescents and youth with disabilities promoted through strengthening and capacitating both adolescents, and youth with and without disabilities on IT technologies	* OM 9.1.1. Extent to which adolescents and youth with and without disabilities considered their participation meaningful and capacitating.	
10. Policy Interventions/Advocacy/ Youth law development support	* OT 10.1. Expertise is provided towards defining key concepts related to youth and justification of the need for developing a comprehensive youth policy	* OT 10.1.1. Provided expertise is deemed valuable for the Ministry of Education, Science, Culture and Sports	* OM 10.1. Regulations of national youth policies are improved	* OM 10.1. Youth law has been developed	

Annex 7. Data collection instruments

Annex 7a. KII guide

[UN personnel and program partners/donors]

Date	
KI CODE	
KI gender	
Duration	_____ minutes

Introduction

Welcome, and thank you for participating in this interview. Your participation is vital in helping us understand the effectiveness and impact of UNICEF Armenia's programs for adolescents and young people. Your opinions and experiences are valuable and will contribute to improving future programs. Before we begin, I'd like to remind you that your participation is voluntary, you will receive no direct benefits from participation, and all information shared will be kept confidential. Please feel free to express your thoughts openly, as I assure that even if you share any negative information or experiences about a project, there will be no negative consequences for you.

I want to remind you that we are going to discuss UNICEF Armenia programming for adolescents and youth carried out within 2021 and 3rd quarter of 2024. Among the project interventions we're going to discuss are LIST of 10 Projects.

For interviewer: Each group of stakeholders mentioned is assigned specific codes, indicating that the questions that follow should be directed to that group or groups only. ALWAYS PROBE WITH 10 PROJECTS.

UN - UN personnel

PO - Policy officials

PP - Program partners (funding and implementing)

Before we start could you please tell me your title/position. How informed are you about UNICEF Armenia programming for adolescents and youth carried out within 2021-2024? What is your role related to that?

Relevance

UN

1. Could you please provide insights into the process of design and planning of programming for adolescent and youth within UN and in UNICEF particularly, including any needs assessments or situation analyses conducted? To what extent and how are stakeholder needs considered, and which stakeholder groups are prioritized?

UN, PP

2. How compliant are UNICEF Armenia interventions for adolescents and youth to global strategies, policies and guidelines? Can you bring examples (PROBE WITH CRC, CRPD, CEDAW, UNICEF global strategies AND PROMPT FOR 10 PROJECTS)?

3. What measures does UNICEF Armenia employ to ensure that the key child right principles (non-discrimination, best interest and participation), gender mainstreaming and Human Rights Based Approach (HRBA) to programming are properly incorporated? PROBE WITH 10 PROJECTS?

UN, PO, PP

4. How relevant are these interventions in relation to national government priorities? And how relevant are the interventions to local contexts, including knowledge and beliefs? How consistent are these interventions to the needs of partner/institutions, civil society organizations, private entities involved in funding, implementing, and/or overseeing the interventions?
5. What mechanisms and practices are in place to involve adolescents, young people, and their families or representative organizations in the design and planning of UNICEF Armenia's adolescent and youth programs? Are there any success stories you can share?
6. What are the common barriers that adolescents and young people face in meaningfully participating in design and planning of UNICEF Armenia's adolescent and youth programmes? And how does UNICEF Armenia address these, particularly for girls, boys, and children with disabilities (CWD)?
7. How inclusive are the program design, funding, implementing, and/or overseeing of the interventions and planning processes in terms of engagement of the most vulnerable groups (girls, remote areas, poor, CWDs, etc.)? What measures are in place to ensure equal access to all projects for beneficiaries from marginalized and vulnerable groups?

Coherence

UN

8. What thematic areas are present within adolescent-focused programs? How do these thematic tracks within the programs interact with and reinforce each other? Any examples? What steps could be taken to enhance the interaction between the thematic tracks of the programs and improve their synergies in complementing each other?
9. Can you describe how budget allocation is decided and managed to ensure coherence across thematic areas in UNICEF Armenia's adolescent-focused programs? How open and flexible is UNICEF in terms of reallocating funds to address arisen thematic needs? Any examples? Are there any obstacles or bottlenecks to be addressed?

UN, PO, PP

10. How does UNICEF ensure cohesion and mutual reinforcement of outcome and output results across thematic areas in UNICEF Armenia adolescent and youth-focused programs?
11. Could you share any examples of synergies resulting from joint programming between UNICEF Armenia and other entities, for example other UN agencies?
12. In your experience, what are the main challenges or barriers encountered in achieving synergies through joint programming efforts targeting adolescents and young people? How does UNICEF address and surmount these challenges and barriers?
13. What mechanisms are in place to monitor and assess the achievements of joint programming initiatives targeting adolescents and young people? How useful and informative are those mechanisms?

Effectiveness

UN, PO, PP

14. How did UNICEF Armenia programming for adolescents and youth contribute to the progress towards the achievement of adolescents' development and their rights for empowerment, inclusion and greater gender equality and equity? Could you please provide specific examples?
15. What kind of intended and unintended changes for different groups among direct and indirect beneficiaries did the projects bring (PROBE FOR GIRLS AND BOYS, CWD)? What kind of policy or practice changes among decision-makers, donors and program implementers did the programming bring that enhance program delivery and outcomes?
16. How does UNICEF make sure that knowledge exchange happens with stakeholders?
17. What did your organization learn during the project from other stakeholders and beneficiaries? Can you bring specific examples?
18. Could you provide instances and examples of learning outcomes observed from interactions between adult stakeholders and adolescents participating in UNICEF Armenia's programs? Were there any knowledge exchange events or workshops organized for stakeholders? How many?
19. How participatory and inclusive was the design and implementation of the projects and interventions? How do you define and measure the levels of participation and inclusiveness within its programs?
20. What was the role of adolescents and young people? To what extent did they have opportunity to influence programme and project design, implementation and monitoring? Can you describe the process of engaging them in the program from start to end? Are there any differences for girls and boys, CWD, etc.?
21. For each stakeholder group, what specific suggestions or recommendations do you have for potential improvements to programs or initiatives? What would you or other key stakeholders do differently, if there's a chance next time?

UN, PP

22. How does your organization document lessons learned from stakeholders involved in program activities targeting adolescents and young people? Can you provide examples? How are those documents used internally to inform program implementation?

Efficiency

UN, PP, PO

23. Can you describe any challenges or obstacles faced in efficient and adequate allocation of resources (funds and human resources) to support and carry out UNICEF adolescent and youth programming?
24. Could the same or better results have been achieved through better use of the resources available? Why? If yes, how? PROBE WITH PROJECTS/AREAS. Are there any areas within resource allocation where you feel improvements could be made to better support adolescent programs?
25. Were the programs developed and delivered according to the planned timelines? Were there any delays in implementation? What were the reasons for that? How did you deal with the consequences of the delays?
26. What measures are in place to appropriately monitor and assess the project performance in terms of meeting the timelines and plans?
27. What are the key success factors that have contributed to the performance of the programs?
28. What are the constraints or challenges encountered during program implementation?

Sustainability

UN, PO, PP

29. To what extent are the benefits and achievements of UNICEF programs/initiatives for and with adolescents and young people likely to continue or be institutionalized through Government, community ownership or civil society organizations after they are ended by UNICEF? Why?
30. What are the key resilience and risk factors, as well as potential challenges, affecting the continuity and sustainability of program benefits in the medium and long term?

Thank you for your valuable insights and contributions today. Your feedback will be instrumental in shaping future programs aimed at supporting adolescents and young people in Armenia. If you have any additional thoughts or comments, please feel free to share them now or contact us later. We appreciate your participation and look forward to further collaboration.

Annex 7b. FGD guide #1

[direct beneficiaries]

Date	
Number of participants	
Project ID	
Type of the beneficiary group	
Gender composition of the beneficiary group	(male, female, mixed)
Duration	_____ minutes

Introduction

Welcome, and thank you for joining this focus group discussion. My name is ____ (use the text from the ICF). Your participation is vital in helping us understand the results of UNICEF Armenia's programming for adolescents and young people. As you already know, you have been invited to participate in this discussion, since you had participated in a UNICEF-supported project named *[project short title]* implemented by *[implementing partner]* during *[general dates]*. Just to remind you, the project was about *[short project description]*.

Your opinions and experiences are valuable and will contribute to improving future programming. Before we begin, I'd like to remind you that your participation is voluntary, you will receive no direct benefits from participation and all information shared will be kept confidential. Please feel free to express your thoughts openly, as I assure that even if you share any negative information or experiences about a project, there will be no negative consequences for you.

Before starting the discussion, I would like to make sure that you are aware of the confidentiality of the discussion and that any information that could reveal your identity is not to be published.

Please confirm your consent.

...

Before we get into the actual discussion, let me introduce some general principles important to the discussion:

- This is an open discussion. There are no right or wrong answers.
- Your participation in this discussion is voluntary and you are free not to answer questions that are uncomfortable for you or to interrupt your participation.
- Please make your answers as brief as possible. I may have to interrupt your comments at some point so we can move forward and manage our time properly.
- Please speak clearly and in turn during the discussion and remember not to reject or criticize others' opinions. Try to focus on your own experiences and opinions.
- Please avoid bad or offensive language.
- If possible, please turn off your cell phones or put them on silent mode.

