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This note presents and analyzes the main design features of an inventory of non-publicly provided Active Labor Market Programs (ALMPs) in Arab-Mediterranean Countries (AMCs), with a specific focus on programs targeted at youth. Despite considerable international evidence, there is little systematic analysis on the effectiveness of ALMPs in AMCs as most programs and investments remain largely un-assessed. Since most AMCs lack unemployment insurance systems or other safety nets for the unemployed, ALMPs constitute a relevant instrument to address the consequences of labor market frictions, such as high unemployment and slow school-to-work transition. Programs from nine countries are included in the inventory: Morocco, Algeria, Tunisia, Egypt, Lebanon, Syria, Jordan, West Bank and Gaza, and Yemen. Benchmarked against international best practices, assessment of the programs covered in the inventory reveals that the majority lack the necessary mix of design features that make programs effective. These findings call for urgent reforms in program design and delivery, especially given the sizeable financial investments in programs and the urgency to improve labor market outcomes among youth. This policy note constitutes a first step towards understanding and assessing provision of ALMPs in the Middle East and North Africa (MENA) region and intends to provide policy makers and financiers with options for reform to enhance efficiency of existing programs and improve the design of future interventions. In addition to specific aspects of program design and implementation, stakeholder coordination needs to be strengthened and put at the forefront of ALMP reform.

JEL Classification: J22, J24, J48, J64, L31, O17

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I. Introduction

1. This note presents and analyzes the main design features of an inventory of non-publicly provided Active Labor Market Programs (ALMPs) in Arab-Mediterranean Countries (AMCs), with a specific focus on programs targeted at youth. Despite considerable international evidence, there is little systematic analysis on the effectiveness of ALMPs in AMCs as most programs and investments remain largely un-assessed. Since most AMCs lack unemployment insurance systems or other safety nets for the unemployed, ALMPs constitute a relevant instrument to address the consequences of labor market frictions, such as high unemployment and slow school-to-work transition (Angel-Urdinola and Kuddo, 2010). While ALMPs are widely used in AMCs, there are notable differences in their provision and implementation: ALMPs are mostly provided publicly in Tunisia, Morocco and Algeria; while in countries like Egypt, Jordan, and Syria programs are often provided by civil society, international organizations, and line ministries (Martin, 2010). [2] This policy note analyzes the main design features of an inventory of 75 non-publicly provided ALMPs compiled between June 2009 and March 2010. Nine countries are included in the inventory: Morocco, Algeria, Tunisia, Egypt, Lebanon, Syria, Jordan, the Palestinian territories, and Yemen. Programs included in the inventory are private and non- or semi-governmental (mainly implemented by NGOs, donors, bi/multi-laterals – mostly independently but in a few cases implemented in collaboration with the government).[3] This policy note constitutes a first step towards understanding and assessing provision of ALMPs in the Middle East and North Africa (MENA) region and intends to provide policy makers and financiers with options for reform to enhance efficiency of existing programs and improve the design of future interventions. While the focus of the note is on private provision of ALMPs, there is a large scope for public intervention in the realm of government regulation/oversight and donor coordination that could improve program effectiveness, cost efficiency, and accountability of delivery of ALMPs in the region.

2. Active labor market programs (ALMPs) are a widely used policy tool to address skills and information mismatches. While improving employment outcomes requires a range of substantial reforms as indicated in the MILES framework (see World Bank 2007), this policy note focuses on the role of ALMPs to enhance labor market (re)integration in AMCs within other existing institutional and macroeconomic constraints (such as labor market regulation, insufficient labor demand, and lagging investment, among others). ALMPs are implemented to improve the employability of labor through productivity and skill enhancement, to create employment and sustain jobs through public work programs and wage subsidies, and to increase the efficiency of the matching process through employment intermediation services. ALMPs are used widely around the world, often substituting for a

[2] To date there has not been any systematic data collection on ALMPs provided publicly in AMCs. The World Bank is currently collecting this information and compiling an inventory of publicly-provided ALMPs in the MENA. Public delivery of ALMPs, which is quite relevant in many countries, will be discussed and assessed in a separate note and will be part of a forthcoming report on ALMPs in the Middle East and North Africa region. As part of this programmatic effort, a survey on public provision of ALMPs has been prepared and tested in Tunisia and will be further implemented in Yemen, Lebanon, Syria, Morocco, Algeria, and Egypt to address existing data gaps

[3] More details about the representativeness of sample and how programs were chosen to be included in inventory are discussed in depth in Section III of this policy note.

comprehensive employment program and extensively used during transition periods and crisis (Heckman et al. 1999; ILO 2009; Kuddo 2009). Indeed, the use of ALMPs in times of economic crisis constitutes a way to stimulate labor demand and provide support to jobseekers and unemployed. Some ALMPs, such as training activities, are actually more appealing during economic downturns when the opportunity cost of training (e.g. expected wages in the labor market) is low. During the recent economic and financial crisis, OECD countries implemented ALMPs widely. In many cases, this was reflected in the expansion of training programs for the unemployed and more investments allocated to job-search assistance (e.g. expansion of public employment service staffing levels, personalized assistance, and/or career counseling for jobseekers) (ILO 2009)

3. Nevertheless, ALMPs are by no means a substitute for a comprehensive employment strategy. Despite the political appeal to use ALMPs, evidence from industrial and developing countries suggests that such policies do little to remedy structural problems in labor markets and reduce unemployment at the margin only. ALMPs are widely used in AMCs (with varying intensity and success). The programs have evolved from their historical focus on training workers in order to recruit them into public sector jobs to focusing more on developing skills demanded by the growing private sector. With the recent process of privatization of public enterprises and restructuring of the civil service, ALMPs are becoming increasingly relevant to address high rates of youth unemployment in many AMCs where young labor market entrants constitute a significant share of the overall working-age population (youth bulk).

4. The focus of this note is mainly on ALMPs that are privately financed and privately provided. ALMPs can be financed and provided by public and/or private agencies. Generally, the public sector alone cannot deal with skills mismatches, lack of intermediation, and provision of employment services for the overall population. Private involvement in the provision of ALMPs was boosted by the Private Employment Agency Convention adopted by the ILO in 1997 (Convention 181 supported by Recommendation 188). The convention recognizes that in addition to training, core job matching and career counseling activities are increasingly outsourced and subcontracted to private providers. There is not a standard to quantify the extent to which ALMPs delivery should be public or private. The choice of public vs. private delivery largely depends on each country's institutional capacity, budget constraints, and private sector development. [4] In AMCs, the institutional setting for the provision and financing of ALMPs varies from country to country. Public financing of ALMPs could come directly from treasury transfers to the public employment agency, through employment funds (often financed by employers through labor taxes), and through programs financed by the ministries of education, youth, and labor, among others. Private financing could come from NGOs, donors, international organizations, and/or could de directly paid for by the private sector. Similarly, provision of ALMPs could be made publicly (through public training centers and/or community colleges) and privately (through private training

[4] Non-public provision of ALMPs is generally more likely to ensure that programs are not supply-driven, especially when their pay is linked to their performance (as in the case on some private intermediation programs). International best practices indicate that private provision of ALMPs can secure services within smaller and targeted segments of labor market (comparing the costs) and should be, to a larger extent, oriented towards the employers' requirements than the needs of the unemployed (private agencies will likely address only a few labor market niches but will offer more proactive employment policy by tailoring policy towards labor demand). In general private agencies serve the better skilled and better educated. But private agencies choose large metropolitan areas and tend to ignore or under-serve other parts of the country (Kuddo, 2008b).

centers and factories). The focus of this note is mainly on ALMPs that are privately financed and privately provided.

5. The need for coordination and partnership among relevant stakeholders is even more important than the public-private ALMP provision/financing mix. Generally, the amount of private vs. public ALMP provision is not the main issue for policy discussion, but the coordination among stakeholders. For instance, private agencies could be accredited or not accredited by the government, funded by own resources (through the charge of commissions and fees) or by external contributors (like foundations, donors), and could vary widely in capacity and quality of service delivery. In such cases, the role of the public sector is to regulate provision and set quality standards (for instance, by introducing accreditation practices and/or by providing information about providers' quality). International best practices suggest that good performing ALMP systems require public-private partnerships. In Turkey, for example, ALMPs are largely financed by the public sector but predominantly implemented by private providers (Betcherman et al. 2010). Lack of coordination between public and private stakeholders may create parallel systems with shortcomings in quality and accountability.

6. Benchmarked against international best practices, assessment of the programs covered in the inventory reveals that the majority lack the necessary mix of design features that make programs effective. These findings call for urgent reforms in program design and delivery, especially given the sizeable financial investments in programs and the urgency to improve labor market outcomes among youth, in the following areas:

- ***Stakeholder coordination***: Most programs in the inventory are characterized by a weak coordination among relevant stakeholders. Although most programs are financed by international organizations and donors, less than 5 percent of all training providers coordinate their efforts with the Public Employment Offices (PES) and with the Ministry of Labor. One of the main reasons for this absence of coordination is the lack of a platform for interaction - to meet and exchange information pertaining to project development. Oftentimes training providers do not attempt to reach PES officials out of fear of getting caught up in bureaucratic red tape instead of receiving constructive input. Moreover, training providers face great difficulties coordinating with the private sector as there is little coordination in identifying training programs the employers would deem relevant and it is difficult to convince private employers (particularly SMEs) to financially invest in training programs and/or or provide on-the-job training opportunities.

- ***Program Type and Objective***: Labor market training is the most common type of intervention, accounting for 93 percent of all interventions included in the inventory.[5] International experience indicates that the impact of training programs on youth labor market outcomes is ambiguous (and often negative) if programs are supply-driven (i.e. if programs are not aligned

[5] Non-public ALMP providers tend to focus on training, rather than offering other services, such as wage subsidies and public work programs, which explains the high rate of training programs included in the inventory of non-publicly provided ALMPs.

with the needs of the private sector), traditional (i.e. they focus only on providing hard-skills and take place in a classroom setting), and are not combined with employment services and intermediation. Unfortunately, this is exactly the case of most training programs in the inventory: about 70 percent focus solely on hard skills and are provided in-class, less than 20 percent provide some type of practical experience and/or apprenticeships, less than 35 percent focus on soft-skills, and only 14 percent provide some type of employment services and/or labor market intermediation.

- ***Targeting***: Although most programs in the inventory (about 81 percent) are not targeted by design, in reality beneficiaries are mainly educated males (often university graduates) from mid- or high-income groups. There are several reasons why low-income groups and females do not benefit from these programs, including: the lack of flexible schedules (which would allow beneficiaries to combine program attendance with work and/or family responsibilities), the lack of basic education requirements to participate in the programs, the urban focus of programs, and the lack of information about training options.[6]

- ***Signaling***: Many beneficiaries face difficulties "signaling" the value added of ALMPs to employers, especially in terms of hard and soft skills acquired. Programs largely lack any type of accreditation and certification (only 10 percent of all programs in the inventory provide beneficiaries with some type of "recognized" credential after program completion). In the words of a training provider from Lebanon: "*Private sector employers increasingly ask that we strengthen youth soft skills yet employers still only seem to look at diplomas without even trying to figure out what other skills the youth have acquired*."

- ***Monitoring and Evaluation***: In the absence of monitoring and evaluation, the benefits of interventions remain largely unknown. Given that the programs included in the inventory are privately funded and small, a rigorous impact evaluation may be out of scope, but a monitoring of program outcomes, such as labor market insertion, should be feasible and is crucial. Yet, documentation regarding program outcomes (such as placement rates and wages after program completion) was not available for most programs and none of the interventions assessed program cost-effectiveness. Programs included in the inventory largely lack rigorous program evaluations. Among the few programs that conducted some type of external evaluation (less than 10 percent), a large majority did not use a rigorous method based on a control group to estimate net impact. Lack of proper evaluations is largely explained by the fact that providers and implementers lack the capacity (and the funding) to conduct proper evaluations. In the words of a training provider from Yemen: "*…you (the World Bank) and similar institutions always talk about monitoring and evaluation and impact evaluations,*

[6] ALMPs and training programs in particular, are not necessarily a redistributive tool. This may explain why many beneficiaries are educated and from higher-income families rather than from disadvantaged groups. Indeed, many training programs are not targeted to low-income groups because individuals in these groups oftentimes lack the minimum skills/education requirements to make participation in the program successful (especially those in more sophisticated areas such as IT, languages, and/or automation).

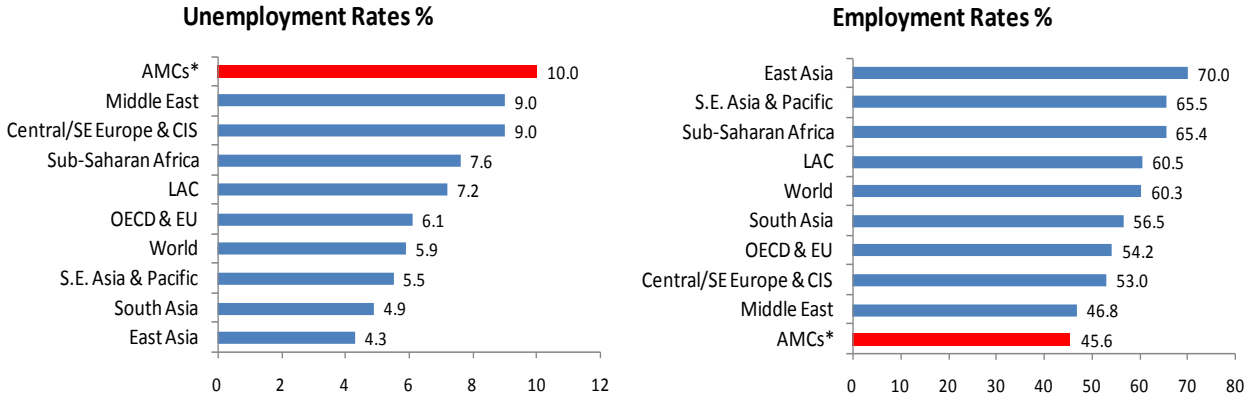
without understanding that we (small scale training providers) do not have the money nor experience to do this…"

7. The policy note is structured as follows. Section 2 provides an overview of labor markets outcomes in MENA,; section 3 presents the characteristics and design features of successful ALMPs based on international best practices; section 4 describes the inventory and the data collection process; section 5 analyzes the main design features of the ALMPs included in the inventory (i.e. rationale, targeting, signaling, and monitoring and evaluation); section 6 provides conclusions and policy options.

II. A Brief Overview of Labor Market Outcomes in AMCs

8. Arab-Mediterranean Countries (AMCs) face important employment challenges. Employment rates in AMCs are low by international standards (at 46 percent versus a world average of 60 percent in 2008) and are driven mainly by low employment and participation rates among women. At the same time, unemployment rates in AMCs remain high (at 10 percent versus a world average of 6 percent in 2008), mainly driven by high rates of unemployment among youth (new – and often educated – entrants to the labor market) and women (see Figure II.1). An additional challenge for AMCs –countries with a very large youth bulk – is the need to create more than 1,500,000 additional jobs per year over the next 10 years in order to provide employment opportunities for new labor market entrants while keeping the proportion of unemployed unchanged. Meeting this challenge would require rates of economic growth surpassing those achieved in recent years, which in itself poses a challenge given the current world and regional economic outlook.[7]

Figure II.1: Employment Outcomes in AMCs [vs. the International Context]



Source: ILO KILMnet Datbank 2008
Note: (*) Egypt, Algeria, Morocco, Tunisia, Libya, and Sudan

[7] In the context of this policy note, AMCs will be loosely defined as the following groups of countries: Algeria, Tunisia, Morocco, Syria, Jordan, Lebanon, Egypt, West Bank Gaza, and Yemen.

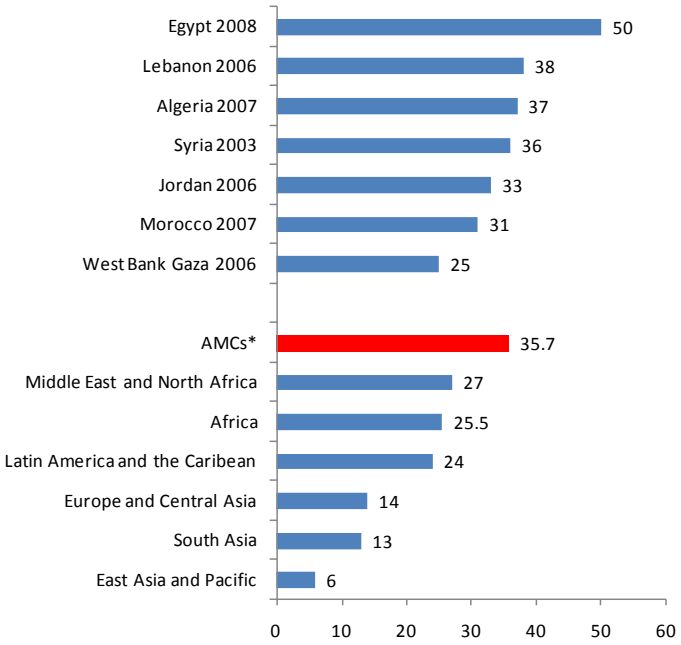
9. Recent economic growth in AMCs has not translated into employment growth. Labor market outcomes are influenced by a series of demand and supply side factors such as macroeconomic performance, investment climate, labor market policies and institutions, education and skills, and safety nets for workers (see World Bank, 2007 for a discussion on the MILES framework). In AMCs, average real GDP growth rose from 0.5 percent a year between 2000 and 2003 to 3.1 percent per year between 2004 and 2008. Despite positive GDP growth, employment growth has been lagging (at 0.5 percent per year) between the years 1998 and 2008. Several factors contribute to explaining this phenomenon: (i) the labor force has been growing faster than the economy (at 3.5 percent per year between the years 2000 and 2010); (ii) employment creation in the public sector (which still accounts for more than one third of overall employment in countries like Iraq, Tunisia, Yemen, and Egypt) has stagnated in many AMCs as part of a regional strategy to reform inefficiencies in the civil service (World Bank, 2008); (iii) private investment rates in the region have, on average, remained low at around 10 to 15 percent since 1985—compared with current rates of close to 30 percent in East Asia (World Bank, 2009); and, (iv) labor regulation in the region introduces important restrictions to employability and is perceived by firms as a major constraint to employment creation in many AMCs (mainly Lebanon, Syria, and Egypt) (Angel-Urdinola and Kuddo 2010).

10. Highly educated new labor market entrants have been particularly affected by the aforementioned developments. Most employment creation in AMCs in recent years has occurred in low-productivity/informal sector activities in the service sector. Given that the labor market is not providing enough good quality jobs, young labor market entrants in AMCs are increasingly unable to capitalize on the time and resources invested in their education. As a consequence, unemployment rates are particularly high among highly educated individuals (in Egypt and Tunisia, for example, unemployment rates among individuals with primary education or below oscillate between 2 to 6 percent compared with 16 to 19 percent among individuals with university education). Since public sector jobs are still associated with relatively generous compensation packages (including medical, transportation, and pension benefits) and relatively short work hours, educated individuals (mainly women) still queue for private sector jobs (Angel-Urdinola et al. 2010b). This phenomenon undermines entrepreneurship among young educated workers and contributes to long unemployment spells.

11. On the supply side, skills mismatches constitute an important constraint to business development, thereby contributing to sluggish employment growth in AMCs. About 36 percent of private companies in AMCs participating in the *World Bank Enterprise Survey 2008* report the lack of skills among workers as a major constraint in business development, followed by 27 percent in the Middle East and North Africa (MENA) region (see Figure II.2). This rate is not only higher than in other regions in the world, but it also predominantly affects young labor market entrants. Private firms indicate that the main obstacle to hiring youth is that the formal schooling system does not provide them with the skills needed for the labor market. Skills mismatches are particularly identified as a constraint to business development in Egypt (50 percent of all firms interviewed), Lebanon (38 percent), Algeria (37 percent), Jordan (33 percent), and Morocco (31 percent). In Syria, over 90 percent of all youth interviewed in ILO's School to Work Transition Surveys indicated that they did not receive any training that would relate to their employment needs. Nearly half of the youth interviewed (43 percent)

claimed that lack of educational qualifications and unsuitable education was the most significant obstacle to finding a job. In Egypt, about 600,000 new entrants each year leave school competing for 200,000 available jobs. Despite this excess supply, skill mismatches prevent employers from hiring adequately trained youth.

Figure II.2: Share of Firms Indicating Labor Skill Level as a Major Constraint to Business Creation



Source: www.enterprisesurveys.org
Note: (*) Average of available results from Egypt, Lebanon, Algeria, Syria, Jordan, Morocco, and WBG

12. In addition to crucial and increasing deficiencies in relevant technical skills and experience, workers lack important soft skills in terms of personality traits, social graces, interpersonal skills, and language and personal habits. The global market economy is placing new demands on citizens and workers in AMCs, who need relevant and updated skills to compete in the world's knowledge-based economy (World Bank 2008a). Workers' productivity depends not only on years of education acquired but also on actual learning outcomes. Research on cognitive learning also suggests that *how* people learn is equally important for successful learning and skills acquisition (OECD 2010). Employers in AMCs not only express their dissatisfaction concerning deficiencies in relevant experience and technical skills of new graduates, but also concerning soft skills such as personality traits, social graces, interpersonal skills, and language and personal habits. Results of a School Transition Survey conducted in Egypt in year 2007 indicate that 60 to 70 percent of all employers interviewed found that first time job seekers did not properly apply knowledge at the work place and were not equipped with the right communication and writing skills (Angel-Urdinola et al. 2010b).