Can I turn on the audio recorder?

Shall we start?

Icebreaker Question:

0. To get started, could each of you share your name and a brief background about your participation in the project?

Relevance

1. How involved have you been in the design and planning of this project?
2. What barriers have you faced in participating in the design and planning of this project?
3. How well do you think the project met your needs? Can you share any specific examples where the project effectively responded to your needs?
4. In what ways was the project addressing the specific needs of girls and adolescents with disabilities?

Effectiveness

5. How did the project change your life? Are there any changes in terms of your development, skills, well-being, rights? PROBE FOR POSITIVE and NEGATIVE, INTENDED and UNINTENDED CHANGES, SPECIFIC CHANGES FOR COMMUNITY/REGION.
6. Can you share examples where the project has directly contributed to your development and empowerment?
7. Have there been any negative consequences you or your peers experienced during or as a result of this project? If so, what were they?
8. What did you learn during the project from interactions with adults? PROBE: UNICEF, IP, Go agencies, etc. Were there any knowledge exchange events or workshops organized?
9. What opportunities were provided for you to influence project activities?
10. What roles did you play in the design, implementation, and monitoring of the project? What was lacking or should have been organized differently from this perspective?
11. How often did you have opportunities to provide input in decision-making processes around your engagement or project activities?
12. Can you share examples where you or other participants were assigned leadership roles within the project activities?
13. If there's a chance to influence the decisions about the project, what would you do differently to implement it next time?

Efficiency

14. How satisfied were you by the resources, such as funds, staff, equipment, etc. available for you during the project? Was there anything that you noticed was needed but was lacking?
15. Were there any delays in implementation? What were the reasons for that?
16. What were the constraints or challenges that you encountered in terms of organization/management of the project?

Sustainability

17. How likely is it that some organizations or groups in the government or your community will continue, scale-up or adapt the project after it is ended by UNICEF? Why? What should be done for that?

CLOSING

18. If there is anything that you would like to add or suggest, please, do not hesitate to speak up.

Thank you for your time and a productive discussion.

Basic information on participants

N	Gender	Settlement type	Education
1	(male, female)	(Yerevan, other urban, rural)	(no primary education, secondary or lower, secondary technical, higher than secondary)
2
3
4
5
6
n

Annex 7c. FGD guide #2

[indirect beneficiaries]

Date	
Number of participants	
Project ID	
Type of the beneficiary group	
Gender composition of the beneficiary group	(male, female, mixed)
Duration	_____ minutes

Introduction

Welcome, and thank you for joining this focus group discussion. Your participation is vital in helping us understand the results of UNICEF Armenia's programming for adolescents and young people. As you already know, you have been invited to participate in this discussion, since you had participated in or perhaps contributed to a UNICEF-supported project named *[project short title]* implemented by *[implementing partner]* during *[general dates]*. Just to remind you, the project was about *[short project description]*.

Your opinions and experiences are valuable and will contribute to improving future programming. Before we begin, I'd like to remind you that your participation is voluntary, you will receive no direct benefits from participation, and all information shared will be kept confidential. Please feel free to express your thoughts openly, as I assure that even if you share any negative information or experiences about a project, there will be no negative consequences for you.

Before starting the discussion, I would like to make sure that you are aware of the confidentiality of the discussion and that any information that could reveal your identity is not to be published.

Please confirm your consent.

...

Before we get into the actual discussion, let me introduce some general principles important to the discussion:

- This is an open discussion. There are no right or wrong answers.
- Your participation in this discussion is voluntary and you are free not to answer questions that are uncomfortable for you or to interrupt your participation.
- Please make your answers as brief as possible. I may have to interrupt your comments at some point so we can move forward and manage our time properly.
- Please speak clearly and in turn during the discussion and remember not to reject or criticize others' opinions. Try to focus on your own experiences and opinions.
- Please avoid bad or offensive language.
- If possible, please turn off your cell phones or put them on silent mode.

Can I turn on the audio recorder?

Shall we start?

Icebreaker Question:

0. To get started, could each of you share your name and a brief background about your participation in the project?

Relevance

1. How involved were you (or your organization) in the design, assessment, and implementation of these project?
2. How well do you think the project was meeting the needs of adolescents, especially those who are most marginalized? In what ways did the projects address the specific needs of girls and adolescents with disabilities?
3. Can you share any specific examples where the project effectively responded to the needs of adolescents?
4. How relevant was the project to local contexts, including knowledge, beliefs, capacities of your community/region?
5. To what extent were your needs (NAME THE GROUP: teachers, caregivers, etc.) considered for planning and implementation? How?
6. How satisfied are you with the level of engagement and collaboration in this project?
7. What barriers have you encountered in engaging with the project activities?
8. How involved were adolescents, young people, and their families in the design and planning of the project? Any examples?

Effectiveness

9. How did the project change the life of the participants? PROBE FOR POSITIVE and NEGATIVE, INTENDED and UNINTENDED CHANGES, SPECIFIC CHANGES FOR COMMUNITY/REGION.
10. Can you share examples or cases you learnt about, where the project directly contributed to adolescent development and empowerment?
11. What progress have you observed towards achieving adolescent rights and inclusion? Were there any differences among girls and boys, CWD, etc.? Any examples?
12. Have there been any negative consequences experienced during or due to these projects? If so, what were they?
13. Can you share examples of learning outcomes from interactions between adult stakeholders and adolescents? PROBE: UNICEF, IP, Go agencies, etc. Were there any knowledge exchange events or workshops organized?
14. Were you provided the chance to give feedback and suggest potential improvements? If so, what have you suggested or observed? Have you observed changes based on your feedback?
15. What opportunities are provided for adolescents to influence project activities?
16. Can you share examples where adolescents were assigned leadership roles within the project activities?
17. What are your suggestions to improve the effectiveness of similar projects?

Efficiency

18. How satisfied were you by the resources, such as funds, staff, equipment, etc. available for beneficiaries during the project?
19. In your opinion, have the resources been sufficient? Were they used efficiently?
20. Were there any delays in implementation? What were the reasons for that?

21. What were the constraints or challenges that you encountered in terms of organization/management of the project?

Sustainability

19. How likely is it that some organizations or groups in the government or your community will continue, scale-up or adapt the project after it is ended by UNICEF? Why? What should be done for that?

CLOSING

20. If there is anything that you would like to add or suggest, please, do not hesitate to speak up.

Thank you for your time and a productive discussion.

Basic information on participants

N	Gender	Settlement type	Education
1	(male, female)	(Yerevan, other urban, rural)	(no primary education, secondary or lower, secondary technical, higher than secondary)
2
3
4
5
6
n

Annex 7d. CATI questionnaire

[direct beneficiaries]

Date	
Respondent ID	
Project ID	
Interviewer's ID	
Start and end time	

Screening

NOTE0.

Hello, my name is [interviewer's name], and I'm calling you from the Caucasus Research Resource Center-Armenia Foundation. We are conducting an evaluation of the effectiveness of UNICEF programming for adolescents and youth throughout Armenia. For this purpose, we conduct telephone interviews with adolescents who participated in the UNICEF projects.

F1. This phone number was provided to us by UNICEF. Am I talking to [name from the list]?

- 0 No
- 1 Yes → C1
- 99 *Refused to continue/hung up*

F2. Do you know [name from the list]?

- 0 No → THANK THE PERSON AND END THE SURVEY
- 1 Yes
- 99 *Hung up*

F3. May I ask if you are their parent or caregiver?

- 0 No
- 1 Yes → NOTE1
- 99 *Refused to continue/hung up*

F4. In that case, may I ask you to please pass the phone to [name from the list] or their parent/caregiver, if the [name from the list] is below 18 y/o?

- 0 No → THANK THE PERSON AND END THE SURVEY
- 1 Unavailable now → RESCHEDULE THE CALL AND THANK THE PERSON
- 2 Yes, parent picks up → NOTE1
- 3 Yes, child picks up → READ "*Hello, my name is [interviewer's name], and I'm calling you from the Caucasus Research Resource Center-Armenia Foundation. We are conducting an evaluation of the effectiveness of UNICEF programming for adolescents and youth throughout Armenia. For this purpose, we conduct telephone interviews with adolescents who participated in the UNICEF projects.*"
- C1
- 99 *Hung up*

C1. Dear [name from the list], if you are below 18, I will need to first ask your parent/caregiver's consent, before I can talk to you. For that purpose, may I kindly ask if you are 18 y/o or older at the moment?

- 1 I am below 18
2 I am 18 or above → NOTE3
-99 *Refused to continue/hung up*

C2. In that case, may I ask you to please pass the phone to your parent/caregiver for a short moment? We may continue again, after I get their permission.

- 0 No → THANK THE PERSON AND END THE SURVEY
1 Parent unavailable → RESCHEDULE THE CALL AND THANK THE PERSON
2 Yes
-99 *Hung up*

NOTE1.

Hello, my name is [interviewer's name], and I'm calling you from the Caucasus Research Resource Center-Armenia Foundation. We are conducting an evaluation of the effectiveness of UNICEF programming for adolescents and youth throughout Armenia. This phone number was provided to us by UNICEF. For this purpose, we conduct telephone interviews with adolescents who participated in the UNICEF projects.

Since [name from the list] has participated in UNICEF-supported project but is below 18, we would like to first ask for your permission to take 10 minutes of their time, so that we can ask them a few questions about the [name of project and other supporting information] project run by [name of implementing organization].

Just a few quick points for you to know about, before you give your permission.

- Your child can of course decide not to participate or to stop participating in this evaluation anytime, without any reason or negative consequences.
- Evaluation data will be used in a generalized manner, without names, surnames or other personal data, and may be published in a report or a book.
- Your child's answers are kept confidential. I assure that even if your child shares any negative information or experiences about a project, there will be no negative consequences for them. However, if your child tells us about something or someone that puts him/you or someone else in danger, we will have to report it to the appropriate authorities so that they can help.

Please, let your child voluntarily decide if he/she wishes to participate. Note, that no direct benefits are assumed for their participation.

In case of further questions regarding the evaluation, please Contact Lilit Yezekyan (Research Director) at the following number +374 77 514565 or email lilit.yezekyan@crcc.am.

P1. If you are inclined to granting consent, I will now turn on audio-recording, to register your verbal permission and store it in a protected folder. So, do you grant consent to your child participating in this evaluation?

- 0 No → THANK THE PERSON AND END THE SURVEY
1 Yes, I grant consent to [name from the list] to participate → THANK YOU FOR YOUR TRUST; NOW, PLEASE, PASS THE PHONE TO THE CHILD

<p><i>Programmer:</i> <i>IF C1 = 2</i> ▼</p> <p>NOTE3. We would like to ask you a few questions about the [name of project and other supporting information] project run by [name of implementing organization], to which we are told you have participated some time ago.</p>	<p><i>Programmer:</i> <i>IF C1 = 1</i> ▼</p> <p>NOTE3_1. Hi again. We just received your parent's permission to speak with you, so, let me explain a bit more. Like I said, our evaluation aims to assess how effective UNICEF's interventions are, identify areas for improvement, and help inform future programming decisions.</p> <p>We would like to ask you a few questions about the [name of project and other supporting information] project run by [name of implementing organization], to which we are told you have participated some time ago.</p>	<p><i>Programmer:</i> <i>IF F3=1 or F4=2</i> ▼</p> <p>NOTE3_2. Hi. We just received your parent's permission to speak with you, so, let me first introduce myself.</p> <p>My name is [interviewer's name], and I'm calling you from the Caucasus Research Resource Center-Armenia Foundation. We are conducting an evaluation of the effectiveness of UNICEF programming for adolescents and youth throughout Armenia. For this purpose, we conduct telephone interviews with adolescents who participated in the UNICEF projects.</p> <p>We would like to ask you a few questions about the [name of project and other supporting information] project run by [name of implementing organization], to which we are told you have participated some time ago.</p>
--	--	---

C3. Can you, please, confirm if you have been part of the UNICEF-supported project named [project short title] implemented by [implementing partner] during [general dates]? The project was about [short project description].

0 No → THANK THE RESPONDENT AND END THE SURVEY
1 Yes

NOTE4.

Great. We plan to take only about 10 minutes from you. Your opinions and experiences are very important to us, and we would greatly appreciate your participation and collaboration in this survey.

Your participation is completely voluntary, you will receive no direct benefits from participation, and there will be no personal risks or consequences if you decide not to participate. Your name will not appear in any reports or databases, ensuring your confidentiality. I assure that even if your child shares any negative information or experiences about a project, there will be no negative consequences for them. However, if you share information about someone hurting you or putting you in danger, we are required to report it to the appropriate authorities.

In case of further questions regarding the evaluation, please Contact Lilit Yezekyan (Research Director) at the following number +374 77 514565 or email lilit.yezekyan@crrc.am.

C4. If you are inclined to agreeing to participate, I will now turn on audio-recording, to register your verbal agreement and store it in a protected folder. So, are you willing to participate in the survey?

- 0 No → THANK THE PERSON AND END THE SURVEY
1 Yes → THANK YOU FOR YOUR TRUST, LET'S MOVE ON TO MY QUESTIONS THEN

F5. How well do you remember this project?

- 1 Very well
2 Just alright
3 Not well
-98 DK
-99 RA

Main part

Great! Now I will be asking a few questions. Please, think about the project that you participated in when answering these questions.

A1. Overall, do you feel like participants of the project were given the opportunity to actively participate in certain activities and create their own projects or initiatives?

- 1 Yes, they really were
2 They were sometimes
3 They weren't really
4 They weren't at all
-98 DK
-99 RA

A2. To what extent have you been involved in the planning and design of this project?

- 1 Not involved
2 Somewhat involved
3 Quite involved
4 Fully involved
-98 DK
-99 RA

A3. In your opinion, was everything done to ensure equal access to the project for beneficiaries from marginalized and vulnerable groups, such as girls, poor families, children with disabilities?

- 1 Yes, definitely
2 Maybe a bit
3 Not really
4 Not at all
-98 DK
-99 RA

A4. Now I will read a few sentences. For each of them, please, tell me, to what extent do you agree or disagree:

A4.1. "This project has helped me learn a lot and grow."

A4.2. "After this project, I have become more alert and responsive towards the challenges around me."

A4.3. "Due to this project, I am feeling more empowered and confident that I can lead and inspire others."

A4.4. "As a result of the project I've improved my knowledge."

A4.5. "As a result of the project I've improved my skills."

A4.6. "As a result of the project I've improved my well-being."

- 1 Strongly agree
- 2 Somewhat agree
- 3 Neutral
- 4 Somewhat disagree
- 5 Strongly disagree
- 98 DK
- 99 RA

A5. Would you say that things overall got better, stayed the same, or turned worse for young people like you due to this project?

- 1 Got better
- 2 Stayed the same
- 3 Turned worse
- 98 DK
- 99 RA

A6. What kind of positive or negative changes did the project bring? Please describe two most important changes.

A6.1. Positive changes [string entry]

A6.2. Negative changes [string entry]

A7.1 Have you personally been engaged in any knowledge exchange events between you and adults?

- 1 Yes
- 0 No
- 98 DK
- 99 RA

A7.2 Have you personally been engaged in workshops organized for stakeholders to collect your feedback?

- 1 Yes
- 0 No
- 98 DK
- 99 RA

A8. Now, thinking about the project that you took part in, can you tell me how satisfied were you with the following aspects of the project? Please, give me an estimate using a scale from 1 to 10, where 1 is not satisfied at all and 10 is very satisfied. If you have no experience with any of these, you may mention "Not applicable".

- A8.1. opportunities provided for adolescent to share their feedback and voice their concerns.
- A8.2. availability of adequate financial and human resource
- A8.3. adherence to timelines and justification of any delays
- A8.4. systematic monitoring, oversight and assessing of the project
- A8.5. the procedures of selection and recruitment of participants
- A8.6. the attitudes of teachers, coaches, trainers, service providers involved.
- A8.7. the attitudes of UNICEF staff (if directly interacted)
- A8.8. the content of the project (learning materials, training, etc.)

A9. What would you suggest doing differently for similar projects next time?
[string entry]

Demographics

D1. Your gender.

- 1 Female
- 2 Male

D2. How old are you?

[numeric entry]

D3. Which marz do you currently reside in?

- 1 Yerevan
- 2 Ararat
- 3 Aragatsotn
- 4 Armavir
- 5 Gegharkunik
- 6 Kotayk
- 7 Lori
- 8 Shirak
- 9 Syunik
- 10 Tavush
- 11 Vayots Dzor

D4. What kind of settlement do you currently reside in?

- 1 Urban
- 2 Rural

D5. What is the highest level of education you have completed so far?

- 1 General school (e.g., grades 1-9)
- 2 High school (e.g., grades 10-12)
- 3 Vocational or technical education
- 4 Bachelor's degree or equivalent
- 5 Master's degree or equivalent
- 6 Doctorate or equivalent

These are all the questions we wanted to ask you today.

Thank you once again for sharing your thoughts with us! Your input is incredibly valuable and will help shape the future of UNICEF Armenia's programs for young people like you.

Have a great continuation of your day!