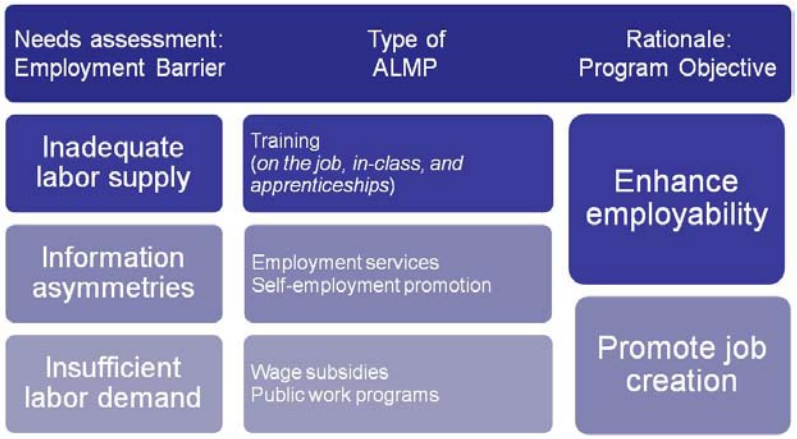
III. Characteristics of Successful ALMPs

13. Despite their widespread use, the effectiveness of ALMPs has been a matter of vigorous debate and subject to intense scrutiny. ALMPs are a policy instrument to promote employability and enhance job creation to the advantage of the unemployed. A growing commitment to program evaluation and an associated rapid improvement in data quality and availability, predominantly in OECD countries with a long-standing tradition in providing ALMPs, allows for a better assessment of the effectiveness of these programs. Yet, there is no recipe for what works under all circumstances. Tailoring the programs to the particular needs of the labor market and the unemployed is essential, as effectiveness of ALMPs depends largely on program design, implementation, as well as on the overall macro and labor market framework within which they operate (Dar and Tzannatos 1999).

14. The choice of ALMP type depends on needs of the labor market and the orientation towards achieving certain objectives. ALMPs are used to address two main labor market objectives: to enhance employability and to promote job creation. Most countries provide a mix of programs that should be tailored to overcoming specific employment barriers such as inadequate labor supply, information asymmetries, and insufficient labor demand (Figure III.1). The five main types of ALMPs are (i) employment services, (ii) labor market training, (iii) wage subsidies, (iv) public works, and (v) self-employment promotion. The main objective of employment services and labor market training is to enhance employability, whereas the main objective of wage subsidies, public works, and assistance to the self-employed is to promote job creation.[8] Enhancing employability and promoting job creation are complementary objectives to reduce (long-term) unemployment, to increase labor force participation (as discouraged workers tend to leave the labor market), and ideally to prevent unemployment for those individuals at risk (e.g., if current program participation decreases the unemployment spell and therefore also the risk of "unemployability" in the future) (Calmfors 1994; Kluve et al. 2007). The following paragraphs lay out the main characteristics of each type of programs, which are summarized in a 'good practice table' at the end of the section (Table III.1).

[8] In the case of public works programs, job creation is temporary, as beneficiaries are expected to "graduate" from these programs. Wage subsidies can be a form of temporary employment creation if the worker is not being hired with the ending of the subsidy.

Figure III.1: Selection of ALMP Type by Objective and Employment Barrier



Source: Authors' adaptation of Robalino and Sanchez-Puerta (forthcoming)

Employment Services

15. This type of program encompasses all measures aimed at enhancing job search efficiency, such as providing information on job vacancies, assisting in matching workers to jobs, career counseling, and assessment and testing to determine job readiness. Employment services can be provided by public and/or private agencies. Private agencies are often more efficient and effective in the provision of services of employment mediation than the public sector, bearing in mind that they can secure services within smaller and targeted segments of labor market, and are to a larger extent oriented towards employers' requirements, whereas public employment services (PES) typically serve individuals with lower skill levels, with limited education, and in poorer localities (Kuddo 2008b). Private agencies generally choose large metropolitan areas, tend to ignore or under-serve other parts of the country, and oftentimes concentrate on those unemployed who are most easily placed (i.e. "creaming off"). Quality concerns with regard to private intermediation is oftentimes the result of a lack of public regulating, given that private employment intermediation is currently prohibited in many AMCs countries (e.g., Tunisia) but nevertheless exists in some of these countries.

16. Job search assistance programs are generally found to have a positive impact in the short-run and to be cost-effective and are particularly effective in upturns of the business cycle when there are vacancies to be filled. Although job search assistance and related programs are an effective means to reduce unemployment, evidence suggests that job search assistance and counseling work mainly for individuals with sufficient skills and better labor market prospects, but less for the more disadvantaged (Kluve 2006). Indeed, job search assistance and counseling have been found to be the most cost-effective active labor market measure for the general population of the unemployed, as they achieve similar results as other interventions at a significantly lower cost. Success is more likely when there is intensive follow-up of the individual cases by front-line job counselors. Several countries have build up CV-data banks of jobseekers which can be assessed by employers electronically. Just as in the case of employers entering their vacancies, jobseekers can enter their CVs with the help of a placement officer or by themselves. They can enter this information from their own work station at home over the

Internet or from stand-alone facilities in local labor offices or other public premises (Kuddo 2008b). Also, one cost-effective tool for job search assistance are job clubs that increase the motivation and expertise of the unemployed in looking and applying for jobs. These clubs are recommended for those with low self-confidence, who have been unemployed for extended periods of time, or who are displaced.[9]

Vocational Training

17. The impact of training programs on labor market outcomes remains largely ambiguous. This type of programs include measures such as classroom training, on-the-job training, and apprenticeships, providing either general education (e.g., alternative high school certification, language or computer skills) or specific vocational skills (firm- or industry specific skill) for unemployed workers outside the education and training system. Training programs are the most widely used active labor market measure. The main objective of training programs is to increase participants' employability and productivity. Their value added is to equip the program participant with a marketable skills and credentials, providing relevant work experience if training occurs on-the-job, and to allow employers to pre-test potential workers. Results for the United States find training programs to be largely ineffective (Heckman et al. 1999). For Europe, Kluve (2006) finds a modest positive impact training programs on employability, especially among women. Studies from Europe and other OECD countries overwhelmingly find that training programs targeting youth are relatively unsuccessful as they undermine their capacity to actively search for employment while attending training sessions (i.e. negative lock-in effects) (Betcherman et al. 2004; Calmfors 1994).

18. Training appears associated with a positive impact on labor market outcomes when offered as part of a comprehensive package (Aedo and Nuñez 2004; Angel-Urdinola et al. 2010b; Attanasio et al. 2009). Evaluations of "comprehensive" youth programs from Latin America (e.g., Chile, Argentina, Colombia, Dominican Republic, Panama, Peru, Paraguay, and Venezuela) indicate that programs organized with flexible schedules, based on public-private partnerships (i.e., demand-driven), combined with internships and practical experience (on top of in-class training), providing a combination of soft and hard skills, and monitor and assess the impact of the training, have a significant positive impact on employment and earnings of program participants, especially for women. A general trend away from in-classroom training to more comprehensive approaches is underway. Based on a review of 345 studies from 90 countries, Fares and Puerto (2009) find that these comprehensive training interventions tend to have better employment outcomes than traditional training only by including:

- *Provision of hard and soft skills:* The acquisition of both "hard" *and* "soft" skills is crucial in order to create well-rounded and qualified workers. Hard skills are the technical requirements of a job (they are occupation/trade specific skills such as technical and administrative skills). Soft skills refer to the cluster of personality traits, social graces, interpersonal skills, language and personal

[9] Job clubs are generally constituted by a group of job seekers that organize events (and set up mechanisms) to meet with employers in the area. Job club activities include job fairs, informal meetings with employers, provision of access to computers to help members to search for jobs online, interview training, and other networking activities.

habits that characterize relationships with other people. Soft skills complement hard skills. In a number of professions, soft skills may be more important over the long term than technical skills. Soft skills are intrinsically transferable skills (i.e. once acquired they can be used in different employment and life settings).

- *Provision of on-the-job training*: International evidence indicates that the most efficient way of acquiring knowledge and skills is to provide an opportunity to apply the theories learnt in class in real world environments, through on-the-job training. On-the-job training, in addition to in-class training, such as internships and/or apprenticeships, allow young people to develop practical and professional skills (such as time management, professionalism, etc.) necessary to excel in the job market. Internships can also be an opportunity to start a good network within the student's preferred industry. In addition, international experiences have shown that on-the-job training may lead to higher placement rates (Betcherman et al. 2010).[10]

Wage subsidies

19. This type of program provides financial incentives for sustaining and creating jobs in the private sector. Wage subsidies provide financial incentives to employers to hire new workers and/or to maintain the jobs of workers who would have otherwise been dismissed. Financial incentives are either provided directly (through direct wage subsidies) or indirectly (through social security waivers and reduction in labor taxes). Wage subsidy programs can be scaled up relatively rapidly, making them particularly prominent during times of economic crises to temporarily sustain jobs and avoid layoffs. While wage subsidies as a useful anti-crisis measure for solvent but illiquid firms can be a feasible policy choice, the selection of firms is bound to be difficult both technically and from governance perspective. Wage and social security contribution subsidies are generally used as an incentive to hire particular groups of workers (such as first time job seekers and/or women), allowing employers to pre-test workers prior to committing to paying the full wage, and allowing workers to gain valuable work experience. As Betcherman et al. (2008) have shown in Turkey, wage subsidies with very specific design features (including only for marginal hires that add to the stock of employment per firm) can have significant and positive employment effects and be, from a fiscal effectiveness point of view, preferable to generalized reductions in the labor tax wedge.

20. While wage subsidies have the potential to be advantageous for certain groups if treated as a temporary measure, unintended macroeconomic side-effects question their longer term usefulness. Available evidence suggests that wage subsidies work to the advantage of women and young individuals, especially for those from disadvantaged backgrounds (Galasso et al. 2002; Betcherman et al.

[10] In many countries, volunteer work or community service is an additional way for youth to gain practical experience in a broad range of fields, making them more employable. It also has the added benefit of personal growth and an increased awareness of the problems facing the community. People who have performed community or volunteer work often express an even greater desire to contribute to society and are more likely to volunteer again in the future. The human factor is paramount in volunteering/community service: making and meeting friends, having social links and the feeling of belonging.

2007), and that they are particularly effective when combined with other programs, such as on-the-job training, counseling, and job search assistance (Kluve 2006). Wage subsidies seem cost-effective in countries such as Poland and Argentina (Cunningham et al. 2010). However, unintended macroeconomic side-effects of wage (and employment) subsidies include deadweight loss (hiring from the target group that would have occurred also in the absence of the program), substitution effects (the extent to which jobs created for the target groups replaces jobs for other groups), and displacement effects (the possible reduction of jobs elsewhere in the market) (Calmfors 1994).

Public Works

21. Public works programs (also known as workfare programs) have been widely implemented both as safety net interventions and ALMPs. Countries have introduced public works programs (public works) with diverse objectives, such as support in times of large covariate shocks (such as natural disasters, macro crisis, or seasonal labor demand shortfalls) to protect households from sudden income loss due to temporary job losses, fight against poverty, or to help poor to gain temporary employment. Public works provides direct and temporary employment opportunities at low-wage rate in public works and other activities that produce public goods or services. These jobs comprise labor intensive infrastructure projects (such as road construction and maintenance, irrigation infrastructure, and soil conservation), as well as community activities, and civic projects. Unlike other ALMPs, such as vocational skills training programs, public works are a short term measure that can more easily be scaled up or down, functioning as an automatic adjustor in crisis situations that should be scaled down in an economic upturn.

22. Public works seems to have positive impact on welfare and employment outcomes only in the short-run. The success of public works programs depends on careful design and incorporation of key design features such as: (a) setting the design parameters right (such as the level of the wage rate and labor intensity so that the poor are self-selected into the program), and (b) establishing the implementation structure (paying attention to decentralization aspects as needed, depending upon country circumstances). Recently conducted impact evaluation studies suggest a positive impact of public works on earnings and employment outcomes in the short run (Del Ninno et al. 2009, Chacaltana 2003, Galasso and Ravallion 2004, and *Colombia's Departamento Nacional de Planeacion* 2004). In general, the marginal increase of earnings tends to be less than the level of transfer, implying that in the absence of this program the beneficiaries could have received some income from employment in informal jobs. Nevertheless, the majority of public works programs do not provide relevant experience and/or skills that can affect participants' employability after program completion. As a result, it is often observed that the long-term labor market impact of these programs is insignificant, and, in some countries, there is a stigma attached to public works jobs which may decrease the employability of participants in the long run (Dar and Tzannatos 1999; Betcherman et al. 2004).

Self-Employment Promotion

23. Self-employment promotion ranges from measures that entail financial and advisory assistance for starting up small businesses to microcredit programs that function as a poverty alleviation strategy. These measures are often conditional on a successful review of a business plan and include direct financial assistance for business start-up, support in accessing venture capital, training in entrepreneurial skills, and mentoring. The underlying motivation for providing this type of assistance is that entrepreneurship is prevented due to a lack of access to credit and/or lack of business training. An effective self-employment promotion policy should identify the binding constraints facing the particular group of prospective entrepreneurs. A second example are micro finance programs that mainly serve to improve income generating opportunities by enabling participants to develop the necessary skills and access resources. Evaluations of these programs mainly stress the impact on poverty alleviation and the empowerment of women (Hussein and Hussain 2003; Pitt et al. 2006).

24. Individuals who are more suited to run self-employment activities (due to their unobserved skills and human capital endowments) are more likely to benefit from entrepreneurship training (Almeida and Galasso 2007). Rigorous evaluations in this area are still scarce, however, and there is little evidence on the effectiveness of self-employment training. One recent evaluation of a public self-employment training program in the US suggests a positive impact of training on the sustainability of the business. Similarly, evidence from Peru suggests that entrepreneurship training has a positive impact on sales and profits, but no effect on individuals' income (Karlan and Valdivia 2008). As with wage subsidies, this type of measure risks placing small businesses that do not receive assistance at a disadvantage (substitution effect). It also carries a potentially high risk for the potential beneficiary, who might rather be looking for a job instead of an entrepreneurial opportunity (Betcherman et al. 2004). For some young people, self-employment provides income, self-reliance and a dynamic path for growth and the development of human capital. Youth entrepreneurship programs that focus on non-cognitive skills, such as critical thinking, decision making, teamwork, and flexibility, can be beneficial in the long run since young people can no longer expect to find "job-for-life" careers but rather "portfolio careers" (contract employment, freelancing, periods of self-employment, etc.) (Schoof and Semlali 2008). However, entrepreneurship is not a panacea: it is not for everyone, and those young people who wish to enter self-employment face many obstacles to starting and running a successful business and far from all succeed.

Table III.1: 'Good Practices' in ALMP design and provision [a summary]

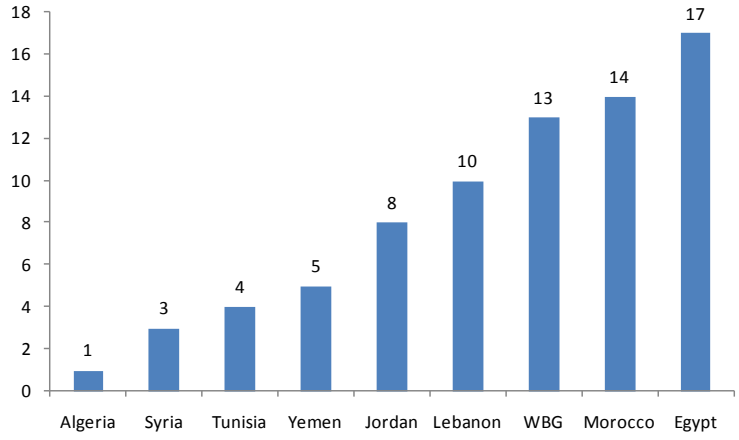
Employment services	Training	Wage subsidies	Public works	Self-employment promotion
Targeting individuals with skills in demand by employers	Coordination with private sector (demand-driven training)	Used to sustaining jobs in crisis	Rural areas, builds community assets	Wide dissemination
Exploit information technologies	Post-training employment guarantees (caution!)	Temporary measure to encourage demand for disadvantaged workers (youth/women)	Temporary measure, think of graduation strategy	Careful selection of beneficiaries/business plans
Maintain close links with employers	Financial incentives for employers	Combine with training, counseling, job search assistance	Combine with training, counseling, job search assistance	Provide management skills/counseling
Decentralize provision	Combination of soft and hard skills		Set wage level appropriate to allow for self-targeting	Labor market information system to monitor successful programs
Encourage private employment agencies (but regulation)	Institutional capacity (high quality training institutions, competent teachers)			Targeting women (sustainability of program)
Ensure institutional capacity of PES	Accreditation system			

Source: Authors' elaboration.

IV. The Inventory

1. The Inventory of non-publicly provided ALMPs was compiled between June 2009 and March 2010 to provide policy makers in AMCs with a better overview of programs designed to facilitate school to work transition. As mentioned before, policy makers in AMCs are hampered by a lack of information on what types of employment programs specifically targeted on youth exist in the region, existing gaps in the provision of programs, and opportunities for scaling up or replicating successful programs. In response to this knowledge gap, the World Bank has compiled an inventory of non-publicly provided ALMPs across the region designed to integrate young people into the labor market. Nine countries are included in the inventory: Morocco, Algeria, Tunisia, Egypt, Lebanon, Syria, Jordan, the Palestinian territories and Yemen. Information about 17 programs was collected in Egypt (where private provision of ALMPs plays a fundamental role), followed by Morocco (14 programs), West Bank and Gaza (13 programs), Lebanon (10 programs), and Jordan (8 programs) (Figure IV.1). The country distribution of the inventory does not accurately reflect the distribution of operations on-the ground, as data was largely collected based on access to information. Providers in some countries were more willing to share information on programs, and the size of private interventions varied by country. In addition, countries with centralized public provision of ALMPS, such as Tunisia and Algeria, are likely to be under-represented in the inventory, as private provision is limited and/or centralized through the national PES.

Figure IV.1: Number of Programs in the Inventory by Country



Source: Authors' elaboration.

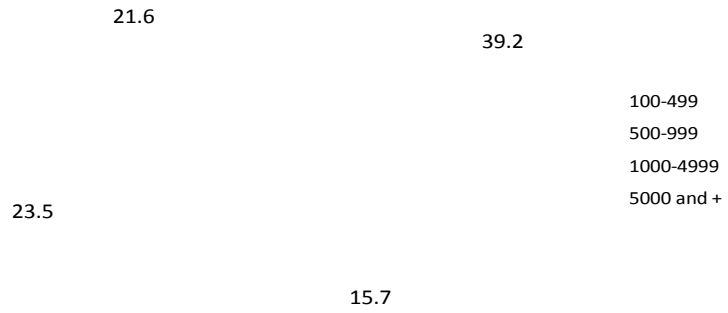
2. The inventory includes 75 interventions implemented by 180 providers. The inventory includes ongoing interventions as well as interventions that were active in recent years but that are now closed. Programs included in the inventory meet minimum documentation standards (namely sound information on the intervention's objectives, implementation design, and targeting criteria). Programs in the inventory are private and non- or semi-governmental (mainly implemented by NGO's, donors, bi-/multi laterals – either on their own but in a few instances in collaboration with the government). This inventory does not include programs that are solely governmental. The World Bank (through an activity directly related to this task) is currently undertaking a survey of ALMPs provided by governments across the region, which will complement this inventory to provide a more comprehensive overview of ALMPs in the region. In addition to providing program descriptions, training providers who participated in the interviews were asked to share their perception of the main challenges of youth integration into the labor market. Within most organizations and institutions, several people were contacted and interviewed to increase the amount and accuracy of feedback received.

3. Most of the interviews were conducted by phone and/or e-mail exchange. Around 85 percent of the interviews were conducted over the phone and 15 percent by e-mail. A one-page questionnaire template was designed to ensure consistency and uniformity in the data collection (for a detailed description of all programs included in the inventory, see Annex I). The template was sent to training providers across the region – accompanied by a request that it be filled out as detailed as possible (one template per program). This was followed up with phone calls. The information collected includes country, intervention type, time period during which it was implemented, financing and implementing organization(s), objectives and program approach, program description (number of beneficiaries, targeting, budget), questions on Monitoring and Evaluation used if applicable (and impact/outputs), and contact information of main respondents. The interviews were mainly qualitative. Qualitative studies have the ability to provide more in-depth assessment than those provided by the typically used surveying methods. It enables certain issues (questions) to be raised several times, which usually

"unravels" the initially provided socially desirable responses. Nevertheless, the study has upfront limitations: the analysis presented here reflects only the answers of a sub-set of ALMP providers, and therefore must be used and interpreted with care (qualitative studies are not designed to provide answers that are representative of the population). Providers who participated in the interviews were selected based on availability of information and program size (only relatively large programs were included) – which may create a sample selection bias that is common to this type of studies.

4. The inventory only includes programs with more than a hundred beneficiaries and focuses on youth interventions. The majority of programs included in the inventory served less than 500 beneficiaries, but quite a few served more than one thousand beneficiaries (Figure IV.2). The five largest programs in the inventory are: *The Advancing Learning and Employability for a Better Future (ALEF)* program in Morocco (reaching 270,000 beneficiaries per year); the *INJAZ* program in Jordan (reaching 110,000 beneficiaries per year); the *E-equality ICT and Entrepreneurship Program* in Morocco (reaching approximately 50,000 beneficiaries per year); *The Info Youth Centre IT Training* in Tunisia (reaching 50,000 beneficiaries per year); and the *Vocational Training Promotion Program* in Algeria (reaching 30,000 beneficiaries per year). A common feature across countries and programs is the absence of small and medium-sized enterprises in funding and/or implementing ALMPs. In the words of a trainer provider from Egypt: "*It is only larger firms that work with us, small and medium firms are absent from the skills development scene. It must change because they share a large part of employment and production in the country. Perhaps they lack knowledge of the potential private returns of skills training to individual companies due to improved productivity...*"

Figure IV.2: Distribution of Programs in the Inventory by Number of Beneficiaries (in %)



Source: Authors' elaboration.