Annex 8. List of documentary evidence

I. Programs under evaluation

1. Adolescents as Agents of Climate Action in Their Communities

- KAPB Study Report (ARM), 2021
- KAPB Study Report (ENG), 2021
- KAPB Study: Comparative analysis of baseline and follow-up study results, 2024
- Adolescents as agents of climate action in their communities, First progress report, 1 December 2019 - 31 December 2020
- Progress Report No.: 2
- Progress Report No.: 3
- Appendix A, Project Fact Sheet
- Appendix B Project document
- Annex 8, Theory of change (ToC)
- Annex 1, Logframe Matrix
- Annex 2, Time Schedule
- Final Project Report, 2024
- Declaration on Children, Youth and Climate Action

2. Basic Life Savings Skills

- Humanitarian Programme Document
- Parenting School Budget for MHPSS for Adolescents
- Parenting School Camp, Final Report, September 2021
- PD with AYB_Generation unlimited_2021 december_final

3. Gamechangers

- Office of Innovation Funding: end of funding report
- Armenia Draft report compressed
- Copy of 1. SA Final Financial Report Template Armenia
- Gamechangers report 2
- Gamechangers report Armenia CO
- Gender Transformative Programming
- Manual and toolkit for educators
- Armenia GEGI Baseline
- Case Studies: Girl-centered Skills Programmes, Europe and Central Asia Regional Compendium 2024

4. Generation Unlimited

- GenU 2022, timing and general processes
- imaGen Ventures, 3rd iteration, Monitoring and Evaluation
- Generation Unlimited Youth Challenge, BOOTCAMP AGENDA

- Generation Unlimited Youth Challenge, Finalist Teams and their projects
- Youth Challenge 3.0 Agenda
- PD with AYB, 2021, December

5. Promotion of Creative and Soft Skills for Children From Remote Communities

- F&D Final Report, Feb-March 2022 (UK)
- F&D Progress Report, Dec 2021-Jan 2022 (UK)
- F&D Standard Quarterly Progress Report, Oct-Nov 2021
- Fashion & Design Detailed Budget
- Fashion & Design SSFA

6. Internet of Things for Adolescents with Disabilities

- Internet of Things Program
- ISOC Chapter final report on Goris group IoT course for UNICEF
- ISOC Chapter final report on Gyumri group IoT course for UNICEF
- ISOC Chapter final report on Vanadzor group IoT course for UNICEF
- ISOC Chapter report on Hrazdan group IoT course for UNICEF
- ISOC Chapter report on Yerevan group IoT course
- Trip report, 17-18 June, 2023
- Trip report, 25-26 March, 2023
- Article "Nurturing Tomorrow's Leaders: Internet of Things Program Shapes 60 Teenage Innovators Empowering adolescents in Yerevan, Hrazdan, Vanadzor, Gyumri, and Goris with digital proficiency" Lusine Gharibyan, available at: <https://www.unicef.org/armenia/en/stories/nurturing-tomorrows-leaders-internet-things-program-shapes-60-teenage-innovators>

7. Establishment and Development of Peer Support Volunteer Groups in the Borderline Communities

- Humanitarian Programme Document – COVID-19 Budget
- Parenting Final Report, Feb - March 2022 (UK)
- Parenting HPD budget and workplan
- Parenting Progress Report, Dec 2021-Jan 2022 (UK)
- Parenting School Budget HPD
- Parenting School HPD UK
- Parenting School HPD
- Parenting School, Standard Quarterly Progress Report, April 2021
- Parenting School, Standard Quarterly Progress Report, Dec 2020
- Parenting School, Standard Quarterly Progress Report, Oct-Nov 2021

- Parenting School, Standard Quarterly Progress Report, Sep 2020

- Football field
- Football for all
- White book

8. UPSHIFT

- UNICEF UPSHIFT Project assessment, Final Report, 01.04.2022
- UPSHIFT Gavar, Ijevan, Final Narrative Report
- UPSHIFT Spitak, Final Narrative Report
- UPSHIFT Syunik, Final Narrative Report
- PD with EIF, Gyumri
- PD with YIC, Syunik
- PD with YIC, Spitak
- PD with YIC, Gegharkunik and Tavush

8.1. Spitak Report Annexes

- Annex 1, Infopack
- Annex 3, List of outreach institutions
- Annex 4, Mentors ToT Agenda
- Annex 5, Mentors ToT Module
- Annex 6, Mentors PDM Agenda
- Annex 7, Mentors PDM Module
- Annex 8, Mentors ToT and PDM participation list
- Annex 9, Community youth projects application
- Annex 10, Teens PD Agenda
- Annex 11, Teens PD Module
- Annex 12, PD participation list
- Annex 13, Project application form
- Annex 15, Bootcamp agenda
- Annex 16, Bootcamp module
- Annex 17, Judging scoresheet (ARM)
- Annex 18, Judging scoresheet (ENG)
- Annex 19, Bootcamp Invitation
- Annex 20, Calculation of votes
- Annex 21, BootCamp presentation template
- Annex 22, Bootcamp participation list
- Annex 23, Teens PM Agenda
- Annex 24, Teens PM Module
- Annex 25, Teens PM Participation list
- Annex 26, Mentors report form
- Annex 27, Closure event agenda (ARM, ENG)
- Annex 28, Closure event invitation (ARM)
- Annex 29, Closure event invitation (ENG)
- Annex 30, Closure event participation list
- Annex 31, Pre-assessment form
- Annex 32, Post-assessment form
- Annex 33, Presentation about the project
- Annex 34, Consent form for parents
- Annex 35, Community Youth Projects Evaluation

8.2. Selected projects applications

- Audio centre
- Community Youth Park
- Ecopen

9. Establishment and Operation of Youth Houses

- Gradarak Aghavnadzor, HPD
- Gradarak Aghavnadzor, Workplan and Budget
- Gradarak Final Report, Dec 2022
- Gradarak Final Report, Jan 2022
- Gradarak Mrgashen & Dvin, HPD Workplan and Budget
- Gradarak Mrgashen & Dvin, HPD
- YIC Amended Budget for Gyumri & Gavar Youth House
- YIC Armavir, Ejmiatsin and Gavar YH HPD Workplan and Budget
- YIC Armavir, Ejmiatsin and Gavar YH HPD
- YIC Final Report, Dec 2021 - July 2022
- YIC Final report, July 2021
- YIC Gyumri Youth House Budget
- YIC Gyumri Youth House Programme Document
- YIC Progress Report, April - May 2022
- YIC Progress Report, Dec 2021 - Jan 2022
- YIC Progress Report, Feb - March 2022
- YIC Progress Report, June - July 2022

10. Policy Interventions/Advocacy/ Youth law development support

- Երիտասարդական քաղաքականության մասին օրենք_Փորձագետների հիմնավորում_2024.05.29 [Yeritasardakan k'aghak'akanut'yan masin orenk'_P'vordzagetneri himnavorum_2024.05.29]
- Երիտասարդական քաղաքականության մասին օրենք_Փորձագետների հիմնավորում_Գործակալություն_2024.06.07 [Yeritasardakan k'aghak'akanut'yan masin orenk'_P'vordzagetneri himnavorum_Gortsakalut'yun_2024.06.07]
- Օրենք_լրամշակված [orenk'_lramshakvats]

II. UNICEF Armenia CPD and ADAP Materials

- Country Programme Document (CPD), Armenia
- Armenia – UNICEF Programme of cooperation 2021 (October) – 2025 (December) 2021 (October) – 2023 (December) Multi-Year Work Plan
- UNICEF Strategic Plan, 2022–2025
- Country Office Annual Report 2021, Armenia
- Country Office Annual Report 2022, Armenia
- Country Office Annual Report 2023, Armenia
- Programme Strategy Note 2021–2025 - Education and Inclusion for ALL Children
- Annex1. Theory of Change: Education and inclusion for ALL children
- Guidelines on Adolescent Participation and Civic Engagement

- Adolescent and Youth Engagement Strategic Framework
- Sustainable Development Cooperation Framework for Armenia, 2021-2025
- UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents, Programme Division 2018
- UN Youth Strategy 2030
- UNICEF Sustainability and Climate Change Action Plan
<https://www.unicef.org/documents/sustainability-climate-change-action-plan>

III. UNICEF Evaluation Guidance Documents

- Children participating in research and monitoring and evaluation
- UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis (2021)
- Policy on Personal Data Protection (2020)
- UN-SWAP Evaluation Performance Indicator Technical Note (April 2018)
- UN Disability Inclusion Strategy (ENG)
- UNEG Norms & Standards for Evaluation (ENG) (2017)
- UNICEF Evaluation Policy (2023)
- UNICEF guidance note: Adolescent participation in UNICEF Monitoring and Evaluation (October 2019)
- UNICEF Guidance on Gender Integration in Evaluation
- UNICEF Procedure on Child Safeguarding Framework

Evaluation Reports quality and ethical standards

- Ethical standards ERB review template (2024)
- Example of Evaluation Inception Report
- GEROS QA standards Evaluation Report
- GEROS QA standards Inception Report

Examples of Evaluation and Inception Report

- Final Inception Report
- Annex C - Coram International Ethical Guidelines for Field Research
- Annex E - Ethical Protocol
- Annex H - Participant information sheets and consent form
- Annex J - Evaluation Matrix
- Annex K - Data Collection Tools

Templates for Annex to Inception Report

- Guidance Document for Protocols for the Protection of Data (7 Dec 2016)
- Informed Assent form Children-Informed Consent from their parents
- Informed Consent Form Template
- Interviewers' code of conduct agreement form
- Interviewers' non-disclosure - confidentiality agreement form

IV. Other documents

- TOR Evaluation Adolescents Youth 2023 Final
- Mapping of programmes_2021-2023

Annex 9. Map of projects and interventions covered by the Evaluation

Project Title	Shortcode	Phase of Implementation	Geographic Areas	Lifespan	Donors	Implementing Partners	Associated Government Actors	Target Population
1. UPSHIFT	UPSHIFT	Completed	Shirak, Syunik, Lori, Gegharkunik, Tavush	2021-2022	EU - MONTARIOL Bruno	Gyumri Youth Initiative Center; Enterprise Incubator Foundation, Gyumri Technology Center; Caritas Foundation	Ministry of Education, Science, Culture and Sports	Adolescent girls and boys aged 12-19 and young people above 19
2. Generation Unlimited	GENU	Completed	all 10 marzes	2022		UNICEF; UNFPA; UNDP; Ayb Educational Foundation	Ministry of Education, Science, Culture and Sports	Adolescents and young people
3. Gamechangers	GAME	Completed	Lori, Shirak, Syunik	2023	UNICEF office of Innovation	Enterprise Incubator Foundation; Gyumri Technology Center	Ministry of Education, Science, Culture and Sports; Ministry of High-Tech Industry	Girls aged 12-24
4. Establishment and Operation of Youth Houses	YHOUS	Completed	Ararat, Armavir, Gegharkunik, Kotayk, Lori, Shirak, Syunik, Vayots Dzor	2020-2023	Argentine-Armenian Community; All Hayastan funds; USAID	YIC; Gradarak NGO; Winnet Goris	Ministry of Education, Science, Culture and Sports	Adolescents and young people
5. Basic Life Savings Skills	BASLIF	Completed	Aragatsotn, Gegharkunik, Lori, Shirak, Syunik, Tavush, Vayots Dzor, Yerevan	2021	Japanese Government; Central Emergency Response Fund	AYB Educational Foundation; YIC	Ministry of Education, Science, Culture and Sports	Adolescents and young people
6. Establishment and Development of Peer Support Volunteer Groups in the Borderline Communities	PEERSUP	Completed	Gegharkunik, Syunik, Vayots Dzor	2020-2022	UK Conflict, Stability and Security Fund	"Parenting School" Parenting, Educational and Psychological Support Center NGO	MoLSA; MoTAI; local governments of respective communities; regional authorities; municipalities	Adolescents and young people
7. Promotion of Creative and Soft Skills for Children From Remote Communities	IDEALAB	Completed	Gegharkunik, Syunik, Vayots Dzor	2021-2022	UK Conflict, Stability and Security Fund	Fashion and Design Chamber NGO	Local self-governing bodies in Gegharkunik, Syunik, Vayots Dzor regions	Adolescents and young people

Project Title	Shortcode	Phase of Implementation	Geographic Areas	Lifespan	Donors	Implementing Partners	Associated Government Actors	Target Population
8. Adolescents as Agents of Climate Action in Their Communities	CLIMATE	Completed	33 consolidated communities in Gegharkunik, Lori, Shirak, Syunik, Tavush, Vayots Dzor	2019-2023	Austrian Development Cooperation (ADC)	National Center for Education Development and Innovation; National Center for Education Technologies; Ayb Educational Foundation; Disaster Risk Reduction National Platform; Community Finance Officers Association; Youth Cooperation Center of Dilijan NGO; Youth Initiative Center NGO, Syunik NGO	Ministry of Environment; Ministry of Territorial Administration and Infrastructure; Ministry of Education, Science, Culture and Sport; Ministry of Internal Affairs	School teachers and administrators, adolescents, regional government and local government representatives and community members
9. Internet of Things	INTNET	Completed	Yerevan, Kotayk, Lori, Shirak, Syunik	2023	Stronger Services for Equal Participation and Inclusive Development" project funded by the Russian Federation	Internet Society Armenia Chapter	Ministry of Labor and Social Affairs; Ministry of High-Tech Industry; Ministry of Education, Science, Culture and Sports	14-18-year-old adolescents with and without disabilities
10. Policy Interventions/Advocacy/ Youth law development support	POLICY	Completed	National	2023-2024	UNICEF funds	Individual experts and the working group established by the Ministry	Ministry of Education, Science, Culture and Sports	Young people, aged 13-35

Annex 10. Company profile brief

The Caucasus Research Resource Center – Armenia Foundation (CRRC-Armenia) is a regionally focused and nationally based independent, non-partisan research center. Our core mandate is to address national and regional socio-economic and political challenges via high-quality data collection, analysis, and enhancement of the scientific capacity of the research community. Based on the strong support by Carnegie Corporation of New York, the Eurasia Partnership Foundation and Yerevan State University, CRRC-Armenia pursued the common goal of strengthening social science research and public policy analysis in the South Caucasus. Since 2013, CRRC-Armenia has been operating as an independent legal entity, guided by the same common commitment of regional cooperation. Our vision is to be recognized nationally and internationally as a leading force in social science research and to influence policy making agenda in the country by setting the highest international standards and building a vibrant community of outstanding social scientists.

The evaluation team for the UNICEF adolescent programming in Armenia comprised CRRC-Armenia's group of dedicated professionals with diverse expertise and experience. Dr. Sona Balasanyan led the team, overseeing the entire evaluation process and ensuring effective communication with stakeholders. Ms. Lilit Yezekyan headed the taskforce responsible for specific evaluation activities, ensuring alignment with objectives and timelines. Mr. Hayk Smbatyan oversaw the evaluation methodology's design and analysis, synthesizing data to generate meaningful insights. Ms. Seda Ananyan managed data collection, storage, and analysis, while also coordinating logistical arrangements. Ms. Arusyak Voskanyan contributed to data processing, coding, and preliminary analysis of evaluation findings. Dr. Helga Fasching provided technical expertise on evaluation methodologies, and Dr. Yeva Avakyan offered guidance on gender analysis and ethical considerations. Together, the team collaborated to conduct a comprehensive evaluation of UNICEF's programming for adolescent development and participation in Armenia.

Dr. Sona Balasanyan - Sona Balasanyan joined the CRRC-Armenia team in August 2016. Sona holds MA (2009) and PhD (2012) degrees in Sociology from the Yerevan State University (YSU), as well as MSc in Education (Research Design and Methodology) from the University of Oxford, Department of Education, UK (2015). During her time in the UK, she passed an internship at the Oxford Learning Institute. Since 2010, as an Associate Professor at the Department of Sociology, YSU, Dr. Balasanyan has delivered a series of courses (including Media Text Analysis, Evaluation Methodologies, and Mixed Methods Research). She was involved in project-based activities collaborating with national and international organizations among which the US Department of State, UNDP, CRRC-Armenia, Open Society Foundation, State Committee of Science and Scientific Research Institute of Ancient Manuscripts (the Matenadaran). Sona was a Heinrich-Böll-Stiftung scholarship holder, an AGBU scholar and is a Luys alumna. She has authored three books (in Armenian), articles, essays and analytical reports.

Lilit Yezekyan – Lilit Yezekyan joined CRRC-Armenia as the foundation's research director in April 2021. Before joining CRRC-Armenia, she worked for more than ten years at the Central Bank of Armenia as an economist-analyst and economist-statistician. Before that, she worked in a variety of administrative and economic-policy related roles at the Armenian-European Policy and Legal Advice Center (AEPLAC) from 2004-2009. She is doing Master's in Statistics and Information Management (data science) in the NOVA Information Management School and has taken part in a number of international training and educational programs including the Public Policy and Public Administration executive program at the Fletcher School of Law and Diplomacy in the US. She is fluent in English, Russian, and Armenian.

Hayk Smbatyan - Hayk Smbatyan joined CRRC-Armenia first as Communications Specialist during 2018-2019. From 2019 onwards he was engaged in the Center's activities as an Independent Researcher. Since July 2022, Hayk has taken the position of Deputy Research Director at the Centre. Currently a PhD graduate in Sociology at Yerevan State University, Hayk holds an MSc degree in Peace and Conflict Studies from Uppsala University (Sweden), as well as a Master's degree in Research Methodology and a Bachelor's degree in Sociology, both from Yerevan State University. Hayk specializes in the studies of the Nagorno-Karabakh conflict, human rights research and media studies, and is the author of several academic articles and analytical reports on the subjects. Since 2013, he has been actively engaged with academic institutions, research institutes, and civil society organizations in Armenia, Eastern Partnership countries, and the broader European context.

Seda Ananyan - Seda Ananyan is a Cultural/Social Anthropologist. She is currently pursuing her PhD in Contemporary Anthropological Studies at the Institute of Archaeology and Ethnography NAS RA. Her research interests encompass topics such as intergenerational conflicts, transitional periods in post-Soviet regions, family dynamics, gender issues, and education. Since 2009, she has been actively involved in various research and investigative roles, contributing to the exploration of issues related to social development and gender dynamics, cultural conflicts, educational systems, and civil society. With a diverse skill set that includes research, consulting, project coordination, and data analysis, Seda has contributed to numerous projects and organizations, including UN agencies, USAID, ACTED/REACH, and others. Seda is passionate about understanding and addressing societal issues through her anthropological lens.

Arusyak Voskanyan - Arusyak Voskanyan is a Sociologist, graduated from Yerevan State University's Faculty of Sociology. Arusyak has been working with CRRC-Armenia since 2018, and has since 2024 been holding the position of Research Programs Junior Analyst. With about 8 years of extensive experience in mixed methods data collection, analysis, and monitoring, she is specialized in media and civil society development research and conflict studies and has authored and coauthored several reports and analytical pieces in the frames of these topics.