5. Most programs in the inventory are financed by international donors. Interventions included in the inventory are financed through a variety of sources: international organizations, donor agencies, private foundations, large international corporations (from their 'social corporate responsibility' funds), individual donations to NGOs, and to a much lesser extent public funding from governments. Although programs are financed from a variety of sources, important donors include: the United States Agency for International Development (USAID), the German Development Agency 'Deutsche Gesellschaft für

Technische Zusammenarbeit' (GTZ), and the United States Department of State's Office of the Middle East Partnership Initiative (MERIP). In particular, USAID and MERIP were the sole financier (or co-funded) 25 percent of interventions in the inventory while GTZ financed and/or implemented close to 10 percent of the interventions. About half of GTZ's interventions were co-financed by local government and/or ministries. Large private employers are also important sources of funding, especially for programs aiming at skills development of workers (some of whom would be hired by the contributing firm at the end of the program.) In addition to cash contributions, many of the programs benefited from in-kind contributions such as technical equipment (often provided by larger international corporations); educational material and learning modules (often provided by local and international universities/educational institutions); time (some entrepreneurs allocated time to share experiences and advice); volunteers (acting as mentors); and provision of internship/apprenticeship opportunities by firms. Program beneficiaries were rarely obliged to make a financial contribution to participate in programs included in the inventory. While only 12 percent of programs charged student fees, 5 percent of programs required that program graduates reciprocate service by committing to pay a share (generally 5 to 10 percent) of their first year's salary, oftentimes in exchange for placement services and intermediation during training programs.

6. Most programs in the inventory were characterized by a weak coordination with relevant stakeholders. Less than 5 percent of all training providers included in the inventory claimed to have coordinated their efforts with the Public Employment Offices (PES) and/or with the Ministry of Labor. The majority of interventions in the inventory have not received any feedback from public stakeholders on whether the project design is in line with national economic development goals, etc. One of the main reasons for this is that there is often no common platform for interaction - to meet and exchange information pertaining to project development. In many instances training providers have not attempted to reach PES officials out of fear that they will get caught up in bureaucratic red tape rather than receiving constructive input. However, the government and training providers in some instances coordinate through the Ministry of Education and in a couple of instances through the Ministry of Youth. Indeed, about 23 percent of projects are conducting their training within formal educational facilities. The training programs in the inventory that are implemented within the formal educational framework are also the ones that reach the largest numbers of beneficiaries. Moreover, training providers face great difficulties coordinating with the private sector and/or don't do it at all: there is little coordination to identify training programs that employers would deem labor market relevant; it is difficult to convince private employers (particularly SMEs) to financially invest in training programs and/or to provide on-the-job training opportunities (even though the trainees are acquiring the skills needed by the specific firms). This interaction deficit must be addressed as the lack of coordination might lead to supply-driven programs that may be irrelevant to the needs of the labor market.

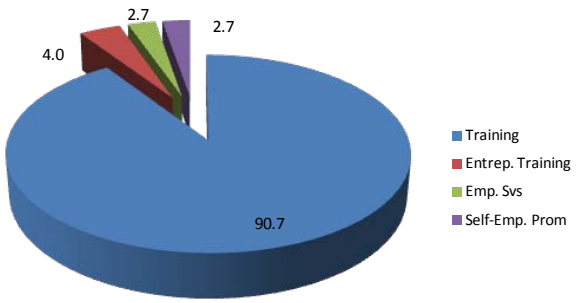
V. Main Design Features of ALMPs in the Inventory

1. As mentioned before, successful ALMPs depend largely on program implementation and design. As discussed in Section 2, however, the current dialog on ALMP implementation is shifting from merely choosing a program type to focusing on necessary design elements to increase the likelihood of program success (independently of the program type). Despite their widespread use, there is no systematic analysis of the program design features of ALMPs provided in AMCs. This lack of evidence represents an immense knowledge gap that precludes the design of new and effective programs and abolishing (or restructuring) of ineffective ones. The aim of this section is to analyze the main design features of the ALMPs included in the inventory. Four main design features will be analyzed: (1) Program type and objective; (2) Targeting; (3) Signaling; and (4) Monitoring and Evaluation.

Program Type and Objective

2. Most of the employment interventions in the inventory are aimed to enhance youth employability and labor market training is the most common type of intervention used. As mentioned in Section 2, the choice of ALMP type depends on needs in the labor market and the orientation towards achieving certain objectives. ALMPs are used to address two main labor market objectives: to enhance employability and to promote job creation. Most programs in the inventory address skills mismatches and thus aim to enhance employability. Traditional training accounts for 91 percent of all the interventions included in the inventory. Entrepreneurship training and self-employment promotion constitute less than 9 percent of programs included in the inventory (Figure V.1). Several kinds of entrepreneurship training, education, or self-employment promotion are implemented, such as: business training and mentoring; provision of micro-credit loans; business start-up support; and entrepreneurial education (both within and outside of the formal education system). With the exception of self-employment promotion in forms of micro-credit for start-ups, which account for close to 3 percent of programs in the inventory, none of the remaining programs promote job creation through wage subsidies or public works. The main reason for the predominance of training programs is that job creation programs are mainly implemented by the public sector.

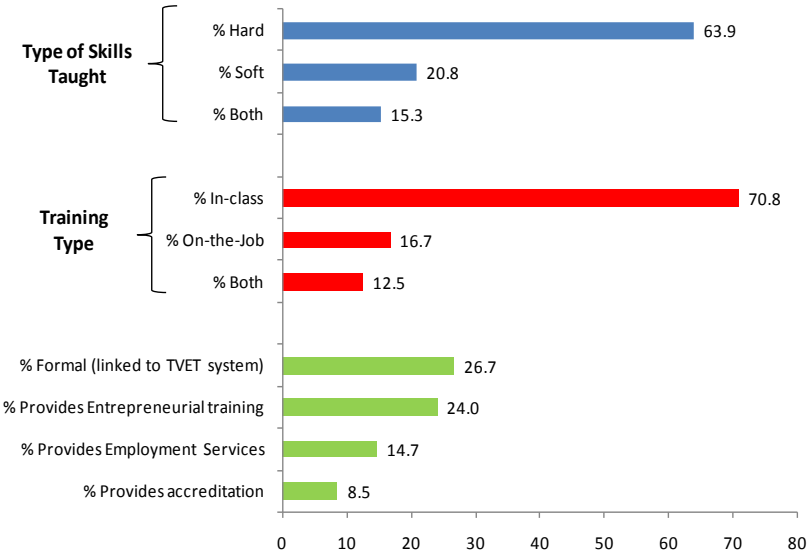
Figure V.1: Distribution of Programs in the Inventory by Program Type (in %)



Source: Authors' elaboration.

3. A majority of the training programs in the inventory (64 percent) focus solely on the provision of hard skills and are conducted in-class (71 percent) (Figure V.2). Out of all training programs, only 15 percent provide employment services (to enhance job search efficiency); 27 percent are formal (i.e. taught within the public school system); 24 percent combine training with some type of entrepreneurial training; and 9 percent provide accreditation (Box V.1). As mentioned before, the acquisition of both "hard" and "soft" skills as well as practical on-the-job experience is crucial in order to create well-rounded and qualified workers. However**,** only a fraction of all training programs analyzed provide soft skills and on-the-job training – which is generally regarded as a good way to acquire experience. Only 15 percent of all programs provide beneficiaries with a combination of hard and soft skills training and only 13 percent of all training programs include both in-class and on-the-job training. This shows that the majority of programs in the inventory use very traditional ways of transmitting knowledge and skills. Youth that are only acquiring hard skills are less likely to be able to transfer these skills, both when it comes to performing various tasks on the job and/or transferring skills between jobs. At the same time, by only providing in-class training, these youth are deprived of a chance to obtain real work experiences – which would make them more employable. In the words of a training provider: "*We need to move away from authoritarian teachings. Kids are taught to obey and not question at home and they are taught to take their teachers words for granted without inquiring. We want to help create innovators, explorers, social entrepreneurs. Our youth are intelligent and educated and they will help our societies flourish – if we (the older generation) have the confidence to let them*".

Figure V.2: Some Design Features of Training Programs in the Inventory



Source: Authors' elaboration.

Box V.1. INJAZ al-Arab

Operating in 12 countries across the Middle East and North Africa region, INJAZ al-Arab is an NGO collaborating with corporate volunteers and Ministries of Education to provide experiential education and training to youth in work readiness, financial literacy and entrepreneurship. More than 500,000 middle, high school and university students have been reached since 2004, while 10,000 volunteers have been engaged.

INJAZ al-Arab harnesses the mentorship of business leaders to help inspire a culture of entrepreneurialism and business innovation among youth. Private sector mentors are brought into public school classrooms, for one hour per week over six semesters, to provide students with skills that will prepare them for work in the private sector. Students learn basic business skills such as marketing, how to manage their own budget, how to write a business plan, etc. In addition, they acquire soft skills such as teamwork and leadership skills by setting up their own community projects. While students acquire labor market relevant skills, Arab business leaders are being invoked with a spirit of mentorship and commitment to participate in developing their nation's youth.

Source: http://www.injazalarab.org/

4. Only a few programs in the inventory consist of on-the-job training, internships, and/or voluntary services. International evidence indicates that the most efficient way of acquiring knowledge and skills is to provide an opportunity to apply the theories learnt in-class in real world environments, through on-the-job training and internships. Unfortunately, only a few of the programs in the inventory offer internship opportunities. In the words of a training provider from Egypt: *"Employers are reluctant to hire inexperienced young people. If more youth at least had work experience through an internship… then the hiring employer would know that the youth had some work experience…*" The lack of on-the-job training is unfortunate, as this component has proven successful in increasing the likelihood of job entry after program completion (Box V.2).

5. In AMCs, universities seldom engage with employers in order to encourage the initiation of an internship program, nor is there a provision of information and linkages of existing internship programs at the university side for students that are interested. This contrasts with practices in Latin America, for example, where many internships programs are offered directly through universities and are considered part of the academic curriculum. In AMCs, in contrast, universities rarely grant students credit towards their graduation if the student participates in an internship program, community service, and/or volunteer work. The general culture within schools and universities is to show appreciation for knowledge of facts and concepts (tested via exams) rather than the ability to actually apply those facts in a real context. Yet, while employers seem concerned that recent graduates lack the desired skills, they also do not seem to appreciate the added value of an applicant with internship, community service, or volunteer experience. Since there are no incentives provided by schools, universities or employers it is hard to motivate youth to apply for an internship or seek volunteer work – particularly in the absence of salary compensation (Dhillon et al. 2009).

Box V.2: On-the-job Training Programs by the Education For Employment Foundation (EFE)

The Education for Employment Foundation (EFE) is an NGO that operates in Morocco, Egypt, Jordan, West Bank and Gaza, and Yemen. EFE creates and provides tailored training programs for youth, providing them with the specific skills to acquire and keep a job. The training is developed in direct conjunction with businesses that commit to hiring the graduates. Training includes diverse vocational, technical, and professional fields, as accounting, air conditioning repair, land surveying, construction management, sales, and teaching, and critical soft skills such as leadership, interpersonal communications, and successful business behavior.

Training occurs both in-class and on-the-job and the programs are offered full-time. After program completion, 85 percent of the 255 graduates were successfully placed in jobs in Jordan. Similarly, 86 percent out of 182 graduates were placed in jobs and internships in Morocco. In Yemen, 40 graduates out of 129 succeeded in obtaining employment while the remaining 89 were placed in internships, while participating in an ongoing active placement process. The program cost per participant varies between USD500 to USD2,000 depending on employer requirements and the type of technical training provided. Although students do not pay a student fee, they commit to pay an alumni fee of around 5-10 percent of their salary for one year to EFE.

Source: authors' elaboration

Targeting

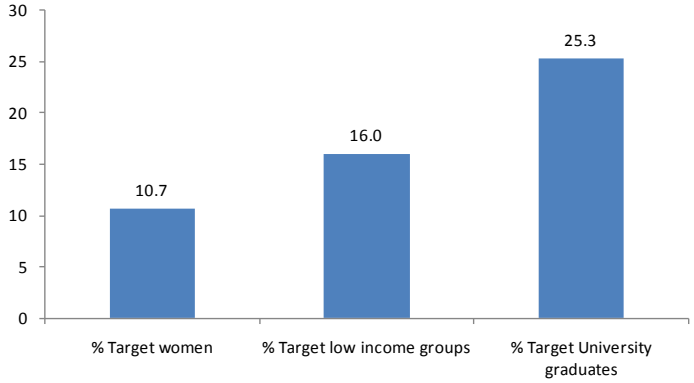
6. In light of limited public and private resources, targeting becomes essential and only programs that are cost-effective and cater to groups that will benefit the most from the intervention should be put in place and sustained. In general, programs should be carefully and tightly targeted to improve labor market outcomes of vulnerable groups such as youth, women, and long-term unemployed, among others. Targeting, thus, implies redistributing employment opportunities (Calmfors 1994). Although it is widely recognized that targeting is important and cost effective, tight targeting is difficult to achieve in practice (Box V.3). Due to data restrictions, targeting for ALMPs is generally ad-hoc and categorical (i.e. programs are targeted to specific groups, such as first time job seekers, women, long term unemployed). Many countries practice "creaming" whereby programs are targeted to most qualified applicants. Doing so increases program effectiveness and is generally regarded as cost-effective. However, creaming it not considered equitable as it leaves out more disadvantaged groups (i.e. those who need public intervention the most) and often benefits those individuals who would have found a job without program participation.

7. The vast majority of programs (81 percent) does not have a specific targeting and are open to youth from all income, gender, and education groups. The lack of targeting likely entails substitution effects and deadweight losses, and, as a result, inefficient spending.[11] The inventory collected data on whether programs were targeted to a particular gender, education, strata (urban/rural), and/or income group. Survey results indicate that 25 percent of all programs are targeted to university graduates, 16 percent to low income individuals, and 11 percent to women (Figure V.3). Yet, 81 percent of programs lacked tight targeting, and, as a result, most beneficiaries are from mid- to high-income groups located

[11] Substitution effects entail a replacement of non-subsidized jobs by subsidized jobs, and deadweight losses occur if programs finance jobs that would have been created anyway.

in urban areas (with the exception of vocational training in certain occupations, such as textile production). Low-income groups participate less in training programs due to a lack of minimum skills required to participate, an urban focus of ALMP provision, and a lack of information about training options, among others. Although 33 per cent of the programs in the inventory are implemented in both urban and rural areas, only 5 percent of all programs in the inventory target rural areas. Since rural youth have higher risks of poverty, school dropout, and informal employment, there is a need for increased targeting of rural areas, including programs designed to the particular employment needs of rural areas. Such programs could entail education and professional training, to help adjust to the managerial and technological complexities of producing for the modern urban market, or to be better equipped to migrate to cities.

Figure V.3: Target Groups of Programs Included in the Inventory



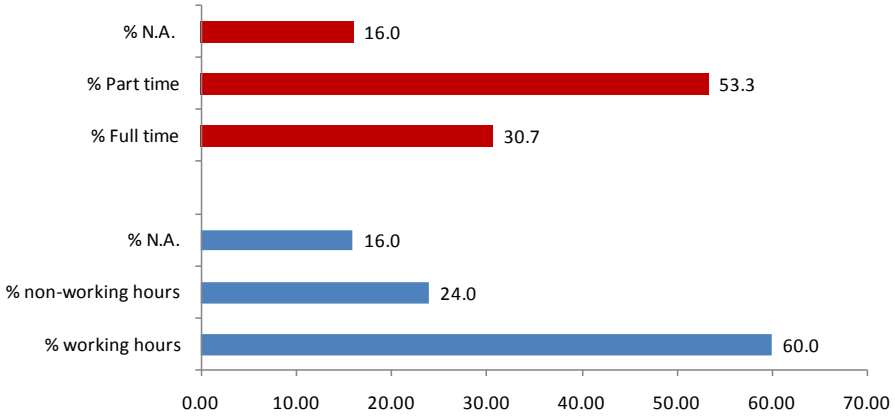
Source: Authors' elaboration

8. Male university graduates in urban areas are the group benefitting most from programs included in the inventory. In most AMCs, unemployment rates are typically higher among the more educated, although unskilled workers are at a higher risk of losing their jobs and constitute the majority of the unemployed. The main reason for high youth unemployment rates is a slow school-to-work transition, particularly among higher educated youth, who oftentimes have high reservation wages and/or queue for a good quality – public sector - job. Participation in programs that increase labor market opportunities, such as a skill-enhancing training program, may lead to job offers that are acceptable and/or to optimal job search intensity (Bergemann and van den Berg 2006). The same may be true for graduates who possess certain general skills and can acquire a relevant specific or technical skill through participation in a training program. Yet, program participation is unlikely to have any impact on employment if the reason for unemployment is queuing for a high-quality private or public sector job, which is not an option for a low-skilled and resource poor individual. Thus, given that eligibility for ALMPs represents a form of redistribution of employment opportunity (Calmors 1994; World Bank 2009). Targeting mechanisms should balance the need to focus on labor market outsiders with the need to avoid negative stigmatization of these groups through exclusive targeting (Calmfors 1994). The particular needs of the targeted group, however, always need to be aligned with what the program is able to achieve through its objectives. Given that the vast majority of non-publicly provided

programs are training programs, however, the predominance of university graduates among beneficiaries is less surprising.

9. Most programs in the inventory are not designed to accommodate the needs of female participants. Although international evidence has shown that women benefit disproportionally from ALMPs such as training and employment subsidies, most program beneficiaries included in the inventory are men. This may be due, among others, to lack of schedule flexibility and childcare constraints. Many of the programs in the inventory are conducted during working hours and/or require full time participation (Figure V.4). It may be difficult for a young woman with children to participate in programs with such strict schedule requirements. Also, there are cultural restrictions requiring female teachers and classes for women only (although, in practice, the majority of programs are co-ed). In addition, because of insufficient job opportunities for both men and women, there is a belief that encouraging women increase labor force participation will inevitably lead to more unemployment for men, who are traditionally considered to be the main bread-winners of the family. In order to increase female participation in ALMPs, which is desirable given women's lagging employment outcomes and low participation in the labor force, there is a need for increased program targeting, as well as flexible schedules (classes during nights/weekends and offering of different schedule alternatives), combined with child care opportunities.

Figure V.4: Schedule of Programs Included in the Inventory



Source: Authors' elaboration.

10. Very few programs in the inventory target school dropouts. Programs in the inventory rarely target poor and vulnerable youth with low educational attainment, although this group constitutes a majority of the unemployed in many countries in the region (ETF 2009). Second-chance programs targeting school dropouts are largely absent from the inventory, as are those programs provide some sort of equivalency accreditation. Although school dropouts constitute a significant fraction of workers in the region, and especially among the poor, only few program analyzed actually target this population group. The "*Questscope program*" in Jordan is one of the few programs in the inventory targeting school dropouts. The program is a response to the Jordanian Department of Labor's initiative to ensure that

children working under 16 (the legal age for work) are withdrawn from the labor force and re-inserted into non-formal education (accelerated learning) or formal education (Semlali 2009). The program provides the target population (and street children) with equivalency education, job training, and life skills. The program provides income support to the beneficiaries as they attend evening classes in public schools. Certified teachers help beneficiaries earn a proficiency certificate (equivalent to 10th grade level). Vocational graduates also receive business-management training, thereby enhancing future employability and livelihood options. Other learning elements include coaching in life and social/coping skills aimed at facilitating youth to integrate into society. Young participants who attended the program expressed increased self-confidence and claimed improved relations with family, friends, and authority figures. The cost per beneficiary oscillated around US$350 per year. In 2007, Jordan's Ministry of Education made the *Questscope's Program* the official program for alternative 10th grade certification.

Box V.3: Targeting Methods

There are two theoretical methods generally used to target program participants: profiling and statistical targeting (Frölich et al. 2003). Profiling uses a job seeker's observable individual characteristics to estimate his/her risk of becoming long-term unemployed. If this probability is above a certain threshold, the unemployed person is assigned to a program. Statistical targeting is a multi-dimensional method that assigns individuals to programs where they have a higher chance of success. Generally, statistical targeting is conducted in a two-stage process. First, a score measuring the individual's probability of finding a job based on hid/her observable characteristics is calculated. Second, the score is matched with a program that is estimated to be the most effective given the applicant's characteristics. In many cases, a bias is placed towards matching participants with a higher likelihood of finding a job to available programs. These two different types of targeting likely have different implications in terms of program effectiveness and equity: while the profiling method selects participants who are worst off, (which emphasizes equity over economic efficiency), statistical targeting aims to maximize program success (which emphasizes economic efficiency over equity considerations). Available evidence on profiling in Germany and the US suggests that this method is not efficient in an economic sense because individuals identified as most likely to become long term unemployed require a set of services and interventions that may be too expensive and hard to attain. On the other hand, countries like Turkey generally target the most qualified applicants among the registered unemployed for program participation (many of which would probably have found a job any way, even without program intervention) thus inflating program success rates (Bechterman et al. 2010). Profiling and statistical targeting are rarely used outside OECD countries due to limited access to data and labor market information systems.

Source: Frölich et al. 2003; Betcherman et al. 2010

Signaling

11. Many beneficiaries face difficulties "signaling" to employers the value added of ALMP programs. To increase the effectiveness of ALMPs, it is important that the skills provided match the specific needs of the labor market. Equally important to acquiring skills through ALMPs is the capacity of beneficiaries to send a signal to the private sector about the usefulness and quality of the acquired skill. Poor signaling is especially prominent among youth, especially among first time job seekers without previous experience. As mentioned earlier, as part of the data collection process, 180 training providers in MENA were asked to share what they perceive as the main challenges in relation to hiring youth. The

perceived incapacity of young applicants to signal their acquired skills, in particular soft skills, to potential employers constituted one of the more recurrent answers. Educational credentials, diplomas and certificates play a crucial role when managers hire new entrants. The development of certification and accreditation systems, with a focus on competencies and skills in demand in the labor market, would improve transparency of diplomas and increase the employability of graduates. In terms of ALMPs, a well functioning competency-based training model requires close collaboration with employers to strengthen the linkages between skills provided by ALMPs and market demands. Yet, in the absence of such qualification frameworks, finding ways to accredit ALMP programs and increase the prevalence of on-the-job training, would allow program participants to better signal their hard and soft skills obtained and to capitalize on program participation.