Dr. Helga Fasching - Dr. Helga Fasching is Associate Professor at the Department of Education, Education and Development Section, Inclusive Education Research Unit, University of Vienna. She specializes in inclusive pedagogy, educational transition research, professional participation, educational and occupational inequality research, systemic counseling and therapy, qualitative research methods, participatory research, intersectional research, quality management, evaluation of innovative vocational measures. Dr. Fasching will provide technical expertise and guidance on evaluation methodologies, drawing on her extensive experience in the field. She will contribute to the design of the evaluation framework, ensuring alignment with international best practices and standards. Dr. Fasching will also provide input on data analysis, offering insights and recommendations to enhance the rigor and validity of evaluation findings.

Dr. Yeva Avakyan - Dr. Yeva Avakyan is Associate Vice President, Gender Equality & Social Justice at Save the Children US. She currently also serves as a distinguished Member of CRRC-Armenia Board of Trustees, and, to avoid possible conflicts of interest between her affiliations, will be providing *pro bono* consultancy to CRRC-Armenia Evaluation Team primarily on gender and ethics matters. Her areas of expertise span over sociology, social work, program monitoring & evaluation, child rights and advocacy, community development, gender equality, education, social justice, and public administration. She will ensure that gender perspectives are integrated into all aspects of the evaluation, from the design of data collection tools to the analysis and interpretation of findings.

Annex 11. ERG and YAG compositions

ERG composition

#	Institution	Position
1	MoESCS	Deputy Minister
2	MoESCS	Deputy head for department on youth affairs
3	MoTAI	OIC head for territorial development planning
4	MoLSA	Head of ensuring equal rights for children unit
5	Armavir Development Center	Youth projects coordinator
6	UNFPA	Youth programme analyst
7	MoEnv	Adviser/ Coordinator of separate functions in structural departments
8	KASA Swiss Humanitarian Foundation	Head of projects

YAG composition

#	Marz	Residence	Gender	Age	Similar past experience
1	Gegharkunik	Rural (Hatsarat)	female	16	...
2	Syunik	Urban (Sisian)	female	19
3	Tavush	Rural (Ltchkadzor)	female	16	...
4	Tavush	Urban (Ijevan)	male	16
5	Lori	Urban (Alaverdi)	female	17	...
6	Lori	Urban (Stepanavan)	male	16	...
7	Yerevan (from NK)	Urban	female	15	...
8	Yerevan	Urban	female	18
9	Yerevan	Urban	female	16	...

Annex 12. Research ethics approval by ERB



Research Ethics Approval

26 August 2024

Sona Balasanyan, Chief Executive Officer
Caucasus Research Resource Center-Armenia (CRRC-Armenia) Foundation
Tigran Mets 47/1
0018 Yerevan, Armenia

RE: Ethics Review Board findings for: *Evaluation of UNICEF Programming for Adolescents and Youth in Armenia* (HML IRB Review 951ARME24)

Dear Dr Balasanyan,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 13 -- 26 August 2024. This study's human subjects' protection protocols, as stated in the materials submitted, received ethics review approval.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Adrine Babloyan, Astghik Martirosyan, Anna Tadevosyan, Penelope Lantz, JD

Health Media Lab, Inc.
1101 Connecticut Avenue, NW Suite 450
Washington, DC 20036 USA
+1.202.246.8504
unicef@hmlirb.com www.hmlirb.com

Annex 13. Evaluation limitations matrix

Limitations	Mitigation measures taken
1. P4AY lacks a stand-alone approved ToC.	The evaluation team has revised and complemented the available draft ToC to ensure alignment with evaluation objectives and methods.
2. Incomplete, inaccurate, unavailable or delayed delivery of contact lists for some groups of direct and indirect beneficiaries.	Extended data collection timeframe. On-the-spot fixes of the contacts databases.
3. Due to inaccuracies in the contact lists, expiry of initial sample sizes of CATI respondents in most of the covered projects.	Oversampling or utilization to the point of expiry of full contact lists from 7 out of 8 projects targeted via CATI.
4. Social desirability and recall bias across all methods of primary data collection.	Sufficient probing and asking of the same questions using different tools and across different types of respondents/participants. Proper training of data collection teams. Careful focus on word choices and indirect questioning techniques especially in qualitative data collection.
5. Crucial information about projects/interventions (including the different roles of actors involved in each, output- and outcome-level indicators, etc.) often found scattered, incomplete, and not consistently registered in project documentation.	Bottom-up systematic approach to gather, organize, and synthesize project documentation, relying on technology, data management tools, and follow-up correspondence with UNICEF programmatic focal points to streamline information retrieval, gap addressal, and analysis processes.
6. High attrition and common last-minute dropouts of recruited for FGDs participants.	Flexible adaptation of the method and instrument of FGDs. Where applicable and necessary, shift from FGD to group interview.

Annex 14. Evaluation fieldwork report

EVALUATION METHODS AND SAMPLING

The evaluation relied on a combination of primary and secondary data sources and four methods of data collection.

1. Key Informant Interviews (KIIs): KIIs included semi-structured interviews with individuals (all adults) who possessed relevant knowledge, expertise, or experience related to UNICEF's projects for adolescents and youth in Armenia. These interviews provided qualitative insights into program design, implementation, effectiveness, and challenges.
 - Participant Selection: Key informants were purposively selected based on their roles, expertise, and involvement in program activities. Participants included policymakers, line ministries, state agencies, project and program partners (including implementing partners and donors), UNICEF staff, UN sister agency staff, and experts in the field. Efforts ensured gender diversity and representation from national, regional, and local levels, as well as various sectors and organizations involved in adolescent and youth programming.
 - Sample Size: A total of 29 KIIs were conducted, including 28 individual interviews and 1 group interview (with one of the implementing partner organization representatives). Each stakeholder, associated with multiple projects, was interviewed once about all relevant projects. The evaluation team successfully secured at least one stakeholder representative for each project according to their respective roles. However, we were unable to reach a government representative for one project and a donor organization representative for another. Since these individuals were the sole representatives for their roles, replacements could not be arranged.
2. Focus Group Discussions (FGDs): FGDs involved group-based conversations with direct and indirect beneficiaries of UNICEF's projects for adolescents and youth in Armenia.
 - Participant Selection: Participants included direct beneficiary adolescents and young people, indirect beneficiary youth workers, teachers, coaches, and other professionals. Participants were purposively selected to ensure diversity in age, gender, geographic location, and program engagement levels. Implementing partners referred indirect beneficiaries, while direct beneficiaries were selected by the evaluation team.
 - Sample Size: A total of 21 FGDs were conducted across different project beneficiaries. The distribution of FGDs was finalized based on findings from KIIs and recommendations from UNICEF focal points. Projects CLIMATE and POLICY were excluded due to sufficient data from the endline study and the absence of direct or indirect beneficiaries, respectively. Moderators from CRRCArmenia, assisted by YAG members, facilitated FGDs using participatory techniques. All FGDs were conducted online via ZOOM.
3. Computer-Assisted Telephone Interviews (CATI): CATI involved structured interviews with program beneficiaries conducted via telephone using a standardized questionnaire.
 - Participant Selection: Participants were randomly selected from anonymized sampling frames provided by UNICEF Armenia, following a Non-Disclosure Agreement between UNICEF and CRRCArmenia.
 - Sample Size: A representative sample of 350 respondents was randomly drawn from a frame of 2279 valid units of beneficiary lists. The sample represented the population of cases in the sampling frame, with a margin of error of 5% and a 95% confidence level. The randomization process ensured proportionate representation of demographic and project-related criteria. Projects CLIMATE and POLICY were excluded due to sufficient data from the endline study and the absence of beneficiaries, respectively. As of

December 11, 2024, a total of 332 interviews were conducted, meeting the planned targets for 7 out of 8 programs. However, in one program, 28 interviews could not be conducted due to the complete exhaustion of the data provided to the evaluation team (see Table 5 for details).

FIELDWORK

Fieldwork was conducted from October 4 to December 11, 2024, encompassing 322 telephone interviews, 29 qualitative interviews with key informants, and 21 focus group discussions.

Table 5. Overview of fieldwork statistics by methods (as of 11.12.2024)

Method	Planned	Completed	Unfulfilled	Comments
KII	33	29	4	The planned 4 interviews could not be carried out because the informants did not respond to emails. Evaluation team did not manage to obtain phone numbers for two of them, and the other two did not answer the calls. However, 29 interviews ensured that at least one informant from each type was interviewed in each project (except for government bodies in the GAME project and donor organizations in the BASLIF project).
FGD	22	21	1	After waiting for nearly two weeks, Evaluation team did not receive the list of “Gradarak” beneficiaries (YHOUS project), in order to recruit participants for the FGD. Due to time constraints, the Evaluation team and the CO decided to deem the fieldwork complete as of 11.12.
CATI	350	332	20	The mentioned number refers only to the beneficiaries of the BASLIF project, since by fully utilizing and consuming the data provided to us from that project, as well as as a result of the exchange of information with the implementing partner, it was possible to conduct only 42 interviews out of the planned 63. One extra interview was conducted for the YHOUS project. The target proportion of all other programs in the sample was maintained.