12. Only 9 percent of interventions in the inventory provide some type of accreditation/certification. The majority of ALMPs included in the inventory do not provide any type of certification and/or accreditation. Programs providing accreditation are mainly vocational training programs that certify that the trainee has acquired certain knowledge and reached a required level of competence. Upon training completion, the beneficiary is granted a vocational training diploma. There are also a couple of examples of youth acquiring certification of extensive ICT training and competence (acknowledged by the government through the Ministry of Education). In Lebanon, for example, UNIFEM, the government, and the Cisco program collaborate in order to provide young women with ICT certification. The INJAZ program in Jordan provides school dropouts with an accredited educational proficiency certificate (10^{th} grade level), and later on a vocational certification (if he/she chooses to continue the program). In the MENA region, as in most regions of the world, a diploma has a "credentialing" value, which means that it mainly signals that the bearer of the credential has reached a particular level of competence, allowing continued access to higher levels of instruction. Options are limited and the probability of exclusion increases without such a diploma. Given the hiring and firing restrictions in MENA, employers give a lot of weight to ex ante signals of productivity, such as diplomas, degrees, test scores etc, thereby reinforcing the importance of credentials.

13. Only a few of the programs (less than 15 percent) provide some type of job matching services. Lack of formal matching mechanisms remains a major challenge in most AMCs. Indeed, the majority of workers in the region rely solely on personal and family connections as ways to find suitable employers. This informal matching process makes it difficult for employers (applicants) to find the skills (jobs) they are looking for and are suited to conduct. In the words of a training provider from Jordan: *"If you do not know the right people you will not find a job. We develop their (youth') skills well, but unfortunately we leave them at the most critical point – once they need to be linked to an employer…"* One cost-effective way to enhance job matching is through job clubs, vacancy fairs, and on-line employment sites. As indicated by another training provider from Jordan: "*Youth increasingly turn to the web in order to look for job postings. Employers rarely post job openings online as they mainly turn to family and friends. Our job is to help the job seekers and employers to find each other.*" Vacancy and job fairs are aimed at making it easier for those participating to find new jobs, by presenting unemployed and other job seekers with specific professions, skills, abilities, and employers with needs to employ new workers that

are in demand in the labor market (Kuddo 2008b).[12] Unfortunately, such programs were largely absent in the inventory.

Monitoring and Evaluation (M&E)

14. It is important to carefully monitor and evaluate ALMPs in order to being able to introduce and scale-up interventions on the basis of what proves to work. Properly monitored and evaluated programs are less likely to lead to assessments of impact and effectiveness based on judgment and "non-scientific" methodologies (Kuddo 2008). In the absence of monitoring and evaluation, the benefit of interventions remain largely unknown and success tends to be measured in terms of outputs (i.e. the number of beneficiaries served). This may lead to an inefficient allocation of financial resources into large – albeit ineffective – programs. Rigorous, independent impact evaluations are critical to achieving real progress in addressing the major employment challenges facing young people. Sound evidence promotes better understanding about what works, enhances cross-country sharing of best practices, boosts capacity in the region, and improves policymaking and spending toward more effective youth employment programs.

- **Monitoring**: Monitoring is a process whereby data is collected periodically to assess program performance. Ultimately, the value of monitoring is its capacity to become a "learning tool" to help organizations implementing and funding ALMPs to clearly identify if program objectives are met and is resources are being used to achieve those objectives. Monitoring indicators should generate relevant information for quantifying program performance (Box V.4).

- **Evaluation**: Evaluation is the process of assessing the "impact" of a particular ALMP on program participants (at least). The main difference between monitoring and evaluation is that evaluation aims to attribute causality (i.e., the actual effects of ALMPs on employment outcomes in the short and/or the long run). Evaluations are highly desirable because they provide evidence that could lead to more efficient allocation of public resources and to improve the targeting of existing/new programs to the appropriate clients. Evaluations aim at understanding "What would have happened in the absence of the program", which is something that cannot be observed directly. Thus, evaluators have to find a way to estimate what participants' outcomes would have been in the absence of the program ("a counterfactual"). This is usually done by measuring the outcomes of another group whose members have similar characteristics to the beneficiaries (a control group).

[12] In Syria, more than 90 percent of youth surveyed in the SWTS answered that they rely on help from family, relatives, and friends to find jobs (Kabbani and Kamel, 2007). The results highlight the limited use of more formal institutions and methods of job search, such as public employment offices or media. Few private companies list vacancies with the employment office (although they are required by law to do so) because of the widespread belief that the offices propose job candidates for vacant positions based on connections rather than qualifications or place in line.

Box V.4: Example of Monitoring Indicators for ALMPs

The following are commonly used monitoring indicators to measure the effectiveness of ALMPs:

- *Beneficiaries*: Number of program beneficiaries (by gender, age, and education)
- *Desertion rates*: The number of beneficiaries who complete the program as a share of the beneficiaries who started in the program
- *Job Placement rates*: Share of beneficiaries who completed the program who obtained employment after 3,6,12 months of program completion.
- *Job Retention Rate*s: Share of beneficiaries who obtained employment and remain employed for 6, 12, 24 months.
- *Average Earnings*: Average earnings of beneficiaries who obtained employment (12, 24 months after obtaining employment)
- *Formality*: Share of beneficiaries who obtained employment and who contribute to social security

Source: Betcherman et al. 2010

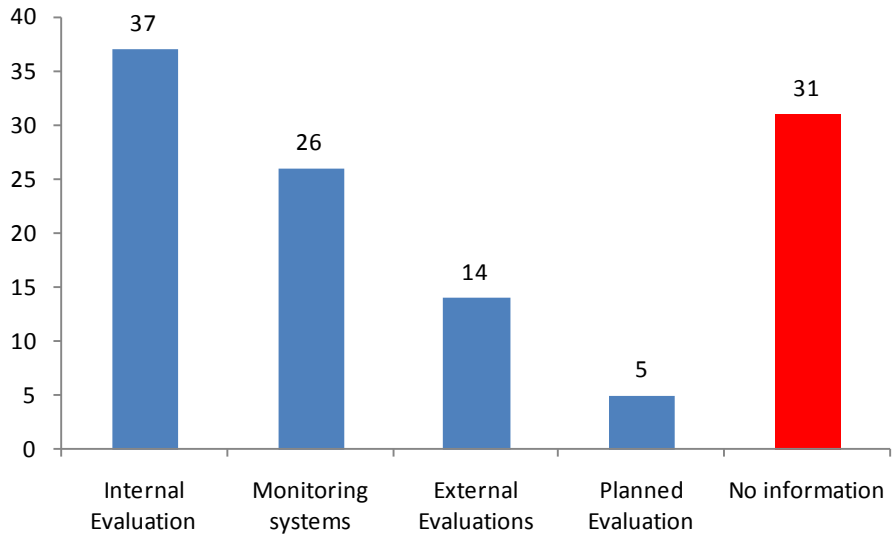
15. Programs included in the inventory largely lack performance monitoring and rigorous program evaluations. Program evaluation can be seen as a public good, often financed by the public sector or large donors (such as the World Bank), given high costs and positive externalities on other the design of future programs. Absence of rigorous evaluations almost certainly leads to an overestimation of program effectiveness by policy-makers. Properly evaluated programs are less likely to lead to positive assessments of impact and effectiveness than judgments based on "non-scientific" methodologies. In the absence of such evaluations, policy-makers are likely to overestimate the benefit of their interventions and, as a result, allocate resources on ineffective programs (Betcherman et al. 2010). In contrast to impact evaluations, every program should be accompanied by sound monitoring and performance management. However, documentation regarding program outcomes was not available for most of the programs included in the inventory. Although some projects provided information on post-program employment and earnings, the majority did not include this type of performance indicators as part of their project evaluation. The vast majority of the 180 training providers that were contacted in MENA described their programs as "successful" (Semlali 2009). Yet, few of the programs that conducted some type of evaluation used a scientific method based on a control group to estimate net impact, and none of the interventions assessed program cost-effectiveness.

16. Only one program in the inventory (*the Community Youth Mapping program in Egypt*) conducted a randomized impact evaluation to assess program impact. In this case, the program administrators hired an external evaluator to design the experiment with the final goal of comparing participant performance vs. otherwise similar candidates who did not benefit from the program (i.e. control groups). The *Community Youth Mapping Program* in Egypt provides life skills (and/or basic education) to economically disadvantaged youth. The youth are trained mainly in problem solving and presentation skills. The evaluation of the program was based on test scores: program beneficiaries and members of the control group were tested in subjects related to topics covered during the program before initiation of the program and upon completion. The evaluation revealed that program beneficiaries had acquired around 50 percent more knowledge in the subjects evaluated as compared to

peers who had not taken the classes. In addition the evaluations showed that the percentage of students who felt that a successful career was 'very important' differed by 12 percent from the comparison group. Students who participated in the program felt more confident in their ability to solve problems (33 percent higher rates of confidence as compared to the control group). The evaluations also revealed that some training courses have a greater educational impact than others. For instance, a program could offer both problem solving and presentation skills, but examinations would show a higher improvement in tests scores conducted in the area of problem solving vs. the comparison group.

17. Most programs in the inventory, however, did conduct some sort of internal evaluation. Many of the programs in the inventory did have some sort of internal monitoring and evaluation system and assessments of progress, such as, programmatic assessments, tracer studies, balanced scorecard performance management tool, participatory appraisal studies, comparisons of improved test scores and informal interviews with staff and beneficiaries' questionnaire surveys and focus group discussions and financial audit reports. Some programs, like the INJAZ program in Egypt, conducted evaluations (skills tests before, during and after project completion) in order to assess progress (but did not include any control group). All of these kinds of evaluations and records of progress are also important ways of recording progress. However, without the use control groups it is impossible to assess the "counterfactual" - what would have happened to participants if they had not participated? Also, without information of post-program employment it is impossible to say if the program had a concrete impact on job insertion and retention. As illustrated in Figure V.5, 35 programs in the inventory had some type of internal evaluation, mainly qualitative; 26 had some type of monitoring system collecting information about the number of beneficiaries served by the program; 14 relied on external evaluations generally associated to program performance (such as placement rates); and 5 were expecting to implement an evaluation in the near future.

Figure V.5: Evaluation Methods Used by Programs Included in the Inventory



Source: Authors' elaboration.

Conclusions and Options for Reform

ALMPs constitute an important policy tool in Arab-Mediterranean Countries (AMCs) to address skills and information mismatches in the labor market. AMCs face important employment challenges, including low employment to population ratios, high unemployment rates (especially among youth), and low female labor force participation. Many factors contribute to the lagging labor market outcomes in the sub-region: sluggish labor demand, low private investment, skills mismatches, and information asymmetries. Employers in many AMCs indicate that skills mismatches constitute an important constraint to business development (more than in any other region in the world). In this context, ALMPs – far from being a panacea – could be used as short-term solutions to overcome certain employment barriers stemming from inadequate labor supply, information asymmetries, and insufficient labor demand. Nevertheless, ALMPs are by no means a substitute for a comprehensive employment strategy and should only be seen as short-term interventions that could improve labor market outcomes at the margin if well designed. Government and training provider interaction is critical for program success in the long run as they (i) play an important role of knowledge disseminator both pre and post project; (ii) provide insights on larger national economic development goals; (iii) serve as a mechanism to monitor the work of training providers through performance contracts and by compiling information on successes and failures; and (iv) ensure training providers are qualified by providing accreditation through a National Qualifications Framework.

Benchmarked against international best practices, assessment of the programs covered in the inventory reveals that the majority lack the necessary mix of design features that make programs effective. This being said, there are several promising initiatives to be found in the inventory such as the *INJAZ Al-Arab* programs covering 12 countries across the Middle East and Questscopes program targeting school drop-outs in Jordan, amongst others. However, these findings call for urgent reforms in program design and delivery, especially given the sizeable financial investments in programs and the urgency to improve labor market outcomes among youth. Many factors contribute to this finding. ALMPs analyzed in the context of this policy note (mainly of which focused on provision of vocational training) were found to be largely supply-driven (partnerships with the private sector are rare), traditional (i.e. they focus only on hard-skills in an in-class setting), and did not provide employment and/or intermediation services. International best practices indicate that training programs with such designs features are largely ineffective. Programs in the inventory were largely targeted to highly educated males in urban areas, leaving behind important vulnerable groups such as women (a group that displays very low levels of labor force participation and very high levels of unemployment as compared to the overall population) and low-income individuals (who constitute a large stock of the overall unemployed in most AMCs). ALMP beneficiaries face difficulties “signaling” to employers the value added of the programs, especially when it comes to hard and soft skills acquired. This occurs because programs largely lack of any type of accreditation and certification that provide some type of “recognized” credential after program completion. Finally, most ALMPs included in the inventory largely lack of rigorous program evaluations. In the absence of monitoring and evaluations, the benefit of

interventions remains largely unknown (which may lead to inefficient allocation of financial resources into large – albeit ineffective – programs).

In addition to specific aspects of program design and implementation, stakeholder coordination needs to be strengthened and put at the forefront of ALMP reform. There is an urgent need for increased public-private partnerships because providers of ALMPs oftentimes operate delinked from employers and the public sector fails to provide regulatory frameworks within which private financiers can operate. Partnerships could be achieved by (i) establishment of a coordinating body that facilitates interaction and knowledge exchange between training providers and the private sector, (ii) designing provider contracts based on performance and intermediation (i.e. pay bonuses to performance who achieve higher placement rates), and (iii) expanding programs that offer apprenticeships and on-the-job training, including partnerships between the private sector and universities; such as internship programs, community service, and/or volunteer work credited towards students' graduation.

The following recommendations are drawn from the review of the inventory and provide options for reform to enhance efficiency of existing programs and improve the design of future interventions. The recommendations are mainly intender for policy makers and financiers (e.g. donors, international organizations, and employers). For the financiers, recommendations will address the four main design features of successful ALMPs described above: program type and objective, targeting, signaling, and monitoring and evaluation.

RECOMMENDATIONS FOR FINANCIERS WORKING IN CLOSE COORDINATION WITH PROVIDERS:

1. *Program Type and Objective:*

- Increase the number of programs focusing on employment services and job search assistance (job fairs, job clubs, CV/interview training, and matching services). These programs are generally found to have a positive impact in the short-run and to be cost-effective.
- Training programs should shift from being traditional (in-class and focused on hard skills) into more comprehensive packages that (i) provide employment services in addition to training to address information asymmetries, (ii) ensure that the programs respond to the needs of employers by providing practical on-the-job experience in addition to in-class training, (iii) provide a mix provision of hard and soft skills.
- Future skills needs and regional and global integration need to be considered when designing new programs in order to increase portability of skills acquired (such as expanding training on computers, IT, and languages).

2. *Targeting:*

- Low-income school drop-outs should be increasingly targeted. This could be achieved by designing second chance programs aiming to re-insert youth into non-formal education (accelerated learning) or formal education.

- Programs should offer flexible and alternative schedules (evening/weekends) to increase participation of females and poor segments of the population.

3. *Monitoring and Evaluation*

- For large programs, monitoring and impact evaluation should be integrated in the design of programs and interventions in order to provide "real time" feedback and facilitate mid-course corrections, as well as to evaluate the efficiency and effectiveness of expenditures. For smaller programs, a rigorous impact evaluation may be out of scope, but a monitoring of program outcomes, such as labor market insertion, should be feasible and is crucial.
- Given that benchmarking against best practices requires information from impact evaluation studies, there is a role for the public sector in financially contributing to collecting such data, which is largely a public good.
- Before investing in scaling up programs, pilot interventions including impact evaluations should designed and assessed. Although the choice of evaluation method depends on data availability, financial resources, and time constraints; experimental (randomized) impact evaluations are highly desirable as they provide policy makers with the best possible information on the impact of interventions on beneficiaries.
- Develop a culture of monitoring. Well-functioning monitoring requires information systems, including data availability and collection, selection of meaningful indicators and their assessment, IT platforms, and periodic reporting. Monitoring indicators should generate relevant information for quantifying program performance. Indicators should reflect the overall objectives of the program -- for example, improving employment prospects for job-seekers. In addition, there may also be an interest in monitoring the quality of employment. In that case, a simple job placement measure may not be adequate. Thus, a combination of indicators may be needed to accurately assess program performance. However, monitoring systems should not be overly complicated, with too many indicators that impose a serious data collection burden. Finally, in designing a performance indicator system, consensus-building is important so that all stakeholders have a shared view of what the key objectives are and how they can best be measured.

4. *Signaling:*

- Training programs should provide beneficiaries with a diploma upon training completion to signal skills acquisition. The value added of the diploma depends on credible accreditation mechanism that should be put in place by the public sector.
- Apprenticeships and on-the-job training are useful ways to signal hard skills by providing work experience.
- In addition to signaling hard skills through diplomas, the difficulty of conveying acquired soft skills could be addressed by provision of letters of recommendation and the introduction assessments and interviews as part of the hiring process to evaluate personal traits, academic records, language abilities, and functional numeracy. Written exams for prospective labor market entrants and judicious use of recommendation letters from teachers and employers

would begin to direct hiring away from current methods, which – according to trainers in the inventory – are based on educational credentials and little proper evaluation of skills.

- Equipping beneficiaries with CV writing and interview skills allows to signal skills and experience to employers.

RECOMMENDATIONS FOR THE PUBLIC SECTOR

- In order to signal the value added of training programs, it is important that both the skills and the service providers are accredited by the public sector.
- For skills accreditation, well functioning competency-based training models should be based upon defined standards. ALMP providers in countries that are in the process of establishing a national qualification framework (NQF) should ensure that the training curriculum is aligned with the standards set by the NQF. Training programs should provide beneficiaries with a diploma upon training completion that certifies that their acquired skills are aligned with occupational norms and standards. Such assurance mechanism would facilitate the employers' ability to evaluate job applicants' skills. In order to decrease this information asymmetry, accreditation and certification mechanisms constitute useful tools only if they are accepted as a "convincing" signal by employers. Accreditation systems should give priority to competencies and skills in demand in the labor market.
- The government should develop mechanisms to accredit training providers. This would signal to employers and beneficiaries that training providers meet pre-defined standards in relation to content and quality of delivery. To reduce information asymmetries, it is desirable that the public sector collects and disseminates information about the performance of training providers through student evaluations, for example.

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APPENDIX I
Program Templates

INJAZ al-Arab **Jordan, Egypt, Tunisia, Lebanon, Palestine, Morocco (and Gulf states)** **2007 – ongoing**	**Implementing org:** INJAZ **Financing org:** Private foundations, corporations, NGOs, and private sector.

Contacts: Soraya Salti, Senior Vice President MENA, phone: +962 6 568 1147, Fax: +962 6 568 1194. Email: Soraya@injaz-arabia.org Michael May, Operations Intern, Michael@injaz-arabia.org
Program references: http://www.injaz-arabia.org

PROGRAM DESCRIPTION	
Intervention type: Job training. **Objective**: Create a vehicle whereby successful business leaders and their employees can teach regional students the skills to prepare them for work in the private sector. Instill in middle, high school and university students tangible business skills, while at the same time invoking in Arab business leaders a spirit of mentorship and commitment to participate in developing their nation's youth. **Approach:** Create a public/private sector partnership - bringing private sector mentors into public school classrooms to provide students with business skills. Each semester, business leaders send staff into local schools and universities for one hour per week. Over six semesters, these corporate volunteers support students to learn skills such as how to manage their own budgets, how to follow stocks in the newspaper, how to write a business plan. Through activities on setting up community projects, students also learn business basics, such as competition, marketing, and how the banking sector supports businesses and industries.	
Formality: Formal.	In-class training.
Schedule: All courses take place within normal school hours. Part-time.	
Targeting: Grade 7 to university level.	
Location: Urban and rural.	
Gender: Males and females.	
Income group: Lower to mid level.	
Student fees: None	
Total program cost/cost per participant:	
Number of attendees: 359,746 as of the academic year 2007-2008.	
PROGRAM OUTPUTS	
Number of graduates: N/A	
Number of graduates with a job: N/A	
Output comments: In *JA Success Skills* and *JA Enterprise in Action*, the % of students who felt that a successful career was very important increased by 12%, in comparison to control groups. 33% increase of students who were confident in their ability to solve problems. 35% increase of students who felt absolutely confident in their ability to interview successfully for a job.	
PROGRAM OUTCOMES/IMPACT	
Impact: By studying and testing INJAZ students along with peer control groups, the research has revealed that INJAZ students can have as much as 52% more subject matter knowledge than peers who have not taken INJAZ classes. Esp. the JA Company Program has demonstrated an impact on student learning greater than what is traditionally observed for successful educational programs.	
Evaluation comments: Worldwide Inst. for Research & Evaluation conducted an external impact evaluation. Some courses are more effective than others, results stronger in some countries compared to others. However, participants report that INJAZ plays a significant role in their lives.	

Vocational Training Promotion Algeria 04/07-03/09	**Implementing org:** GTZ **Financing org:** BMZ (Federal Ministry for Economic Cooperation and Development)

Contacts: Ulrike.roesler@gtz.de (Algeria), sonia.fontaine@gtz.de (Germany, GTZ HQ)
Program references: http://www.gtz.de/en/weltweit/maghreb-naher-osten/algerien/20658.htm

PROGRAM DESCRIPTION

Intervention type: Vocational training.

Objective: Apprentice training becomes more effectively employment oriented as a result of close cooperation between companies and training centres leading to higher income of trainees, improved competitiveness of SMEs.

Approach: Advisory services to the private sector and policymakers on how to restructure apprentice training. Consultancy is provided to a range of non-governmental and governmental organizations in the private and public sector.

Formality: Formal.	In-class and on-the-job training.

Schedule: Business hours.

Targeting: People below 25 years.

Location: Urban and rural.

Gender: Male and female.

Income group: Lower income.

Student fees: None.

Total program cost/cost per participant: -

Number of attendees: 60.000 students during a two year period. In addition more than 1,100 trainers have taken part in intensive courses on vocational teaching.

PROGRAM OUTPUTS

Number of graduates:

Number of graduates with a job: Three times as many apprentices are now finding jobs after completing their training compared with the results of traditional vocational training

Output comments: -

PROGRAM OUTCOMES/IMPACT

Impact: (i) Better qualified apprentices, teachers/trainers that have upgraded their capacities in technical and organizational terms; (ii) improved interaction between trainers, state-run institutions and companies providing apprenticeship training; (iii) 14 training courses are being developed and implemented autonomously by Algerian partners.

Evaluation comments: Three evaluations performed (mix of internal and external evaluations, partner involvement), and another one is under way, quantitative and more concrete qualitative results will be presented in 2010

Banking Training Program Egypt 01/09-ongoing	**Implementing org:** Education For Employment Foundation-Egypt **Financing org:** United States Department of State's Office of The Middle East Partnership Initiative (MEPI)

Contacts: Shahinaz Reda Ahmed, CEO, EFE-Egypt. Email: sahmed@efefoundation.org; Tel: +202 33 468 322; Mobile: +2 010 910 1171
Program references: www.efefoundation.org

PROGRAM DESCRIPTION	
Intervention type: Job training and life skills training. **Objective**: Increased employability of unemployed youth and increased social mobility and social inclusion of marginalized youth. Replication of model by other institutions to bring about widespread, systemic change. **Approach**: Provide students with social capital: practical, employable skills while encouraging employers to look past the prevalent stigma associated with individuals from backgrounds that do not allow for opportunities. Teach participants how to obtain and successfully keep a first job. Teamwork, communication, goal-setting, critical thinking and professional behavior and technical training on how to become bank branch professionals.	
Formality: Non-formal.	In-class training.
Schedule: Business hours, full time, five days a week for eight weeks.	
Targeting: Unemployed university graduates below 28 years**.**	
Location: Urban.	
Gender: Male and female.	
Income group: Low income.	
Student fees: 150LE (approximately $25).	
Total program cost/cost per participant: 6,000LE (approximately $1100) per participant.	
Number of attendees: 100	
PROGRAM OUTPUTS	
Number of graduates: -	
Number of graduates with a job: -	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: -	
Evaluation comments: Will conduct monitoring and evaluation during and three, six and twelve months after the program	

# Community Youth Mapping **Egypt** **2004-2008**	**Implementing org:** Academy for Educational Development (AED) **Financing org:** USAID

Contacts: David Wolfe, Director Information Services, dwolfe@aed.org. Raul Ratcliffe, Senior Program Officer AED rratcliffe@aed.org
Program references: www.aed.org and www.communityyouthmapping.org

PROGRAM DESCRIPTION	
Intervention type: Life skills training. **Objective**: Attainment of life skills (and/or basic education) leading to employment for economically disadvantaged youth. The youth will acquire problem solution skills and presentation skills, in addition to stronger connections to community engage multiple community partners in solutions to issues like livelihood and workforce development, partners and resources. **Approach:** Trains youth on identifying community resources and opportunities for youth and community development. Utilizing place based surveys, one on one interviews, focus groups etc. the youth uncover community issues and develop comprehensive action plans. Community Youth Mapping (CYM) was implemented as part of the Education Reform Project (ERP) funded by USAID under the EQUIP 2 mechanism.	
Formality: Non-formal.	In-class training + field work.
Schedule: During school breaks and after-school. Part time.	
Targeting: All ages but mainly youth ages 13 to 18 yrs. Participants: Vocational and Technical school students, teachers and social workers, local government officials, local business partners	
Location: Urban and rural, six Governorates: Cairo, Aswan, Qena, Minia, Beni Swef, and Fayoum	
Gender: Male and female. Close to 50/50.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees: More than 4,000 youth	
PROGRAM OUTPUTS	
Number of graduates: 4,000 youth	
Number of graduates with a job: N/A	
Output comments: In addition to the student graduates (i) over 120 trainers certified in CYM**;** (ii) Analysis of the education-labor market gaps; (iii) Creation of public/private partnerships to support ERP/CYM efforts; (iv) Creation of YDCA – New NGO; (v) Participants express greater confidence in public speaking, interviewing, stronger connections to community, and greater sense of self-worth, membership and contribution to community according to evaluations.	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments: Independent qualitative/quantitative impact evaluations before, during and after implementation, by external evaluator: Megacom.	

Achievement **Egypt** **2003-ongoing**	**Implementing org:** INJAZ Egypt Foundation **Financing org:** Private Sector

Contacts: Dina El Mofty. Email: dhelaly@injaz-egypt.org. Phone. 2-02-23780274
Program references: www.injaz-egypt.org, www.ja.org

PROGRAM DESCRIPTION	
Intervention type: Entrepreneurial training. **Objective**: Bridge the gap between educational outcomes and the private sector needs: Junior Achievement International curricula designed to enhance youths' skills to enter the job market as employees or entrepreneurs. Encourage more students to start an entrepreneurial venture as a career option and based on market needs. **Approach**: Private sector volunteers share their professional experience and orient students in basic career concepts and practical training on how to succeed in the private sector (e.g. how to handle competition, manage budget, marketing and how the banking sector supports business and industry). Workshops, case studies and practical training included.	
Formality: Non-formal.	In-class training.
Schedule: Business hours and after-school. Part time. 40 hours per year.	
Targeting: Ages 12-22.	
Location: Mainly urban.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: None.	
Total program cost/cost per participant: Budget in 09-10 approx $260,000 having reached approx 22,000 students. The cost per student is approx $12.	
Number of attendees: 75,000 from 2003 to date.	
PROGRAM OUTPUTS	
Number of graduates: During fall 2006, 1464 students graduated. 557 students graduated during Spring 2007 in Ismaileya and Sharqeya.	
Number of graduates with a job: Not currently tracked.	
Output comments: To date, INJAZ Egypt has reached 75,000 youth in 19 governorates with the help of over 1000 volunteer mentors.	
PROGRAM OUTCOMES/IMPACT	
Impact: Impacted the community's' perception of the capacity of vocational and technical school students and the young people's perception of themselves. Regionally recognized expertise in CYM and marketable job skills acquired by the youth participants.	
Evaluation comments: Internal monitoring system to measure progress towards objectives on ongoing basis. INJAZ's monitoring focuses on the following key indicators: (i) changes in participants knowledge, skills and attitudes; (ii) INJAZ staff and volunteer assessment forms of volunteers and teachers; (iii) number of youth graduating from INJAZ courses. For the short term evaluation, pre and post tests conducted with the students before and after the delivery of each course (no treatment/control group). External Monitoring: Conducted by Worldwide Institute for Research & Evaluation (WIRE) and International Marketing and Management Institute (IMI). Program Impact Evaluation consisting of three phases of data collection over a three year period.	

Textile Merchandiser Training Program **Egypt** **01/09 – ongoing**	**Implementing org:** Education For Employment Foundation Egypt. **Financing org:** United States Department of State's Office of The Middle East Partnership Initiative (MEPI).

Contacts: Shahinaz Reda Ahmed, CEO, EFE-Egypt email: sahmed@efefoundation.org; Tel: +202 33 468 322; Mobile: +2 010 910 1171
Program references: www.efefoundation.org

PROGRAM DESCRIPTION	
Intervention type: Job training, vocational training, life skills training. **Objective**: Provide students with practical, employable skills; develop a more skilled workforce leading to the employment of 150 unemployed youth as textile merchandisers. Increase social mobility and social inclusion of marginalized youth. Encourage critical thinking. **Approach:** A professional skills curriculum teaches participants how to obtain and successfully keep a first job. Interactive course teaches students crucial business skills like teamwork, communication, goal-setting, and professional behavior. Through a private sector partnership participants receive technical training on the textile industry and on the role of the merchandiser.	
Formality: Non-formal.	In-class and on-the-job training.
Schedule: Business hours. Six days a week, nine hours a day for three months.	
Targeting: Ages 21-32.	
Location: Urban	
Gender: Males and females.	
Income group: Low income.	
Student fees: None.	
Total program cost/ cost per participant: 17,000 LE per participant.	
Number of attendees: 150.	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments: Monitoring and evaluation during and three, six and twelve months after the program.	

The Positive Youth Initiative Egypt 09/06 – 08/07	**Implementing org:** Abnaa Misr for Sustainable Development **Financing org:** Naseej Community Youth Development Initiative/Save the Children

Contacts: Ms. Sherine Imaile, Project Coordinator, +0128075969
Program references: www.naseej-cyd.org

PROGRAM DESCRIPTION	
Intervention type: Job training. **Objective**: Improve the unemployment situation for youth through training and employment, while engaging youth in their community. Build on existing village needs in order to make youth an integral part of the community and minimize migration. Encourage inter generational learning and interaction. **Approach:** Identify and directly link the community needs to the training of youth. Once the specific needs/trades needed had been identified (e.g. dressmaking, cell phone and computer maintenance, carpeting) various stores were contracted for a specific time period to provide on-the-job training for the youth. Once the youth had been trained they were encouraged to design a practical business plan and start their own business in the village (equipment was provided through a grant)	
Formality: Non-formal.	On-the-job training.
Schedule: Business hours, full-time.	
Targeting: Unemployed young people between 18-30 years.	
Location: Rural. Bourgia village in Minya governorate, Upper Egypt.	
Gender: Males and females.	
Income group: Mid to low income.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees: 125	
PROGRAM OUTPUTS	
Number of graduates: 125	
Number of graduates with a job: All participants initiated their own grant-funded business.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: -	
Evaluation comments: No impact evaluation.	

Towards A Better Life for the Youth in Being Souif Egypt 2007	**Implementing org:** Al Karma Egyptian Association for Development and Social Services **Financing org:** Foundation.

Contacts: Ms. Salwa William, Director. Email: atefs59@hotmail.com
Program references: N/A

PROGRAM DESCRIPTION	
Intervention type: Life skills training, equivalency education. **Objective**: Identify and address community concerns. In this case: provide education to females -leading to the acquisition of an accredited certificate of basic education completion- who have dropped out of school or never had a chance to attend school; improve numeracy and literacy skills, increase reproductive health knowledge, improve negotiation and communication skills. Provide employment opportunities for young females as teachers. **Approach:** (i) Training of trainers: educated young females from the community were trained and employed; (ii) establishment of three community centers; (iii) provision of classes on various topics. Initially 6 classes but later on expanded to 16 classes. The official curricula of the General Authority for Adult's Learning GAAL was followed so that the graduates of the school would be able to join the official qualifying exam of GAAL and acquire an accredited certificate proving they had completed basic education.	
Formality: Non formal - formal accreditation.	In-class training.
Schedule: Various times of the day. Flexible schedule.	
Targeting: Mainly youth ages 18-26 and some of their mothers (up to 55 years of age).	
Location: Rural. Three villages in the Being Souif region.	
Gender: Females only.	
Income group: Low income.	
Student fees: None.	
Total program cost/ cost per participant: USD200.	
Number of attendees: 960 total (as program expanded). Initial batch included 320 females.	
PROGRAM OUTPUTS	
Number of graduates: Everyone out of the initial batch: 320. No information on total number of graduates out of the total of 960.	
Number of graduates with a job: Out of the 320 in the initial batch 50 obtained jobs that required the skills acquired during the program participation. Moreover several young females were hired as teachers at the community centers after graduation from program.	
Output comments: The General Authority for Adult's Learning approached Al Karma Association suggesting that they expand as they found the initiative successful. As a result the numbers of classes were amplified - reaching close to three times as many students as initially planned.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: N/A	

Youth Community Development Initiatives Egypt 2007	**Implementing org:** Jesuits and Brothers For Development in Minya. **Financing org:** Naseej Community Youth Development Initiative / Save the Children.

Contacts: Mr. Magdy Ashem - Head of the Youth Sector, Mhenen@yahoo.com, + 0123911776
Program references: www.naseej-cyd.org

PROGRAM DESCRIPTION	
Intervention type: Life skills training.. **Objective**: Provide educated youth with an opportunity to develop their rational thinking, leadership ability, governmental interaction abilities and capacity to plan, organize and implement a complex community activity. Leading to more representable, entrepreneurial and employable young people with a greater sense of responsibility toward themselves, their families and communities. **Approach:** (i) Lectures on various topics (e.g. leadership, time management, community mobilization); (ii) During collective activities, such as field visits and parties, the youth are given the space to brainstorm and come up with ideas for their own community initiatives; (iii) Project planning; (iv) Interactive meetings between the youth and community decision makers regarding the pipeline programs; (v) Project implementation. Interactive learning is the focus of this program. Combining lectures, field visits, interactive exchanges and learning from the processes as a means to stimulate the minds of the young.	
Formality: Non formal.	In-class training + field visits.
Schedule: Weekends. Part time.	
Targeting: People below 25 years of age. Students or recent graduates with jobs.	
Location: Urban mainly. The city of Minya and its surroundings.	
Gender: Males and females.	
Income group: Middle class, mainly.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees: 175	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: N/A	

Girls' Dreams Egypt 2001 – ongoing	**Implementing org:** Association for the Development and Enhancement of Women **Financing org:** Global Fund for Children, Ford Foundation, Drosos

Contacts: Dr. Iman Bibars Chairperson. Email: ibibars@ashoka.org; Emily Adew, Donor Unit Officer. Email: emily@adew.org
Program references: www.adew.org

PROGRAM DESCRIPTION	
Intervention type: Life skills training. **Objective**: Empower young women, equipping them with the knowledge, skills, tools and opportunities to recognize and develop their potential. Raise girl's self esteem and improve perception of self. Create active citizens and role models with the capacity to influence their peers and community in a constructive manner. **Approach:** The young women learn through interactive curriculum, comprising several parts: (i) Social life (e.g. building self confidence, Female Genital Mutilation, virginity test and early marriage); (ii) Women's legal rights (e.g. as divorcee, nationality, custody and alimony); (iii) Women's and child rights conventions; (iv) Risky actions (e.g. unofficial marriages, signing of financial/legal documents without reading it well); (v) General health (e.g. nutrition basics and food safety rules) (vi) Reproductive health (e.g. family planning, prenatal health, nursing). Each program period is 12 months.	
Formality: Non formal.	In-class training.
Schedule: Morning classes four times a week, for 1 year. Part time.	
Targeting: Youth 10-18 years of age.	
Location: Mainly urban and semi urban, some rural.	
Gender: Females only.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant: Total cost depends on how many classes are opened within a given area; 3,600 LE for administrative costs per class per year and 24,000 LE is the total cost of a class per year. 800LE is the cost per participant.	
Number of attendees: 5000 over an 8 year period.	
PROGRAM OUTPUTS	
Number of graduates: Around 4500.	
Number of graduates with a job: N/A	
Output comments: (i) Several of the participants have successfully managed to convince to their parents not to marry them (and younger sisters) off early; **(ii)** Many have managed to convince their parents not to practice female genital mutilation; **(iii)** The graduates are more aware of their rights and a majority are more vocal in society. Some are now receiving training on how to manage their local and national electoral campaigns.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: No external impact evaluations. Internal evaluations: 12 monthly reports and 4 field visits within a year. The Project Coordinator, the Program Manager and Monitoring and Evaluation Officer evaluate the programs with their staff. By comparing planned activities against achieved, and by measuring this progress in relation to the actual feedback of the field staff and beneficiaries, the Project Coordinator confirms if the targets have been met.	

Micro-credit and Youth Lending program Egypt 1987-2010	**Implementing org:** ADEW **Financing org:** ADEW

Contacts: Ms. Nermin Fouad, Micro-credit Program Manager, nona_nermin9@hotmail.com Mobile +20123879159;
Iman Bibars, ADEW Chairperson, iman.bibars@adew.org
Program references: www.adew.org

PROGRAM DESCRIPTION	
Intervention type: Self employment promotion. **Objective**: Empowering beneficiaries socially and economically, providing them with an opportunity to initiate small businesses on their own, this way raising the households' living standards as well as their feelings of independence and self-confidence. **Approach**: ADEW's Micro- Credit Program and Youth lending programs provides beneficiaries with manageable loans to assist them in launching their own income generating projects. The micro-credit model is based on a group-lending methodology. Self-selecting groups co-guarantee each other's loans in lieu of collateral. The youth lending model is divided into several segments where the first bracket begins at LE 2,000, the second at LE 3,000, and the third and final at LE 5,000. The idea behind the different brackets was to provide small steps for youth to enable them to expand their projects step by step.	
Formality: Non formal.	In-class training
Schedule: N/A.	
Targeting: All ages, but mainly young people.	
Location: Urban	
Gender: Females and males.	
Income group: All incomes.	
Student fees: N/A.	
Total program cost/ cost per participant: 7 million LE/ Average 2,000 LE per participant	
Number of attendees: Current number is 18,000 participants (303,000 total)	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job: A majority of participants managed to start their own business.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal.	

Vocational Education, Training and Employment Program **Egypt** **2007 – 2014** (Currently in first phase until mid 2011)	**Implementing org:** GTZ German Agency for Technical Cooperation **Financing org:** BMZ German Federal Ministry for Economic Cooperation and Development

Contacts: Ms. Edda Grunwald, Program Manager, email: edda.grunwald@gtz.de
Mr. Amos Jan Philipp, GTZ EG, email: jan.amos@gtz.de
Program references: : www.mki-vetep.com

PROGRAM DESCRIPTION	
Intervention type: Vocational training, employment services, active labor market policy instruments (ALMP) **Objective**: Improve the employability and the qualification level of participating youth - particularly young women. Create linkages between the market needs and skills development. Develop job placement mechanisms and enhance the quality of the actual jobs offered. Conceptual principles are 'interactive employability', 'balance of interest' and 'sustainability' **Approach:** Community based employment services provided. These services are linked to regional and national employment dialogues.	
Formality: Formal and non formal.	On-the-job training.
Schedule: Business hours. Full time.	
Targeting: Youth 15 to 29 years of age.	
Location: Urban and rural. Cairo, Qena and Mansoura.	
Gender: Males and females - with a focus on women.	
Income group: All income groups, although mainly low income.	
Student fees: Yes. Diverse financing mechanisms offered.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments: : Impact monitoring as part of a quality management system is in place, during the course of the program internal and external evaluations will take place.	

# The Mubarak-Kohl Initiative Dual System Approach **Egypt** **1993 – 2007**	**Implementing org:** GTZ German Agency for Technical Cooperation **Financing org:** BMZ German Federal Ministry for Economic Cooperation and Development. The technical education is financed by Ministry of Education

Contacts: gtz-aegypten@gtz.de
Program references: http://www.mki-vetep.com/page_cont.asp?sublinkID=5&p=3, http://www.gtz.de/en/weltweit/maghreb-naher-osten/aegypten/7717.htm

PROGRAM DESCRIPTION	
Intervention type: Technical Education Reform and job training. **Objective**: Reform the technical and vocational education and training system aimed at creating more qualified graduates. Increase employability through labor market demand orientated training. Improve the social recognition and acceptance of technical and vocational graduates **Approach:** The Private Sector and the Education Ministry are cooperating in steering, gearing, implementing and testing technical education and training in a collaborative manner in order to increase the quality of technical education and training. The focus is on experience based learning approaches rather than school based training. It is a demand driven TVET system. The reform of the technical and vocational education and training system in Egypt was initiated in 1991 under the "Mubarak-Kohl Initiative" known as MKI-dual system. 15 years of technical development through parallel projects within the MKI preceded the harmonization into the current program.	
Formality: Formal.	In-class and on-the-job training.
Schedule: 6 day week, 4 days of training in companies, 2 days in school. Full time.	
Targeting: Youth still in the school system that have completed 9th grade.	
Location: Urban, with a concentration on urban centers and industrial zones, some rural.	
Gender: Males and females, although mainly males.	
Income group: All incomes, although mainly low income.	
Student fees: No fees (for technical training in companies employers pay an allowance to students and pay fees to a private sector body coordinating technical education and training).	
Total program cost/ cost per participant: 15 years of technical development through parallel projects within the MKI preceded the harmonization into one program, thus it is not possible to provide numbers on total cost. School costs estimated 350 LE/participant/year (calculated on the basis of a teacher's salary and overhead costs divided by the number of students in a class), fixed costs of the private sector amount to 105 LE monthly (80 LE students allowance, 25 LE fees private sector coordinating body), 1260 LE is the participant cost per year.	
Number of attendees: 24.000 by 2008.	
PROGRAM OUTPUTS	
Number of graduates: 20.000 by 2008.	
Number of graduates with a job: 14.000.	
Output comments: In comparison to regular technical secondary school graduates - MKI dual system graduates sore higher in the final exams. Participants express a greater sense of self-worth and confidence. When comparing the former system to this dual system approach, the latter has proven to be more sustainable both financially and institutionally.	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments: Internal and external evaluations. 8 project progress reviews have been undertaken. During the last years regular tracer studies have been done, will continue until 2011.	

Microcredit Program **Egypt** **2006-ongoing**	**Implementing org:** Alashanek Ya Balady, AYB, "For You, My Country." Association for Sustainable Development. **Financing org:** Drosos Foundation, IYF, Vodafone.

Contacts: E-mail: info@ayb-sd.org, Tel and Fax: (+202) 25253213
Program references: www.ayb-sd.org

PROGRAM DESCRIPTION	
Intervention type: Self-employment promotion. **Objective**: To increase self-employment amongst young entrepreneurs (former graduates of the "Training and Life Coaching Programs" through training and micro-grants. **Approach:** Participants are trained in areas such as project management, financial management, marketing, how to solve operational problems and how to monitor venture performance. Support and guidance during company start-up phase. Participants with high venture performance companies, facing financial problems, can apply for Micro-Credit Loans through the "Small Loans Program" – between 2500 – 7500 EGP	
Formality: Non formal.	In-class training.
Schedule:	
Targeting: Youth.	
Location: Urban.	
Gender: Males and females.	
Income group: All incomes.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal. An M&E unit monitors the performance of AYB-SD programs through performance indicators that measure inputs, processes, outputs, outcomes, and impacts of development projects, programs, or strategies. This involves collection of data through surveys, as well as analysis and reporting. The indicators help AYB-SD track progress, demonstrate results, and take corrective action to improve service delivery.	

# Training and Career Guidance Program **Egypt** **2006-ongoing**	**Implementing org:** Alashanek Ya Balady, AYB, "For You, My Country." Association for Sustainable Development. **Financing org:** Drosos Foundation, IYF, Vodafone.