KEY CHALLENGES

During the fieldwork, the evaluation team encountered four primary challenges:

1. Most contact databases provided by implementing partners contained numerous inactive, incorrect, or duplicate phone numbers. In some cases, the same contact was listed multiple times under different participant names. Notably, for certain projects, interviews and discussions revealed that the data provided far exceeded the actual number of participants. This led to a significant number of individuals, particularly teenagers and young people, who either denied having participated in the program or refused to participate due to a lack of recollection or incomplete program involvement.
 - a. For example, the BASLIF program list included beneficiaries who did not match the sample criteria, such as indirect beneficiaries or unrelated adults.
 - b. As a result, the team expended far more resources and time than anticipated to complete the required interviews (see Annex 1 for details).
2. Some implementing partners were reluctant to share data on indirect beneficiaries, citing concerns over sharing personal information with a third party. Additionally, delays in data provision by implementing organizations further slowed down the fieldwork process.
3. To accommodate the busy schedules of teenagers and young people, the team often worked during non-working hours and weekends. Calls made during regular working hours were largely unproductive, requiring follow-ups during evenings or weekends. Despite this adjustment, the time available for fieldwork was repeatedly compressed due to the inefficiency of calls during business hours.

4. The FGD participant lists overlapped with the survey sample, which had already been largely utilized to meet survey quotas. This reduced the pool of available participants for FGDs. Additionally, the longer time commitment required for FGDs led to a higher refusal rate, particularly among adolescents with busy schedules.

Table 6. Overview of CATI statistics (as of 11.12.2024)

		Calls results						Used list 1. Sample 2. Oversample 3. Full list
		Completed	Incorrect phone number	Rejections	Non-eligible participants	Unconfirmed participation	Unavailable/ Blocked/ Not Responding	
UPSHIFT	N	30	4	9	0	0	20	Oversample
	Total	63						
PEERSUP	N	7	7	0	4	0	1	Oversample
	Total	19						
INTNET	N	12	11	1	8	0	4	Oversample
	Total	36						
IDEALAB	N	16	16	1	2	0	3	Oversample
	Total	38						
GENU	N	6	6	0	0	0	0	Sample
	Total	12						
GAME	N	42	42	7	16	0	68	Full list
	Total	175						
YHOUS	N	177	176	53	133	0	126	Full list
	Total	665						
BASLIF	N	42	42	20	33	64	159	Full list
	Total	360						
Total		332	304	91	196	64	381	
		1368						
Total available contacts		2279						
Used contacts (%)		65%						

Table 7. Overview of FGD statistics (as of 11.12.2024)

Project	Group	# of expected participants	# of recruited participants	# of actual participants	Notes
UPSHIFT	15-19 y/o teens, mixed gender, mixed regions (Shirak, Syunik, Lori, Gegharkunik and Tavush)	6-9	4	3	Despite contacting the entire list, only four participants were successfully recruited. However, one withdrew at the last moment. A group interview was conducted with the remaining participants, which, despite the challenges, provided valuable and informative insights.
	all team members of one of the selected projects	4	3	2	To recruit participants from a single initiative, we reached out to members of 14 different initiatives. However, only the 14th initiative yielded partial success, primarily due to the young people's work commitments.
	mentors, mixed gender, mixed regions (Shirak, Syunik, Lori, Gegharkunik and Tavush)	6-9	9	5	The other recruited participants were unable to join the discussion due to technical difficulties and personal circumstances.
	representatives of outreach institutions and youth workers from YIC & EIF	6-9	4	3	This group discussion was conducted exclusively with representatives of outreach institutions. Since the Upshift and Youth House programs were implemented simultaneously and shared with the same youth workers, a separate group discussion was also planned with them under the Youth House program. Additionally, the participant lists provided by the implementing partners showed that mentors and youth workers often overlapped. As a result, some individuals were included in the mentors' mixed-gender, mixed-region (Shirak, Syunik, Lori, Gegharkunik, and Tavush) group, while others participated in the Youth House program discussions. Of the 12 contacts available for recruiting participants from outreach institutions, four were

Project	Group	# of expected participants	# of recruited participants	# of actual participants	Notes
					successfully recruited, and three joined the meeting. A group interview was conducted with these participants.
PEERSUP	15-19 y/o's who participated in the trainings, mixed gender and region (Vayots Dzor, Gegharkunik, Syunik)	6-9	10	4	Out of the entire list, only 10 individuals agreed to participate. However, six either declined at the last moment or failed to respond to follow-up calls. Despite this, a group interview was conducted with the remaining participants.
	Parents and caregivers who participated in the trainings, mixed gender and region (Vayots Dzor, Gegharkunik, Syunik)	6-9	13	5	
	SSW (Social Service Workforce) professionals and paraprofessionals who participated in the trainings, mixed gender and region (Vayots Dzor, Gegharkunik, Syunik)	6-9	12	5	Over half of the recruited participants withdrew their participation just before the discussion.
INTNET	14-18 y/o's with disabilities from Vanadzor, mixed gender	6-9	6	4	During the recruitment process, several challenges arose. Many of the participants struggled to remember details of the program and often confused it with other initiatives they had been part of. Additionally, most participants were unable to use computers or other devices independently, which required us to coordinate schedules not only for the beneficiaries but also for their guardians and parents. As a result, two recruited participants were unable to join the discussion.
	Parents and caregivers of children with disabilities, mixed gender, mixed regions (Yerevan, Hrazdan, Vanadzor, Gyumri, Goris)	6-9	6	4	
IDEALAB	15-19 y/o Idea Lab participants from Yeghegnadzor, mixed gender	6-9	3	2	A group interview was conducted after three participants from Yeghegnadzor were successfully recruited. Two of them joined the discussion.
GENU	Climapolis	6	3	3	
	Medialog	5	4	4	
	Minder	3	2	2	
GAME	12-14 y/o girls, mixed regions (Shirak, Lori, Syunik)	6-9	9	5	During the discussion, it was discovered that one participant had not participated in this program, but rather in a similar one. However, their name and phone number were included in the list provided to us.
	15-24 y/o girls, mixed regions (Shirak, Lori, Syunik)	6-9	7	4	During the discussion, it was revealed that one participant had not taken part in this program, but instead had been involved in a similar program. However, their name and phone number were listed in the provided participant list.
	Trainers and mentors	6-9	7	3	
YHOUS	Gradarak members in Aghavnadzor, Mrgashen, and Dvin, mixed gender and age	6-9			Not implemented, due to unavailability of the beneficiary list prior to the completion of the fieldwork.
	Youth house members in Gavar, Armavir, and Artik, mixed gender and age	6-9	9	6	
	Youth workers from Open Youth Houses	6-9	10	10	
BASLIF	14-15 y/o's, mixed gender, mixed regions (Vayots Dzor, Gegharkunik, Syunik)	6-9	5	3	
	16-17 y/o's, mixed gender, mixed regions (Vayots Dzor, Gegharkunik, Syunik)	6-9	9	5	
	Young professionals and paraprofessionals from local NGOs and charity organizations	6-9	9	5	

Annex 15. Supplementary report on youth voices and YAG engagement

This evaluation ensured youth participation in the assessment process through what was entitled as Youth Advisory Group (YAG). This was a vital mechanism for fostering meaningful and inclusive youth engagement in development initiatives overall, ensuring that young people's voices, experiences, and perspectives are incorporated into decision-making processes¹¹², also applying to research and evaluation efforts for, with, and about the youth. For this evaluation, establishing a YAG was essential to uphold the principle of youth participation. This brief report outlines the composition, roles, and participation modes of the YAG in various phases of the evaluation. In alignment with UNICEF's APM&E, the evaluation team covered multiple levels of participation throughout the evaluation process, ensuring that the YAG engages meaningfully in shaping the evaluation products. The approach mostly resembled a mixture of consultative and collaborative approaches to adolescent participation, where, informed and influenced by adolescents' perspectives, the evaluation process empowered a small, yet impactful number of the youth.

YAG COMPOSITION

The composition of the YAG was carefully curated to reflect the diversity of adolescents and young people who are not necessarily beneficiaries of UNICEF's programming in Armenia. The YAG consisted of 9 members, comprising a diverse representation of boys and girls, and varying geographical representation from different regions of Armenia to capture diverse perspectives and experiences. The age range of YAG members spanned from late adolescence to young adulthood, specifically between 15 to 19 years old, ensuring representation across various life stages within the youth demographic. At the same time, the YAG members were rather active and enthusiastic and willingly engaging in the evaluation from multiple perspectives and were receptive of and interested in the evaluation skills and knowledge shared with them upon the inception of the evaluation. The YAG members were recruited through an online announcement, which was disseminated through targeted ads, as well as forwarded to potential applicants from CRRC-Armenia and UNICEF networks.

Recruitment criteria¹¹³ for YAG members were the following:

1. geographic and gender diversity
2. age (15-19)
3. leadership potential and willingness to commit to active participation throughout the evaluation process
4. ability to work collaboratively and communicate effectively in written and/or spoken word
5. demonstrated passion and commitment to youth empowerment, advocacy, and social change
6. prior experience or interest in evaluation and research was viewed as a merit

¹¹² Ibid.

¹¹³ The evaluation team did not specifically target the direct beneficiaries of the projects under evaluation, however, in the case that such individuals decided to apply to become YAG members, such information was collected in the application form, and such YAG members were not involved in observing the FGDs of the projects they were part of, in order to assure neutrality.