Contacts: E-mail: info@ayb-sd.org, Tel and Fax: (+202) 25253213
Program references: www.ayb-sd.org

PROGRAM DESCRIPTION	
Intervention type: Job training, life skills training. **Objective**: Economically empower youth from marginalized communities by providing them with life skills and specialized skills demanded by the private sector. **Approach:** Depending on the education of the beneficiary basic literacy skills (Arabic and math) can be provided. The beneficiaries will be trained in Computer literacy and English literacy. Soft skills training include: Communication skills, presentation and leadership skills, team work and time management skills. Specialized skills: In areas such as: sales; administrative work; IT; office assistantship; housekeeping; child care; elder care and other tailored courses according to private sector needs.	
Formality: Non formal.	In-class training.
Schedule:	
Targeting: Youth in marginalized communities	
Location: Urban.	
Gender: Male and female.	
Income group: Low income	
Student fees:	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal. An M&E unit monitors the performance of AYB-SD programs through performance indicators that measure inputs, processes, outputs, outcomes, and impacts of development projects, programs, or strategies. This involves collection of data through surveys, as well as analysis and reporting. The indicators help AYB-SD track progress, demonstrate results, and take corrective action to improve service delivery.	

# Vocational Training Program **Egypt** **2006-ongoing**	**Implementing org:** Alashanek Ya Balady "For You, My Country" AYB association for sustainable development **Financing org:** Drosos Foundation, IYF, Vodafone

Contacts: E-mail: info@ayb-sd.org, Tel and Fax: (+202) 25253213
Program references: www.ayb-sd.org

PROGRAM DESCRIPTION	
Intervention type: Vocational training. **Objective**: Equip youth with specific trade skills, leading them to become more employable and attractive on the labor market. **Approach:** Industry specific training provided within areas such as: leather making, sewing, the production of high-quality handicrafts (produced goods are sold in stores and at fairs).	
Formality: Non formal.	On-the-job training.
Schedule: Full-time	
Targeting: Youth.	
Location: Urban.	
Gender: Males and females, although mainly females.	
Income group: Low and middle income.	
Student fees:	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal. An M&E unit monitors the performance of AYB-SD programs through performance indicators that measure inputs, processes, outputs, outcomes, and impacts of development projects, programs, or strategies. This involves collection of data through surveys, as well as analysis and reporting. The indicators help AYB-SD track progress, demonstrate results, and take corrective action to improve service delivery.	

# Developing Skills for the Workplace **Egypt** **2005-2010**	**Implementing org:** Education and Employment Alliance (EEA) **Financing org:** USAID and the International Youth Foundation (IYF)

Contacts:
Program references: http://www.eeaonline.org/egypt/index.asp

PROGRAM DESCRIPTION	
Intervention type: Job training. **Objective**: Egyptian public universities have not been able to provide youth with the specific skills demanded by the labor market. The objective with this program is to fill this gap by providing the youth with demanded skills. **Approach:** Establishment of Career Development Centers. Youth are provided training within various trades.	
Formality: Non formal.	On-the-job training.
Schedule: Daytime. Full time.	
Targeting: Youth. University graduates.	
Location: Urban.	
Gender: Males and females.	
Income group: Middle to high income.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments: N/A.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

Egypt **2003-ongoing**	**Implementing org:** Nahdet El Mahrousa (NM), "the Renaissance of Egypt." **Financing org:** International Youth Foundation and others.

Contacts: Tel/Fax: +20-2-575-1888
Program references: N/A

PROGRAM DESCRIPTION	
Intervention type:Life skills. **Objective**: Linking education to employment, promoting the culture of research and development and preparing emerging young leaders and development practitioners. Empower resourceful and educated young Egyptians through various life skills developing activities. **Approach:**	
Formality: Non formal.	In-class training.
Schedule: Part time.	
Targeting: Young university graduates.	
Location: Urban mainly.	
Gender: Males and females.	
Income group: Mid to high income groups.	
Student fees: N/A.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments:.	

# Successful Transitions to Education II **Jordan** **09/08 - ongoing**	**Implementing org:** Mercy Corps **Financing org:** US Department of State – Bureau of Populations, Refugees and Migration

Contacts: Email: gansorge@mercycorps.org
Program references: N/A.

PROGRAM DESCRIPTION

Intervention type: Life skills training and job training.

Objective: Improve the school performance and address the developmental needs of Iraqi refugees and at-risk Jordanian youth with the ultimate goal of increasing their employability. Improve cognitive, behavioral and social skills.

Approach: A variety of skill building classes and activities through a multifaceted approach adapted for at-risk and vulnerable youth in a creative and nurturing environment. Classes include: ICT training, advanced technical skills training, career development. Parents and youth also participate in group training sessions.

Formality: Non formal.	In-class training.
Schedule: After school. Part time.	
Targeting: At-risk Iraqi refugees and Jordanian youth below 25 years of age.	
Location: Urban mainly, some rural.	
Gender: Females and males.	
Income group: All income groups, mainly low.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees: 2,000	

PROGRAM OUTPUTS

Number of graduates: Not yet applicable.

Number of graduates with a job:

Output comments: Participants report that they feel more confident and comfortable in the classrooms (increasing their chances of succeeding in the formal state schools) and feel that they can accomplish self-set goals independently; the participants express that they have gained a sense of community, greater closeness to their Jordanian peers and integration within the greater Jordanian population. The families of the participants become better acquainted with the formal educational system, and feel more comfortable enrolling their children in government schools. Participants have acquired knowledge, preparing them for competitive careers.

PROGRAM OUTCOMES/IMPACT

Impact: N/A

Evaluation comments: Internal evaluations: semi-structured interviews, focus group discussions and 1-on-1 interviews were used periodically to asses need and impact. Various participatory appraisal tools were employed as well, in addition to daily observation in the classrooms, and assessment of exam results.

# Youth Leadership Development Initiative **Jordan** **2007-ongoing.**	**Implementing org:** Siraj "Lantern" **Financing org:** USAID, Naseej. Save the Children.

Contacts: Email: info@sirajnet.org .Tel: +962 6 5657411/2/3
Program references: http://sirajnet.org/

PROGRAM DESCRIPTION	
Intervention type: Life skills training. **Objective**: Develop leadership qualities, creative mindsets and dynamism in young Lebanese students and graduates. Creating tomorrow's leaders that will positively contribute to the economy and society. **Approach:** Link youth to inspiring and competent role models and their networks. Siraj builds youth leadership capacities and provides shared learning forums for youth to learn about and exchange leadership resources, knowledge, and practices. Through workshops, lectures, learning forums, case studies. Training also include mind-mapping and community-oriented practices.	
Formality: Non formal.	In-class training.
Schedule: Part time.	
Targeting: Youth, university students graduates.	
Location: Urban.	
Gender: Males and females.	
Income group: Mid-to high income groups.	
Student fees:	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments:.	

Non Formal Education Program for school drop outs (NFE) Informal Education Program for Street Kids (IFE) Jordan 2003 – ongoing	**Implementing org:** Questscope **Financing org:** World Bank, UNHCR, EU, Mercy Corps, US State Department and US Department of Labor (DOL), Diakonia, and UNICEF

Contacts: Curt Rhodes, Director. Email: info@questscope.org Phone: +962 6 461 8951
Program references: www.questscope.net, www.questscope.org

PROGRAM DESCRIPTION

Intervention type: Life skills, equivalency education, job training, vocational training.

Objective: Mainstream school drop-outs, working/street children into mainstream society. Increase their educational levels through equivalency education. Improve skill sets and increase employability. Influence the quality of instruction also in the formal system.

Approach: Working youth continue to earn income in day jobs while attending evening classes in public schools. Specially trained teachers, help the youth earn an educational proficiency certificate (10^{th} grade level). This leads to vocational certification, followed by options for business startup loans and improved employment possibilities. Participants also receive coaching and psychological support. NFE cycles are 24 (continuous) months. Intake is year-round. Vocational training cycles are 1 to 2 yr

Formality: Non-formal with alternative equivalency education certification.	In-class training and on-the-job training.

Schedule: After school hours. Flexible schedule.

Targeting: Below 25 years of age. Vulnerable Jordanian youth, Iraqi refugees, displaced persons.

Location: Urban and rural.

Gender: Males and females.

Income group: Low income.

Student fees: None.

Total program cost/ cost per participant: US$250 per participant per year.

Number of attendees: 6000 since 2005.

PROGRAM OUTPUTS

Number of graduates: Total number since 2005: 290 children and youth. 210 students out of the 290 graduates have enrolled in Vocational Training Corporation.

Number of graduates with a job: -

Output comments: (i) MoE adopted the NFE model to reduce the number of dropouts 6-16 years of age (the "stock:" estimated at 70,000 to 100,000 children). First educational certification program to mainstream children who cannot compete in formal system; **(ii)** Interest in making further policy changes that may allow dropouts to continue to secondary education after completing 10^{th} grade equivalency; **(iii)** 98% of all children who have sat for the 10^{th} grade proficiency test at the end of the three NFE cycles have passed. Further vocational education eligibility enhanced; **(iv)** Children show improved coping skills, confidence, social competence society integration; **(v)** Community members show more acceptance of the children and their potential.; **(vi)** Methodologies teachers acquire at NFE, affects their teaching style in formal schools.

PROGRAM OUTCOMES/IMPACT

Evaluation comments: (i) Internal evaluation tools to examine knowledge accumulation. Psychological tests to study vocational maturity, problem-solving techniques, and self-concept etc. (ii) SWOT analysis quantitative evaluation method, to identify weaknesses, strengths, opportunities, and threats. (iii) 4 different phases of evaluation: (a) child pre-assessment; (b) post assessment; (c) evaluation after each of the 3 educational cycles of the program; and (c) final program evaluation.

Land Surveyor, Teacher, Vocational, and Workplace Success Training and Job-Placement Programs

Jordan

2006 - ongoing

Implementing org: Education For Employment Foundation (EFE)/Jordan Career Education Foundation (JCEF)

Financing org: EFE, Said Foundation, MEPI, Consolidated Contractors Company (CCC-Jordan), Ministry of Labour's National Training & Employment Project (NTEP), and NGO/private-sector.

Contacts: Salvatore Nigro, Europe EFE. Email: snigro@efefoundation.org. Tel: +34.91.522.9841; Amanda Fazzone, Country Director, Email: afazzone@efefoundation.org, Tel: +1.202.464.5202

Program references: www.efefoundation.org\

PROGRAM DESCRIPTION

Intervention type: Vocational training, job training and job placement.

Objective: Improve youth skills set and ability to gain employment. Help private-sector companies improve recruitment processes to employ/retain highly skilled candidates. Improve "culture of shame" that discourages youth from working in sectors that are in high demand.

Approach: (i) Professional and communications skills to get and keep a first job (e.g. making positive first impressions, managing conflict). Development of leadership capability/entrepreneurial spirit; (ii) Industry-specific professional and vocational training and job/internships placement programs. The job-oriented trainings have been adapted for the local context and grounded in market needs.

Formality: Non formal and formal.	In-class and on-the-job training.

Schedule: Business hours. Full time.

Targeting: 17-25 years of age.

Location: Primarily urban, some rural.

Gender: Males and females.

Income group: All incomes.

Student fees: None.

Total program cost/ cost per participant: $160,000 for 2009 total cost. $500 to $2,000 per participant depending on employer requirements and technical training course.

Number of attendees: 300 students (2006-February 2009)

PROGRAM OUTPUTS

Number of graduates: 255 graduates

Number of graduates with a job: Out of 255 graduates, more than 85 percent have been placed in jobs (e.g. heating, air conditioning, banking, engineering, IT, hospitality, teachers, land surveying).

Output comments: Employers continually express a need for trained graduates from the JCEF's programs therefore additional Workplace Success classes 2009 to fill guaranteed jobs in a variety of sectors. Increased sense of confidence, hope and leadership capability amongst graduates.

PROGRAM OUTCOMES/IMPACT

Impact: N/A

Evaluation comments: Internal evaluations: before and upon completion of training; and at three, six, and twelve months following job placement. In addition periodic feedback surveys and Balanced Scorecard performance management tool biannually.

Al Manar Career Counseling

Jordan
2004-2010

Implementing org: NCHRD
Financing org: CIDA

Contacts: Dr. Nader Mryyan, Project Director, NaderM@nchrd.gov.jo
Program references: www.almanar.jo

PROGRAM DESCRIPTION

Intervention type:
The overall goal is to provide strategic leadership in developing and sharing knowledge and expertise in career guidance policy, practice, information and initiatives towards improving and maintaining quality career guidance services that will benefit youth and adult Jordanians

Objective:
- Raise the competency level of counselors in career guidance services.
- Increase the career guidance and career information material available in Jordan
- Create a Culture of Career Guidance'
- Facilitate Access to Career Development Services.
- Establish and Strengthen Domestic and International Networking Opportunities

Approach:
- Raise the quality and effectiveness of career guidance services.
- Make accessible career guidance material to counselors and students
- Build awareness of the usefulness of career guidance services in education and work life transitions
- Create and maintain linkages with the international community in career guidance.

Formality: Non formal.	-

Schedule: Flexible hours: day time, evenings.

Targeting: University students and other job seekers.

Location: Urban

Gender: Females and males.

Income group: All income groups.

Student fees: None.

Total program cost/ cost per participant:

Number of attendees: 600 per year.

PROGRAM OUTPUTS

Number of graduates:

Number of graduates with a job:

Output comments: Trainees were mainly university students.
- 23 career-counseling offices were founded and opened in 23 private and public universities.
- 60 trained university and school counselors and assistant counselors.

PROGRAM OUTCOMES/IMPACT

Impact: N/A.

Evaluation comments: Annual evaluation conducted by external consultant.

Integration of Life Skills Based Education into the Jordanian Curricula **Jordan** **2005 – ongoing**	**Implementing org:** UNICEF and Ministry of Education **Financing org:** UNICEF and Ministry of Education

Contacts: Jumana Haj Ahmad, Adolescents Specialist UNICEF Jordan, email: jhajahmad@unicef.org
Program references:

PROGRAM DESCRIPTION	
Intervention type: Life skills training. **Objective**: Improving the quality of education in the Jordanian schools by mainstreaming life skills such as communication skills, decision making (while increasing self esteem) into the learning outcomes of curricula among all grades with focus on the adolescents. **Approach:** Following a pilot of life skills training in a number of schools and through policy dialogue, MoE has committed to integrate life skills based education (LSBE) into the physical education and pre-vocational education curricula. Teacher's manual and students' activities have been developed and are being integrated into the text books, teachers' guidebooks and classes. The process of integration is continuing with a main focus on teachers' training and monitoring. The MoE is currently exploring the possibility of integration of LSBE into additional subject areas.	
Formality: Formal.	In-class training.
Schedule: During physical education and prevocational education classes. Part time.	
Targeting: 12-18 year olds.	
Location: Urban and rural.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees: 15,000	
PROGRAM OUTPUTS	
Number of graduates: N/A	
Number of graduates with a job: N/A	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: N/A	

Radio Training School Radio **Jordan** **2008**	**Implementing org:** Radio Al Balad (previously Amman Net). **Financing org:** Al Naseej and Save the Children.

Contacts: Mr. Hazem Thalji, coordinator and project supervisor.
Program references: www.ammannet.net

PROGRAM DESCRIPTION	
Intervention type: Vocational training. **Objective**: Provide young people with media skills, radio production, making them employable. Provide youth with opportunities to affect their community and enlighten their peers on important topics. **Approach:** Radio production training, training on how to collect data and information, conduct research on a topic, how to interview. Training on how to identify priority subjects. The participants held school radio shows – which thousands of students listened to. Topics of discussion included: traffic awareness, the rights of the child, journalism as a profession, the HIV/AIDS and its prevention.	
Formality: Non formal.	On-the-job training.
Schedule: Working hours and weekends, part time for 11 months.	
Targeting: Youth.	
Location: Urban and peri-urban (Amman city and surroundings)	
Gender: Males and females.	
Income group: All income groups.	
Student fees: N/A.	
Total program cost/ cost per participant: USD119 per participant.	
Number of attendees: 505.	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job: Several of the participants have found jobs soon after graduating from the program: for example at Al Jazeera and various other satellite channels and also at several of the radio channels.	
Output comments: The talk show that handles the student/youth issues has won a reward (third rank) in an assessment for the Jordanian best talk shows, and most of the voters were from the young adults; which means that the youth find it the most talk show that express and deal with their real problems.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal evaluation.	

INJAZ Jordan 1999-2010	**Implementing org:** Injaz Jordan, MoE **Financing org:** USAID, Private Sector Board

Contacts: Dana Zagha, Marketing and Communication Manager, dzagha@injaz.org.jo, Tel: 0096265657410
Program references: www.injaz.org.jo

PROGRAM DESCRIPTION	
Intervention type: Entrepreneurial, workforce readiness, and financial literacy training. **Objective**: Bridge the gap between educational outcomes and the private sector needs: Curricula designed to enhance youths' skills to enter the job market as employees or entrepreneurs. Encourage more students to start an entrepreneurial venture as a career option and based on market needs. **Approach:** INJAZ in partnership with the Ministry of Education and leading companies from the private sector, brings corporate volunteers into the classroom to share their professional experience and teach curricula improving business ethics, as well as advanced programs related to economics and entrepreneurship amongst others.	
Formality: Non formal, mainstreamed into formal system.	In-class training
Schedule: 16 hours per year.	
Targeting: 12 to 22 years of age.	
Location: Urban and some rural.	
Gender: Females (70%) and males (30%).	
Income group: Middle income groups.	
Student fees: None.	
Total program cost/ cost per participant: USD19 per participant.	
Number of attendees: 2009-2010, more than 110,000	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: INJAZ regularly conducts internal evaluations on almost all of its programs and events. Evaluation forms are distributed on beneficiaries and their satisfaction and comments are captured, analyzed and reported on. Results and comments are used to improve and enhance the program in the future.	

# Promotion of Vocational Education and SME Development **Lebanon** **VET 96/SME 07 - ongoing**	**Implementing org:** GTZ **Financing org:** Federal Government of Germany (BMZ)

Contacts: Prof. Dr. sc. Michael Guder, Head Lebanese-German TVET/SME-Program.
Tel/Fax: 00961-1-692794, Mobile: 00961-3-600273, E-Mail: michael.guder@gtz.de
Program references:

PROGRAM DESCRIPTION	
Intervention type: Vocational training, job training. **Objective**: Improve vocational training and the ability for small and medium enterprises to flourish. Increase youth employability and the acquisition of market relevant skills. **Approach:** (i) Implement a network of cooperative training in collaboration with 21 schools and 560 enterprises (PPP); (ii) produce market relevant high quality curriculum; (iii) train young trainers and provide them with employment; (iv) support vocational education policies; (v) promote small and medium enterprises development services via chambers of commerce etc; (vi) encourage qualified training participants to attend further training in order for them to be able to contribute to small and medium enterprise's (either as employers or employees).	
Formality: Formal and non formal.	On-the-job training.
Schedule: Daytime and afterschool.	
Targeting: Mainly youth below 25 years of age, but also some adults.	
Location: Urban and rural.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: USD 200 per year in public schools, USD 670 minimum in private schools	
Total program cost/ cost per participant: Total cost: 04/2007 - 03/2010 - 5 Million Euro. Per participant cost: 800-1000 Euro per year.	
Number of attendees: On average 1000 attendees per year.	
PROGRAM OUTPUTS	
Number of graduates: 180 in the cooperative training; about 60 in Master courses, and about 200 teachers in further training	
Number of graduates with a job: On average 70 percent.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments: External and internal evaluations and progress reviews.	

Youth for all **Lebanon** **2007 (8-month program)**	**Implementing org:** Arcenciel **Financing org:** Naseej - Community Youth Development Initiative / Save the Children

Contacts: Hyam Fakhoury, Head of External Relations Department
Program references: www.arcenciel.org, www.naseej-cyd.org

PROGRAM DESCRIPTION	
Intervention type: Life skills training. **Objective**: Enhance youth competencies and skills set (e.g. leadership ability, communication and organization skills). Increase youth sense of confidence, responsibility, and community belonging. Increase their ability to build linkages with various groups within the community in order to mobilize common efforts for the most underprivileged. Provide employment. **Approach:** Youth were selected and trained through an interactive and participatory approach. The youth conducted a community needs assessment and thereafter planned and implemented community programs, e.g. creative activities at a school for youth displaced by war; service provision for people with disabilities and elderly.	
Formality: Non formal.	In-class training + field visits.
Schedule: During school hours. Part time.	
Targeting: All ages but mainly people below 25 years of age.	
Location: Urban and rural.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant: Per participant: USD 100.	
Number of attendees: 394.	
PROGRAM OUTPUTS	
Number of graduates: N/A	
Number of graduates with a job:	
Output comments: -	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: A combination of evaluations.	

Youth Civil Society and Leadership Program Lebanon 01/08- 06/09	**Implementing org:** Lebanese Transparency Association-No Corruption **Financing org:** Irex

Contacts: Gaelle Kibranian, LTA +961-1-388115 (20), gkibranian@transparency-lebanon.org
Program references: www.transparency-lebanon.org

PROGRAM DESCRIPTION

Intervention type: Life skills training (civic education).

Objective: Promote youth activist to address corruption and bad governance. Mobilize youth and empower them with resources and skills (e.g. leadership skills) to combat inefficient and corrupt governance in Lebanon.

Approach: The program consists of four mutually reinforcing objectives:

1- Build the capacity of youth civil society leaders in advocacy and anti-corruption techniques.
2- Identify issue-based projects that bridge sectarian divides.
3- Implement community-driven youth projects that improve government transparency and accountability.
4- Form a nation-wide youth coalition called Lebanese Youth against Corruption.

Targeted training will create a select group of youth leaders, from eight volatile regions, capable of mobilizing local communities to address poor governance. In addition to training, the program will provide small grants to support projects that encourage transparency and bridge sectarian divides. This cadre of youth leaders will consolidate their resources in a nation-wide youth coalition. At least 30 anti-corruption projects will be implemented and 20 anti-corruption groups brought together under the coalition.

Formality: Non formal.	In-class training.
Schedule: After school and weekends. Part time.	
Targeting: 15-25 years of age.	
Location: Urban and rural (mainly politically charged communities).	
Gender: Males and females.	
Income group: All income groups, mainly middle and upper classes, university students/graduates.	
Student fees: N/A.	
Total program cost/ cost per participant: Total: approximately USD330,000 for 3 years	
Number of attendees: 395	

PROGRAM OUTPUTS

Number of graduates: N/A

Number of graduates with a job: N/A

Output comments:

PROGRAM OUTCOMES/IMPACT

Impact: N/A

Evaluation comments: N/A

# The Accelerated Vocational Training Program (AVTP) **Lebanon** **2003 - ongoing**	**Implementing org:** YMCA **Financing org:**

Contacts: email: ymca@ymcaleb.org.lb, phone/fax: 01-490640, 01-490685, 01-491740
Program references:

PROGRAM DESCRIPTION

Intervention type: Job training.

Objective: Increase income generating skills of Palestinian refugee groups of both genders and promote economic self-reliance to decrease their dependency on relief assistance. Enhance the employment opportunities of unemployed Lebanese youth and school dropouts. Mobilize, empower and build the capacities of youth. Provide positive alternatives in order to reduce trauma associated with violence and conflict. Provide valuable income-generating skills.

Approach: Provide training (provision of educational tools, equipment and training) to school drop-outs and unemployed youth so that they can be hired to upgrade pre-school services and operate and run preschool operations in the Palestinian refugee camps.

Formality: Non formal.	On-the-job training.
Schedule:	
Targeting: Youth below 25 years of age. Palestinian refugees and Lebanese school drop-outs.	
Location: Urban and rural. North Lebanon (Akkar, Dinneyeh, Tripoli), Bekaa Valley (East and West), South Lebanon (Tyre Nabatiyeh, Jezzine), Mount Lebanon, and remote satellite villages of the Beirut district.	
Gender: Males and females.	
Income group: Low income.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees:	

PROGRAM OUTPUTS

Number of graduates:
Number of graduates with a job:
Output comments:

PROGRAM OUTCOMES/IMPACT

Impact: N/A
Evaluation comments: N/A

The Global Net Corps (GNC) Lebanon	**Implementing org:** YMCA **Financing org:**

Contacts: Tel./Fax: 01-490640, 01-490685, 01-491740, E-Mail: Ymca@Ymca-Leb.Org.Lb
Program references:

PROGRAM DESCRIPTION	
Intervention type: Vocational training, job training. **Objective**: Increase employment opportunities and reduce local migration. Create a demand among various community groups for information computer technology. Link newly skilled youth to high growth industry clusters to boost economic and social benefits to rural communities **Approach:** Train unemployed youth, in information computer technology. Introduce the youth to local industries and encourage brainstorming on business development/creative employment.	
Formality: Non formal.	In-class training.
Schedule: Varied. Part time.	
Targeting: Youth below 31 years of age.	
Location: Urban and rural.	
Gender: Male and female – although mainly female.	
Income group: All income groups, mainly middle class.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments: Following an initial 10-month pilot the following results were observed: 1. Several participants found employment opportunities within e.g. tourism promotion. 2. An increased interest in ICT has been seen, e.g. new training inquiries, increased sales of computers etc. This might be a side effect of the program. After the skills acquisition the participants have been able to add value to local municipalities. They have also been invited to become active members in cultural committees. In addition, GNC drew in a significant number of women. Over 50% in the pilot program were female.	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments:	

Youth Leadership Development Initiative **Lebanon** **2007-ongoing.**	**Implementing org:** Siraj "Lantern" **Financing org:** USAID, Naseej. Save the Children.

Contacts: Email: info@sirajnet.org .Tel: +962 6 5657411/2/3
Program references: http://sirajnet.org/

PROGRAM DESCRIPTION	
Intervention type: Life skills training. **Objective**: Develop leadership qualities, creative mindsets and dynamism in young Lebanese students and graduates. Creating tomorrow's leaders that will positively contribute to the economy and society. **Approach:** Link youth to inspiring and competent role models and their networks. Siraj builds youth leadership capacities and provides shared learning forums for youth to learn about and exchange leadership resources, knowledge, and practices. Through workshops, lectures, learning forums, case studies. Training also include mind-mapping and community-oriented practices.	
Formality: Non formal.	In-class training.
Schedule: Part time.	
Targeting: Youth, university students graduates.	
Location: Urban.	
Gender: Males and females.	
Income group: Mid-to high income groups.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments:.	

El Mina Tourism Training and Interaction Center Lebanon 20xx-ongoing.	**Implementing org:** The Safadi Foundation and Beit-El-Fann (House-of-Arts) **Financing org:** The World Bank.

Contacts: **Program references:** www.safadi-foundation.org

PROGRAM DESCRIPTION	
Intervention type: Job training. **Objective**: Develop human capacities for improving tourism of El Mina. Improve the social and economic conditions of El-Mina residents. Prepare local youth to be specialized in touristic services. Develop touristic services. Attract Lebanese and foreign tourists. Create job opportunities. **Approach:** 1. Train youth in touristic marketing strategies (including "e-tourism" web page design, graphic design) and in becoming tourist guides. 2. Preserving handicrafts (pottery, embroidery, etc) to be sold mainly to tourists through: Preparation of model handicrafts; training sessions for women on how to better produce/exhibit/market products.	
Formality: Non formal.	In-class training.
Schedule: Business hours, full time.	
Targeting: Mainly young people (unemployed youth and house wives).	
Location: Urban.	
Gender: Males and females.	
Income group: Mainly low income.	
Student fees: N/A**.**	
Total program cost/ cost per participant:	
Number of beneficiaries: 110 (60 unemployed young men and 50 housewives). In addition 10 artisans and 50 café or restaurants owners and their children will directly benefit from the program – and indirectly 10,000 people from the local community.	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments:.	

"Achieving E-Quality in the ICT sector" Lebanon 2004-2009	**Implementing org:** Hariri Foundation for Sustainable Development, Ministry of Higher Education. **Financing org:** Hariri Foundation, UNIFEM, Cisco International Systems

Contacts: Tel: +961 1 792 300 and +961 1 803 320
Program references: info@hariri-foundation.org

PROGRAM DESCRIPTION	
Intervention type: Job training and employment services. **Objective**: Increase young women's labor market competitiveness by providing them with ICT skills, required by today's professional labor market. Link graduates to employment opportunities. **Approach: (i)** Training through Cisco Networking Academy Program; (ii) Through coordinated efforts of both private and public sectors, graduates are linked to employment through a recruitment activity.	
Formality: Non formal.	In-class training.
Schedule: Working hours.	
Targeting: Young females.	
Location: Urban.	
Gender: Females.	
Income group: All income groups.	
Student fees:	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

# INJAZ Lebanon **Lebanon** **2000-2010**	**Implementing org:** Injaz Lebanon, MoE **Financing org:** Mainly the private sector

Contacts: Dima el Khouri, Executive Director, 961 5 456040; 961 3 710 830; dima@injaz-lebanon.org
Program references: www.injaz-lebanon.org, www.injazalarab.org

PROGRAM DESCRIPTION	
Intervention type: Entrepreneurial, workforce readiness, and financial literacy training. **Objective**: Bridge the gap between educational outcomes and the private sector needs: Curricula designed to enhance youths' skills to enter the job market as employees or entrepreneurs. Encourage more students to start an entrepreneurial venture as a career option and based on market needs. **Approach:** INJAZ in partnership with the Ministry of Education and leading companies from the private sector, brings corporate volunteers into the classroom to share their professional experience and teach curricula improving skills, business ethics, as well as advanced programs related to economics and entrepreneurship amongst others.	
Formality: Non formal mainstreamed into formal education system.	In-class training
Schedule: Daytime, part time. 30 hours.	
Targeting: Students, 7-18 years of age.	
Location: Urban and rural.	
Gender: Females (50%) and males (50%).	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant: USD40.	
Number of attendees: 10,000 during 2009-2010.	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job: N/A.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: internal evaluations are continuously conducted: Pre and post tests; Focus groups with students / volunteers; Evaluation questionnaires wherever possible.	

# Career Guidance Program **Lebanon** **1985-2010**	**Implementing org:** Hariri foundation **Financing org:**

Contacts:
Program references: http://www.hariri-foundation.org.lb/

PROGRAM DESCRIPTION	
Intervention type: Employment service. **Objective**: The aim of career guidance is to offer career counseling to individuals to help them reach a mature career decision that suits their personality and abilities. **Approach:** Individual or group counseling. Counseling sessions consist of three stages namely, career exploration, self-awareness, and decision making:	
Formality: Non formal.	In-class training
Schedule: Day time and evenings.	
Targeting: University students.	
Location: Urban	
Gender: Females and males.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

# ALEF: Advancing Learning and Employability for a Better Future **Morocco 12/04 – ongoing**	**Implementing org:** Academy for Educational Development (AED) with some collaboration with the Ministry of Education. **Financing org:** USAID Morocco.

Contacts: May Rihani, Senior Vice President, Global Learning Group, AED; mrihani@aed.org
Sara Rachmeler, ALEF Project Director, AED ; srachmeler@aed.org
Program references: http://www.alef.ma, www.moustaqbali.ma, www.tarbiya.ma, www.aed.org

PROGRAM DESCRIPTION

Intervention type: Life skills, vocational, entrepreneurial, second chance edu., employment services

Objective: Help the education and vocational training sectors prepare graduates better to meet Morocco's current and future workforce needs by creating bridges between formal schooling, vocational training and employment.

Approach: Increase relevance of curriculum, increase students' skills (e.g. communication, decision-making, organization, leadership, ICT etc), and enable schools to develop and implement their own quality improvement plans. Activities related to vocational training and increasing youths' employability include:

- Working collaboratively with public and private partners to strengthen the relevance of vocational training, thereby increasing job opportunities.
- Providing training to over 1,500 vocational training students and professors.
- Connecting youth with job counseling and placement services via the portal. www.moustaqbali.ma, or "my future" in the Moroccan Arabic.
- Providing students with important skills for today's marketplace. Over 40 middle schools, reaching over 13,000 students have implemented the phases of the Project's "Developing Entrepreneurial Spirit Program."
- Supporting improved training methodologies in selected agricultural vocational training institutes

Formality: Formal and non formal.	In-class training.

Schedule: Business hours. Part time.

Targeting: Below 25 years of age.

Location: Urban and rural.

Gender: Males and females.

Income group: All income groups.

Student fees: -

Total program cost/ cost per participant: Total USD27.6 million.

Number of attendees: More than 270,000 students in the 07/08 school year in 485 schools (with the participation of over 10,000 teachers).

PROGRAM OUTPUTS

Number of graduates: Data not yet available.

Number of graduates with a job: Data not yet available.

1. **Output comments:** Reporting from ALEF schools indicate that middle school students participating in the "Development of Entrepreneurial Spirit" program show more autonomy, initiative and responsibility in all that they undertake compared to students who have not yet participated. A mid-project evaluation was conducted by the MoE in 07 concluded that the large majority educational actors involved with the ALEF project consider that it has added value to the Moroccan education system.
2. Moroccan schools have developed, implementing or have completed "school improvement plans" aimed at improving the quality of teaching and learning.
3. The Government is adopting several key ALEF strategies into national policy and curricula.
4. ALEF has been requested to accompany the Government in 08/09 to introduce the "Relevance Program" into the national and regional educational curriculum.

5. Of the more than 10,000 women who benefited from ALEF's womens' literacy component (funded by the Middle Eastern Partnership Initiative), over 90% passed, and 2% dropped out, compared to an average of 70% and 15-20% respectively in the national curriculum. Evaluation shows that women in this program achieved the same level of literacy competency in 60 hours as what women in the national program attained in 100. The Government has decided to use innovative ALEF models in its national literacy strategy, starting with funding training for 24,000 women in the Casablanca region.
6. Under ALEF's "High Quality Dormitories" program, 90% of the over 840 girls continued to the next academic level after the first year. A 14% increase in the number of girls with a grade average of ten or more from the first report period to the second. The Government has decided to fund their diffusion in 07/08 to 198 Entraide Nationale dormitories starting this academic year, reaching over 15,000 girls and boys.

PROGRAM OUTCOMES/IMPACT

Impact:

Evaluation comments: Internal monitoring by ALEF and MoE and evaluation exercises, using data such as annual academic achievement reports from schools, customized evaluations of training, etc. A mid-project evaluation was conducted by the MoE in 2007.

Workplace Success Training and Job-Placement Program

Morocco

2007 – ongoing

Implementing org: Education for Employment Foundation (EF)
Financing org: The International Youth Foundation (IYF) & the EFE

Contacts: Nawfal M. Fassi-Fihri, CEO Morocco, Email: nfassifihri@efefoundation.org, Tel: + 212 22 99 70 69; Abeer Shubassi, C.Dir. Email: ashubassi@efefoundation.org, Tel: +202-464-5203
Program references: www.efefoundation.org

PROGRAM DESCRIPTION

Intervention type: Vocational training, job training, employment services.
Objective: Improve the overall quality of training and job placement for youth – creating qualified personnel in multiple industries. Increase public-private partnerships. Improve economic conditions and encourage a stronger and healthier middle class as labor market needs are met and employed youth are able to support their families and communities.
Approach: Employers identify skills gaps. Local solutions to market needs and education gaps, and promotion of local ownership on the part of students, employers and partners. In addition interactive courses teach students business skills like teamwork, communication, goal-setting, and professional behavior. Involvement of local businesses in providing job opportunities.

Formality: Formal and non formal.	In-class training.

Schedule: 60 hours of training over two months; weekday and weekend. Full time.

Targeting: People 20-30 years of age.

Location: Primarily urban, with some rural participation.

Gender: Male and female.

Income group: All incomes, mainly low income.

Student fees: None, however, although students do not pay for the training, they commit to pay an alumni fee of 1,200 MAD of their salary for one year to EFE.

Total program cost/ cost per participant: Total: USD256, 584 for FY09; includes general operating costs, salaries, and benefits. Per participant: USD591.02

Number of attendees: 222

PROGRAM OUTPUTS

Number of graduates: 182

Number of graduates with a job: 86% of its 182 graduates placed in jobs and internships. BMCE Bank and YNNA Holdings, have agreed to sponsor and hire 125 additional graduates in 09. 23% of graduates work in technology, 22% in business services, 13% in hotels/service industry, 11% in banking, 5% for nonprofits, 5% for government, and 23% work in other industries.

Output comments: (i) The employers of graduates indicate that EFE graduates are more prepared for the workforce than other employees; **(ii)** As of 12/08, EFE has completed ten courses of the Workplace Success Program. B/c rising demand, three additional launched in 09; **(iii)** EFE and Hassan II University are preparing to integrate the program into the broader university curricula, making it available to up to 27,000 students; **(iv)** Universities and trainers have strengthened capacity to deliver job-oriented training to their communities.

PROGRAM OUTCOMES/IMPACT

Impact:

Evaluation comments: Internal evaluations before training, upon completion, and three, six twelve months following job placement. Periodic online surveys to students, graduates, trainers, and employers. Balanced scorecard performance management tool biannually.

# Sales Training Program **Morocco** **2008 – ongoing**	**Implementing org:** Education for Employment Foundation (EFE) **Financing org:** The US Department of State's Office of The Middle East Partnership Initiative (MEPI) and EFE

Contacts: Nawfal M. Fassi-Fihri, CEO Morocco, Email: nfassifihri@efefoundation.org, Tel: + 212 22 99 70 69; Abeer Shubassi, C.Dir. Email: ashubassi@efefoundation.org, Tel: +202-464-5203
Program references: www.efefoundation.org

PROGRAM DESCRIPTION	
Intervention type: Vocational training, job training. **Objective**: Transform motivated, college-and university educated youth who have been unable to find jobs into ambitious and qualified salespeople who can help Morocco's companies compete in the global marketplace. **Approach:** Train business-to-consumer salespeople for the automobile, banking, and mass distribution industries, including sector-specific training modules.	
Formality: Formal and non formal.	In-class training.
Schedule: 180 hours of training over a 12-week period; seminars are held on weekdays and Saturdays.	
Targeting: People 20-30 years of age. College and university graduates.	
Location: Urban.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: $180.	
Total program cost/ cost per participant: USD 2,900 per participant + USD177 administrative costs per participant.	
Number of attendees: 180 in 2009.	
PROGRAM OUTPUTS	
Number of graduates: Not yet applicable. However, 50 job commitments by employers to date.	
Number of graduates with a job: Not yet applicable.	
Output comments: Not yet applicable.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: Internal. Evaluations conducted before training, upon completion of the training, and three month, six months and twelve months following job placement.	

# INJAZ Al Maghrib **Morocco** **2007-2010**	**Implementing org:** Injaz al-Arab, MoE **Financing org:** Private sector.

Contacts: Mr Abbad Andaloussi, CEO, m.abbad@injaz-morocco.org, +212 (0)5 29 01 15 14
Program references: www.injaz-morocco.org

PROGRAM DESCRIPTION	
Intervention type: Entrepreneurial, workforce readiness, and financial literacy training. **Objective**: Bridge the gap between educational outcomes and the private sector needs: Curricula designed to enhance youths' skills to enter the job market as employees or entrepreneurs. Encourage more students to start an entrepreneurial venture as a career option and based on market needs. **Approach**: INJAZ in partnership with the Ministry of Education and leading companies from the private sector, brings corporate volunteers into the classroom to share their professional experience and teach curricula improving skills, business ethics, as well as advanced programs related to economics and entrepreneurship amongst others.	
Formality: Non formal mainstreamed into formal education system.	In-class training
Schedule: School time. 16 hours.	
Targeting: Middle and high school students.	
Location: Urban	
Gender: Females and males.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant: USD310 000 /USD72 per participant (including costs for competitions, events, media)	
Number of attendees: 4,300 in 2009-2010	
PROGRAM OUTPUTS	
Number of graduates: 3,790 students this year (88%)	
Number of graduates with a job: N/A	
Output comments: N/A	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal evaluations. Pre-and post tests evaluate program progress.	

Preparing Youth for Jobs and Life Morocco	**Implementing org:** The Education and Employment Alliance (EEA) **Financing org:** USAID, International Youth Foundation.

Contacts:
Program references: http://www.eeaonline.org/morocco/index.asp

PROGRAM DESCRIPTION	
Intervention type: Life skills training. **Objective**: Better prepare young people for jobs and self employment by providing them with market relevant skills. **Approach:** Create partnerships with employers, education and training agencies, service providers, and the government in order to build bridges to facilitate the transition into the labor market for young graduates. Provision of life skills training.	
Formality: Non formal.	On-the-job training.
Schedule: Week days, full time.	
Targeting: Young people below the age of 30. University graduates.	
Location: Urban.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: N/A.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments: N/A.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal evaluations.	

E-Equality, ICT and Entrepreneurship Program Morocco 2007-2008	**Implementing org:** USAID, Cisco Systems, UNIFEM, Gov. of Morocco **Financing org:** USAID, Cisco Systems, UNIFEM, Gov. of Morocco

Contacts: Christine Capacci-Carneal, ccapacci-carneal@usaid.gov, Tel: +1 (202) 712-5692
Program references: www.usaid.gov, http://www.usaid.gov/ma/, www.e-parite.ma

PROGRAM DESCRIPTION

Intervention type: Job skills, life skills, entrepreneurial training, literacy, vocational training

Objective: Enhance the employability and inclusion of women mainly in the IT sector.

Approach: The program provides students in 11 Moroccan high schools and vocational schools Cisco Certified Network Associate training and other IT training courses. In addition, the program has introduced "job-preparedness training," basic life skills for the workplace that make students more employable. The program partners are integrating this program into the technical training curricula throughout the country. Model career guidance centers are being set up in participating institutions to strengthen the link with the private sector. Training of youth in ICT and entrepreneurship to meet Morocco's entry-level workforce needs. Efforts to reduce drop-out rates through the improvement of the quality and relevance of lower secondary and upper primary education. Combating illiteracy through a new training program for rural women in local languages. Supporting the government in closing the gap between supply and demand for entry level skills training in agriculture, and ICT (including job-preparedness.)