7. intermediate reading skills in English were viewed as a merit

YAG ROLES AND PARTICIPATION

Throughout the evaluation phases, YAG members contributed to different aspects of the evaluation, from inception to reporting, with their level of participation varying based on the nature of each activity. This was alongside their overall engagement as an advisory group, where they played a critical role in guiding, validating, and informing the evaluation process. YAG members engaged through both consultative and collaborative participation forms (each activity in the phases listed below is marked by the relevant form of YAG participation).

In the consultative participation, we sought adolescents' views to build knowledge and understanding of their lives and experiences, or in order to design and implement, monitor or evaluate a programme, strategy, policy, or a theme. This is known as an appropriate and frequently used means of enabling a wide selection of adolescents to express their views in M&E activities¹¹⁴.

Furthermore, a collaborative participation approach fostered a greater partnership between adults and adolescents, allowing for active involvement at any stage of the monitoring and evaluation process. Adolescents played a significant role in shaping and informing the entire process. While typically fewer adolescents are involved compared to consultative processes, the rise of digital engagement is rapidly expanding opportunities for self-directed involvement¹¹⁵.

Regardless of the forms of participation, the evaluation team made sure YAG members' involvement did not overlap with their learning or school hours.

1. INCEPTION PHASE

Inception report and data collection tool validation: YAG members actively participated in validating discussions and workshops aimed at refining the inception report and fine-tuning data collection tools. While adults led the process, children's opinions were accorded significant weight, ensuring that their perspectives were thoroughly considered and integrated into the design of the evaluation. consultative

Evaluation crash-courses and workshops: YAG members attended evaluation crash-courses and workshops by CRRC-Armenia preparing them for participation in the evaluation. While adults initiated and led these activities, decisions were shared with children, allowing them to provide input and feedback on the content and format of the training sessions. YAG Upskilling and Research Capacity Development School was conducted between October 9-20, 2024, with a program of six training sessions (see Annex 15a). collaborative

2. FIELDWORK PHASE

¹¹⁴ UNICEF. (2020). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. Retrieved from <https://www.unicef.org/media/73296/file/ADAP-Guidelines-for-Participation.pdf>

¹¹⁵ Ibid. & UNICEF. (2019). UNICEF Guidance Note: Adolescent participation in UNICEF Monitoring and Evaluation. New York: UNICEF.

FGDs: YAG members observed and took notes on paper during the focus group discussions (FGDs) of the fieldwork phase, with the close support of a CRRC staff member. This approach allowed youth to take a significant role in data collection, with adults providing guidance and support as needed. CRRC-Armenia team held training sessions and briefings for YAG members, teaching them effective note-taking skills for FGDs prior to the discussions. YAG members learned what to pay attention to during FGDs. By the end of the training, the team and participants collaboratively created a note-taking template (Annex 15b) which was used during FGD observations.

collaborative

Debriefing meetings: YAG attended debriefing sessions with CRRC-Armenia, providing insights, reflections, and recommendations based on their fieldwork experiences. This adult-initiated approach involved sharing decisions with children, allowing them to contribute their perspectives to the discussion.

collaborative

consultative

3. REPORTING PHASE

Fieldwork diaries: YAG members kept young researcher diaries and provided personal insights (into an online Google form, see Annex 15c) on the different aspects of their engagement with YAG. This child-initiated approach allowed youth to share their experiences and perspectives directly with the audience, with adults overseeing the process.

consultative

collaborative

Report validation: YAG members participated in the validation of the evaluation report, providing feedback and input on the content and findings. While adults led the validation process, children's opinions were consulted and taken into consideration during decision-making.

consultative

YAG COMPENSATION

At the end of the YAG mission, the evaluation team initiated a symbolic compensation for the group members. Rewarding adolescents for their participation and engagement helped improve their motivation, feel valued for their contributions, and encourage positive partnership between adolescents, CRRC-Armenia, and UNICEF, while keeping the participatory aspect of the evaluation accountable and sustainable¹¹⁶. Certificates of appreciation and a gift card (in the amount of AMD 30,000¹¹⁷) to a bookstore was provided to each YAG member. Moreover, any arising travel costs for the purpose of participation in YAG activities, were pre-paid by CRRC-Armenia.

In alignment with UNICEF's Guidance Note on Adolescent Participation in Monitoring and Evaluation, this approach covered multiple levels of participation throughout the evaluation process, ensuring that YAG engaged meaningfully in shaping the evaluation outcomes. The approach mostly resembled a mixture of consultative and collaborative approaches to adolescent participation, where, informed and influenced by adolescents' perspectives, the

¹¹⁶ UNICEF. (2019). UNICEF Guidance Note: Adolescent participation in UNICEF Monitoring and Evaluation. New York: UNICEF.

¹¹⁷ An equivalent to around USD 77.

evaluation process empowered a small, yet impactful number of young people to shape outcomes.

Annex 15a. YAG Upskilling and Research Capacity Development School Program

By the end of this 2-week school, you will ...

- understand what evaluative is, what its stages are (and why it is so interesting),
- be able to distinguish evaluative research from other types of research, from other types of evaluation,
- become familiar with the main methods that we use in evaluations,
- have a better idea of how exactly we are going to conduct this evaluation,
- become more familiar with the focus group discussion method,
- have a clear idea of why and how this evaluation is participatory.

Week 1: Research and Evaluation: General Skills and Worldview

oct. 9 / 20:00 – 21:00

What is evaluation and why is it so important?

Lecturer:
Hayk Smbatyan

oct. 12 / 20:00 – 21:00

Peculiarities, types and stages of evaluative research?

Lecturer:
Hayk Smbatyan

oct. 13 / 20:00 – 21:00

What methods are used to conduct evaluative research?

Lecturer:
Hayk Smbatyan

Week 2: Principles for evaluating UNICEF youth programming

oct. 16 / 20:00 – 21:00

More specifically: how will we conduct this evaluation?

Lecturer:
Arusyak Voskanyan

oct. 19 / 20:00 – 21:00

The FGD method in our evaluation: tool discussion and validation workshop

Lecturer:
Arusyak Voskanyan

oct. 20 / 20:00 – 21:00

Participatory evaluation: details, tools and templates for YAG engagement

Lecturer:
Arusyak Voskanyan

JOIN ONLINE

Annex 15b. YAG note-taking template for observing FGDs

Name of Observer _____
Date _____
Name of Project _____

1. To what extent did the programme meet the needs of young people and which needs did they specifically mention?
2. What do they prioritize when asked about the programme's shortcomings, weaknesses or areas for improvement?
3. What changes/results did the programme bring for them and how satisfied are they with them?
4. Did you notice any opinions that indicate discriminatory treatment towards different groups of beneficiaries?
5. In your opinion, how actively were the participants involved in the different phases of the programme?
6. Was there anything that surprised you during the discussion?
7. In your opinion, what were the most important findings?
8. Are there differences between the opinions of girls and boys, older and younger people, or other groups?
9. Can you highlight the most impressive quotes?

Annex 15c. Diary of a young researcher

Hello, dear YAG member,

I am an online tool, and for the coming months I will gladly be your diary, the diary of a young researcher.

I want your experience during this evaluation with CRRC-Armenia to be as useful, interesting and reflective as possible. In this regard, I attach great importance to the fact that you regularly have the opportunity to share with me your thoughts and reflections on your participation.

Every day that you are involved in the YAG work in any format or duration (training, data collection, reviewing materials, just communicating on Telegram, etc.), I ask you to share with me about that day.

To help you with that, I will ask you a few standard questions that will guide you in thinking about your day with the YAG.

Your notes will be visible only to you, me, and the YAG mentors. Feel free to express your impressions, memories, learnings, concerns, and any thoughts you would like to write in your personal notes.

I remind you that your mentors will probably want to include some of these thoughts in the final report, anonymously. In that case, of course, they will definitely agree with you in advance.

Well, I hope you will join me and enjoy the process.

With love,

your diary

Online form had the following fields:

1. Email
2. Name
3. Date
4. Today's mood:

5. What did you do today?
6. The biggest challenge of the day
7. The most important achievement of the day
8. Something fun or interesting you learned today
9. Your feelings of the day. Were you excited? Were you disappointed? Were you confused? Were you inspired or what? Tell me about it!
10. Pleasantness rating: How pleasant was the day?
 1 2 3 4 5 
11. A question you're still looking for an answer to
12. Your overall reflection on the day: what was it like, how did it affect you, what did you think about today, and what did you think about tomorrow?
13. Write whatever you want, however much you want, in whatever language you want... This is the free space of your thoughts.

Annex 16. Inception report



Evaluation of UNICEF Programming for Adolescents and Youth in Armenia

INCEPTION REPORT

FINAL DRAFT

Prepared by: CRRCArmenia Foundation

Commissioned by: UNICEF Armenia

Yerevan, Armenia
August 2024

This inception report has been produced by the Caucasus Research Resource Center-Armenia Foundation for UNICEF Armenia Country Office. This document paves the way towards the evaluation entitled "Evaluation of UNICEF Programming for Adolescents and Youth in Armenia."