Formality: Formal.	In-class training.
Schedule: Daytime.	
Targeting: Youth below 25 years of age.	
Location: Mainly urban, some rural.	
Gender: Females.	
Income group: All income groups.	
Student fees:	
Total program cost/ cost per participant:	
Number of attendees: 200,000	

PROGRAM OUTPUTS

Number of graduates:
Number of graduates with a job: Half of the graduates from vocational training institutions and high schools participating in Cisco Certified Network Associate training have found jobs in the ICT sector within six months after graduation.
Output comments:

PROGRAM OUTCOMES/IMPACT

Impact:
Evaluation comments:

Support for Vocational Training Reform Morocco 11/04 – 10/14	**Implementing org:** GTZ, Ministry of employment and vocational training, Professional associations, high school (ESITH) and ABU Consult Berlin **Financing org:** BMZ, Germany

Contacts: christian.pollak@gtz.de**;** fouad.el-amri@gtz.de**;** schramm.abu-consult@menara.ma
Program references: www.gtz.de

PROGRAM DESCRIPTION	
Intervention type: Vocational training, job training. **Objective**: Reduction of unemployment and increased high qualified workers. Vocational training is to be modernized and converted to a dual system. In-company training will be established, with qualifications recognized by the state and an orientation to the needs of industry. In the future, vocational training is to render an important contribution to modernization, competitiveness and product quality. **Approach:** At the policy level, advisory services are provided to the State Secretariat for Vocational Training and to business associations in the textile, tourism, leather and jewelry sectors (e.g. results monitoring). At the management level, sectoral committees established with chambers of trade and industry and business associations. In cooperation with all stakeholders, organizational aid for vocational training will be introduced. At the implementation level, together with companies and business associations, vocational training programs will be developed, implemented and monitored.	
Formality: Formal.	On-the-job training.
Schedule: Full-time training, day time (44 hours per week).	
Targeting: People 16 to 30 years of age.	
Location: Urban, mainly.	
Gender: Males and females. Depending on the job: textile, up than 80% of females; hotel, 50%; leather and jewelry, 30% females.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant: 3000 to 6000Dhs per participant.	
Number of attendees: 2000	
PROGRAM OUTPUTS	
Number of graduates: 750	
Number of graduates with a job: Close to 100% of graduates.	
Output comments: (i) 10 enterprises have established an in-company training centre and more centers are being prepared in other companies; (ii) The first cooperation agreement in tourism, pilot tourism training centers developed; (iii) Some of the companies that have recruited graduates are gaining competitive advantages and are doing business with large European clients as aresult.	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments:	

Emploi Habilité Program **Morocco** **2005-2009**	**Implementing org:** International Youth Foundation (IYF), The Education and Employment Alliance (EEA) **Financing org:** USAID

Contacts: Nancy Taggart, IYF Project Director, Baltimore USA. Email: n.taggart@IYFNet.org
Awais Sufi, VP, A.Sufi@iyfnet.org
Program references: http://www.eeaonline.org/morocco/index.asp

PROGRAM DESCRIPTION	
Intervention type: Vocational skills training, life skills. **Objective**: Improve education and training for youth. Prepare youth for employment by providing them with technical labor market demanded skills and life skills.. **Approach:** Through subprojects, EEA offers industry-demanded vocational training in a range of sectors mainly tourism but also clothes making, computer repair, sales/marketing - linked to internship placement. Business, government and NGOs are engaged in the process. Through Emploi Habilité, youth will receive IYF's "Passport to Success Life Skills Training" as part of a certified technical training program. Skills developed during the PSLT training include confidence, teamwork, goal setting, time management.	
Formality: Non-formal.	On-the-job training.
Schedule: Weekdays. 2-year program. Part time.	
Targeting: Youth 15-25 years of age.	
Location: Urban (cities of Casablanca, Tetouan and Tangiers).	
Gender: Males and females (50%-50%)	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees: 1400 (based on data for 09/08).	
PROGRAM OUTPUTS	
Number of graduates: 766 (based on data for 09/08).	
Number of graduates with a job: 300. However, 500 youth places in internships.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments: Global evaluation by IYF is in process, results should be available in 2010	

Center for Youth Business & Employment Services

Palestinian territories

04 – ongoing

Implementing org: Sharek Youth Forum
Financing org: SDC, UNDP, UNIFEM, and others.

Contacts: Sahar Othman, sahar.othman@sharek.ps Yousef Ghosheh, yousef.ghosheh@sharek.ps
Program references: www.youth.ps/business

PROGRAM DESCRIPTION

Intervention type: Job skills training, vocational training, employment services.

Objective: Increased employment opportunities and economic empowerment for youth. Bridge the gap between the Palestinian labor market and the local academic and vocational training institutions.

Approach: Career centers and business incubators, hosted at local universities, throughout Palestinian territories. Career counseling services by private-sector volunteers, job placement and matchmaking, job fairs, ICT and language training. Business training, financing, and business venture guidance.

Formality: Non formal.	In-class training.
Schedule: Varies, mainly after school. Part time.	
Targeting: Youth below 25 years of age.	
Location: Urban and rural.	
Gender: Females and males.	
Income group: All income groups.	
Student fees: No fees, except for specialized ICT and Language Courses.	
Total program cost/ cost per participant: Since program began in 2004, more than USD3.5 million in total cost.	
Number of attendees: 7000 since 2004.	

PROGRAM OUTPUTS

Number of graduates:
Number of graduates with a job:
Output comments: Income generating opportunities for some of the participants due to their increased employability.

PROGRAM OUTCOMES/IMPACT

Impact:
Evaluation comments: Internal evaluations periodically. Evaluations will be provided upon request.

# We Are the Future (WAF) - Nablus **Palestinian territories** **2006 – ongoing**	**Implementing org:** The Glocal Forum and the Municipality of Nablus **Financing org:** Municipality of Geneva, UN-HABITAT, Microsoft, FIFA, The Glocal Forum

Contacts: Silvia Marcoccio, Project Coordinator, email: silviam@glocalforum.org; phone: (+39)0668884220
Program references: http://www.glocalforum.org/projects/?id=155&id_p=86&lng=en

PROGRAM DESCRIPTION	
Intervention type: Life skills (and some job skills training). **Objective**: Enhanced life skills among youth and children in Nablus and strengthened their capacities to play a role in their community for the promotion of peace and cooperation. Increase employability of youth by providing job skills within the child care sector - in addition to acquiring life skills. Promote a healthy start in life for all participants – both children and youth. **Approach:** Youth-led services for orphans and vulnerable children and youth. Youth are trained in pedagogy, arts, sports, ICT and nutrition/agriculture, as well as in becoming trainers and child care takers. The Centers are based on building partnerships with the local municipalities.	
Formality: Non formal.	In-class and on-the-job training.
Schedule: After school.	
Targeting: Children aged 2-6. Youth aged 18-22.	
Location: Urban – City of Nablus	
Gender: Males and females.	
Income group: Low to mid income levels.	
Student fees: None.	
Total program cost/ cost per participant: - / USD240 per participant. Administrative costs approximately $90,000	
Number of attendees: On average 360 children and youth every year.	
PROGRAM OUTPUTS	
Number of graduates: 110. The aim is to retain the youth and children in the program as new modules are continuously added.	
Number of graduates with a job: While working as WAF trainers, the youth receive incentives (stipends). The youth who graduate from the program have found jobs as child trainers and with local NGOs.	
Output comments: (i) Some youth recruited; (ii) youth play a greater role in their community for the benefit of their younger peers.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: Internal evaluations twice per year.	

# Women's Economic Security and Rights Program **Palestinian territories** **2005-2007**	**Implementing org:** UNIFEM **Financing org:** UNIFEM and UNDP and the Japanese Government

Contacts: Fida Amasheh, UNIFEM Program Officer, +972-2-6280450 (ext: 104)
Program references: www.sabaya.org, http://www.unifem.org.jo/pages/project.aspx?pid=702

PROGRAM DESCRIPTION	
Intervention type: second chance education, job training. **Objective**: Strengthen young women's leadership and advocacy skills. Increase women's employability. Provide job opportunities. Strengthen women's capacity by organizing women's groups/networks, and facilitating access to services, information and resources. Develop/strengthen institutional capacities of service providers. **Approach:** Assistance to return to studies, assistance to complete the Tawhjihi exam needed to continue university education, provision of computer training courses, career advice provision, networking connections, legal advice, and assistance to reach shelter in case of violence. 18 women's centers developed.	
Formality: Non formal.	In-class training.
Schedule: After school and daytime. Flexible schedule.	
Targeting: All ages but mainly young people less than 25 years.	
Location: Rural.	
Gender: Females, with a few exceptions.	
Income group: Low income.	
Student fees: Varies from center to center.	
Total program cost/ cost per participant: Total cost: USD895,590– of those administrative costs accounted for USD58,590. Participant: Between 13 NIS/month and 80 NIS/month (depending on the number of students in each class).	
Number of attendees: 1,323. However, almost 20,500 women and children benefitted from the activities at the Sabaya centers.	
PROGRAM OUTPUTS	
Number of graduates: Over 1,000.	
Number of graduates with a job: The Sabaya program generated 740 work opportunities	
Output comments: Increased employability and provision of work opportunities for am ajority of the participants. The social dynamics within communities have changed, whereby women have become more active – now playing political and decision-making roles. Male decision-makers have been observed to be consulting with the women at these centers more frequently and effectively, in order to get their input into decisions that affect the community as a whole. Preliminary evidence suggests that there has been some positive change in social dynamics within households. Note: policy issues are of concern e.g. the MoE requirements for Tawjihi certification have changed (requiring grades from 10th and 11th grade) – which has deterred school drop-outs from continuing their education.	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments: Currently undergoing an evaluation of the overall program.	

Construction Management, Business Training and Job-Placement Programs

Palestinian territories
2005 – ongoing

Implementing org: EFE & Palestinian Education For Employment Foundation (PEFE)
Financing org: EFE, Drosos Foundation, Said Foundation, Consolidated Contractors Company, UPA, UNDP/PAPP.

Contacts: Amanda Fazzone, C. Dir. Email: afazzone@efefoundation.org. Tel:+1.202.464.5202, Mohammad Naja, PEFE CEO, Email: mnaja@efefoundation.org, Tel:+972.59.940.8766
Program references: www.efefoundation.org

PROGRAM DESCRIPTION

Intervention type: Job training, employment services.
Objective: Increase youth employability by providing market relevant skills. Provide youth with work opportunities.
Approach: EFE formed alliances with Palestinian business leaders to create jobs for youth. Developed a Business Training Program and a Construction Management (CM) Training Program to guarantee jobs for participating youth. PEFE helps students acquire practical skills to meet employer needs. Primary employer-partner is Consolidated Contractors Company (CCC), one of the largest global engineering/construction companies. For the "Mini-MBA" component of the Business Program, the University of Maryland Smith School of Business adapted a practical, Marketplace-brand simulation-based curriculum. In March 06, Smith School faculty trained Palestinian professors to deliver the training to unemployed accounting graduates in Gaza, thereby building local academic capacity. Responding to private-sector demand, local trainers designed a Business English course, which all students must complete. For the CM Program, Colorado State University (CSU), home to America's largest department of construction management, trained instructors from the Engineers Association - Jerusalem Center (EAJC) to deliver the course to unemployed engineering graduates in the West Bank, to be placed in guaranteed jobs. The Birzeit University (CCE) designed an industry-specific English-language training program.

Formality: Formal and non formal.	In-class training.

Schedule: Business Program: 60 hours of Workplace Success (i.e., 48 hours of in-class training; 12 hours of "talk shows" with working professionals); 120 hours of Business English; and 150 hours of "Mini-MBA" online simulation training. Construction Management Program: 120 hours of technical training; 50 hours of English for construction management (and additional hours as needed).

Targeting: Youth 22-25 years of age.

Location: Primarily urban, some rural.

Gender: Accounting majors 79% male; 21% female. Engineering majors 93% male; 7% female.

Income group: All income groups.

Student fees: None. However, although students do not pay for the training PEFE delivers, they commit to contribute back to the program - 10 percent of their first year's salary.

Total program cost/ cost per participant:

Number of attendees:

PROGRAM OUTPUTS

Number of graduates:

Number of graduates with a job: Since 2006, xx graduates have been placed in jobs within the accounting and engineering sectors.

Output comments:

PROGRAM OUTCOMES/IMPACT

Impact:

Evaluation comments:

INJAZ Palestine Palestinian territories 2005-2010	**Implementing org:** Injaz al Arab, MoE **Financing org:** Private sector.

Contacts: Randa Salameh, INJAZ Palestine General Manager, rsalameh@injaz-pal.org
Program references: www.injaz-pal.org

PROGRAM DESCRIPTION

Intervention type: Entrepreneurial, workforce readiness, and financial literacy training.

Objective: Bridge the gap between educational outcomes and the private sector needs: Curricula designed to enhance youths' skills to enter the job market as employees or entrepreneurs. Encourage more students to start an entrepreneurial venture as a career option and based on market needs.

Approach: INJAZ in partnership with the Ministry of Education and leading companies from the private sector, brings corporate volunteers into the classroom to share their professional experience and teach curricula improving skills, business ethics, as well as advanced programs related to economics and entrepreneurship amongst others.

Formality: Non formal mainstreamed into formal education system.	In-class training

Schedule: Daytime. Part time. 20 hours per year.

Targeting: 12 – 22 years of age.

Location: Urban

Gender: Females and males.

Income group: All income groups.

Student fees: None.

Total program cost/ cost per participant: USD28

Number of attendees: 15,497

PROGRAM OUTPUTS

Number of graduates: In 5 years of operation, INJAZ Palestine has affected 34,000 youth across six governorates.

Number of graduates with a job:

Output comments:

PROGRAM OUTCOMES/IMPACT

Impact: N/A.

Evaluation comments: Internal. Monitoring forms are prepared for all activities, and each district officer submits a monthly action plan and progress report.

Palestine: Non- formal Education

Palestinian territories
09/2000 - ongoing

Implementing org: GTZ
Financing org: Federal Government of Germany (BMZ)

Contacts:
Program references: http://www.tvet-pal.org/

PROGRAM DESCRIPTION

Intervention type: Vocational training, self employment promotion.
Objective: Improvement of the individual opportunities for self- or private sector employment through non-formal education and training. Better qualified labor supply in line with the demand on the labor market. The bilateral German-Palestinian project "non-formal education" was designed as to assess the Palestinian labor ministry to improve the assist to and the quality of its educational programs. It was designed as part of the Palestinian TVET Strategy and implemented by the GTZ.
Approach: Integration of youth into market-oriented modular non-formal vocational education and training (NFE) courses and programs. Courses prepare participants for self-employment or for private sector employment in and outside of Palestine. Components: **(i)** Labor market analysis: Identification of relevant sectors and occupations. **(ii)** Institution building and capacity development: Standardized structures and procedures for the development and implementation of demand-driven and modular organized non-formal training. **(iii)** Facilitation of the transition into (self-) employment: Introduction of career guidance and placement services for participants. **(iv)** Linking NFE to the formal TVET curriculum so that accredited training institutions can issue recognized certificates and to facilitate transitions from formal to non-formal and vice versa.

Formality: Non formal.	In-class training.

Schedule:

Targeting: Unemployed youth as well as refugees, repatriates and former political prisoners. No specific age restriction but mainly young people as average age of population is 16 years

Location: Urban.

Gender: Females (25%) and males(75%).

Income group: All income groups.

Student fees: None.

Total program cost/ cost per participant:

Number of attendees:

PROGRAM OUTPUTS

Number of graduates: 5.000

Number of graduates with a job: Tracer studies show that one third of the graduates were employed one year after completion of the program.

Output comments: Institutional impacts such as: 290 modular courses have been conducted in 10 priority occupational sectors with a total of 37,500 applications. More than trainees 5000 trainees completed the course of which more than 25 percent were women. 55 training providers have been equipped and prepared to conduct training programs.

PROGRAM OUTCOMES/IMPACT

Impact:

Evaluation comments:

Sustainable Employment Creation: Business–Education Partnership for Development **Palestinian territories** **01/11/06 - 31/10/08**	**Implementing org:** Welfare Association (WA) **Financing org:** Swiss Agency for Development and Cooperation and WA.

Contacts: hashwehm@jwelfare.org; Lukas Rüttimann, Deputy Head of Office, Swiss Cooperation Office Gaza & West bank, email:lukas.ruettimann@sdc.ch, +972 (0)2 582 41 94 (ext. 107)
Program references: http://www.sdc.net.ps/en/Home/Programme_Main_Priorities/Employment_Income_Generation
http://www.welfareassociation.org/

PROGRAM DESCRIPTION	
Intervention type: Vocational Training. **Objective**: Enhanced opportunities for sustainable jobs and income generation of young Palestinians. **Approach:** On-the-job training and internships within a variety of trades; such as, business professionals, technicians, specialized industrial training.	
Formality: Non formal.	On-the-job training.
Schedule: Working hours. Full time.	
Targeting: Youth and university graduates.	
Location: Urban and rural marginalized areas.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: N/A.	
Total program cost/ cost per participant: Total: USD280000. It varies from one type of training to another depending. No more than USD1400 per participant.	
Number of attendees: 200 participants.	
PROGRAM OUTPUTS	
Number of graduates: 200 participants.	
Number of graduates with a job: Around 30 percent (60 persons).	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal evaluation.	

Entrepreneurship Training for Women Artisans

Palestinian territories
2008

Implementing org: CHF International. and CCE – Center for Continuing Education.
Financing org: -

Contacts: Ms. Olga Batran, Training & Consultant Specialist. Email: olga@cce.birzeit.edu
Program references: http://cceweb.birzeit.edu/TrainingAch.html

PROGRAM DESCRIPTION

Intervention type: Entrepreneurial training, self employment promotion.

Objective: Transform Palestinian female artisans -from being heavily dependent on intermediaries- into successful independent entrepreneurs. Enhance their entrepreneurial and business behavior.

Approach: (i) Trainers were trained by CHF officers in "best training practices" during four day workshop; **(ii)** Females working within different areas of handicraft, such as traditional embroidery, garment production, glass painting, flower making, and painting were targeted and enrolled in the training; **(iii)** Training in business fundamental skills, entrepreneurial training, on-the-job counseling, and business strategy development; **(iv)** Participants developed their own business plans and received feed-back from business specialists from implementing organization and financing organizations; **(v)** Participants were given the opportunity to borrow funding and get individual assistance from lending consultants and apply for loans on the spot.

Formality: Non formal.	In-class training.
Schedule: 50 hours of full time training. Working hours.	
Targeting: All ages, but mainly young females.	
Location: Urban and rural. Ramallah, Bethlehem, Al Samou'/Hebron, and Khan Younis/Gaza	
Gender: Females.	
Income group: All incomes, mainly low income.	
Student fees: N/A.	
Total program cost/ cost per participant:	
Number of attendees: 100	

PROGRAM OUTPUTS

Number of graduates: N/A
Number of graduates with a job: Data not yet available.
Output comments: N/A

PROGRAM OUTCOMES/IMPACT

Impact: N/A
Evaluation comments: Internal evaluation and trainer/trainee feed-back.

Company Program **Palestinian territories** **2005-2010**	**Implementing org:** Injaz al Arab, MoE **Financing org:** Private sector.

Contacts: Randa Salameh, INJAZ Palestine General Manager, rsalameh@injaz-pal.org
Program references: www.injaz-pal.org

PROGRAM DESCRIPTION	
Intervention type: Entrepreneurial, workforce readiness, and financial literacy training. **Objective**: Bridge the gap between educational outcomes and the private sector needs: Curricula designed to enhance youths' skills to enter the job market as employees or entrepreneurs. Encourage more students to start an entrepreneurial venture as a career option and based on market needs. **Approach**: INJAZ in partnership with the Ministry of Education and leading companies from the private sector, brings corporate volunteers into the classroom to share their professional experience and teach curricula improving skills, business ethics, as well as advanced programs related to economics and entrepreneurship amongst others.	
Formality: Non formal mainstreamed into formal education system.	In-class training
Schedule: After school hours. Part time. 200 hours per academic year.	
Targeting: 12 – 22 years of age.	
Location: Urban	
Gender: Females and males.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal. Monitoring forms are prepared for all activities, and each district officer submits a monthly action plan and progress report.	

# Community Transformation Youth Project The Gaza Strip 2008	**Implementing org:** The Culture and Free Thought Association (CFTA) **Financing org:** Naseej Community Youth Development Initiative / Save the Children

Contacts: Ms. Majeda A. Al Saqqa, Director of PR. Tel: 00 970 8 20 51 299/ 20 75 92. Email: cfta@palnet.com
Program references:

PROGRAM DESCRIPTION	
Intervention type: Job training. **Objective**: To empower youth by providing them with essential working skills, within creative and artistic fields, while at the same time contributing towards a transformation of their community. Leaving youth more employable and with an increased sense of social responsibility. **Approach:** Technical training in areas such as photography and painting. In addition youth were given a chance to run and manage an open studio in the Khan Younis Camp, where they could invite community members of all ages to explore their creative sides. All the activities were implemented by youth under the supervision of the Culture and Free Thought Association.	
Formality: Non formal.	On-the-job training.
Schedule: Working hours, evenings. Part time, 10-month program.	
Targeting: Youth between 20-30 years of age.	
Location: Urban (mainly slums and refugee camps) and rural.	
Gender: Males and females.	
Income group: Low income.	
Student fees: None.	
Total program cost/cost per participant: Total: USD 116,700/Per participant: USD194.	
Number of attendees: 600	
PROGRAM OUTPUTS	
Number of graduates: -	
Number of graduates with a job: -	
Output comments: -	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal evaluation.	

Securing a Future Free of Poverty: Palestinian Youth Advocacy for Equity & Employment **Palestinian territories** **01/09 – ongoing**	**Implementing org:** Mercy Corps **Financing org:** European Commission – Europe Aid

Contacts: gansorge@mercycorps.org
Program references: www.mercycorps.org

PROGRAM DESCRIPTION	
Intervention type: Job training, employment services. **Objective**: Increase the general capacity of Palestinian youth to engage in social networking and advocacy in order to build valuable relationships with potential employers, educators and government. Increase youth employability within the ICT, marketing and communication sectors. **Approach:** Training in ICT, marketing, data collection and business. Participants will be given a chance to network with employers at various occasions. Participants will partake in apprenticeships as part of their course. The youth will also take part of ICT employment opportunity awareness campaigns: reaching over 3,000 youth in the West Bank and Gaza.	
Formality: Formal and non formal.	In-class and on-the-job training.
Schedule: Working hours.	
Targeting: All ages but mainly youth.	
Location: Urban.	
Gender: Males and females.	
Income group: All incomes.	
Student fees: -	
Total program cost/ cost per participant:	
Number of attendees: 350 participate in the training. 3000 youth benefit from ICT employment campaign.	
PROGRAM OUTPUTS	
Number of graduates: -	
Number of graduates with a job: -	
Output comments: N/A	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

"Yalla Ma'na" Strengthening TVET Institutions West Bank 200x-ongoing	**Implementing org:** Save the Children Federation, Inc. (SC) and Mercy Corps **Financing org:** USAID

Contacts:
Program references: gansorge@mercycorps.org

PROGRAM DESCRIPTION	
Intervention type: Vocational training. **Objective**: Make non-governmental vocational and technical careers more viable options for Palestinian youth. Graduates from the technical and vocational schools will be more connected to the world outside of the West Bank, and will be prepared to take part in appropriate works and communication with international businesses. Students and graduates will be better equipped to apply their skills within the West Bank as well, making it easier to improve the local economy and climb from the depths of poverty. **Approach:** Modernize non-governmental vocational and technical career centers, and equip them with informed and competent staff and up to date equipment. Outreach through youth centers. Provide youth with up to date and for the labor market relevant skill and knowledge within various fields. Provide youth with teaching experience: as students and teachers work together to implement lesson plans.	
Formality: Formal.	In-class training.
Schedule: Working hours.	
Targeting: Youth mainly females and people with disabilities.	
Location: Urban mainly.	
Gender: Mainly females, also males.	
Income group: All income groups.	
Student fees:	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal evaluations. Implementers have engaged in three types of monitoring and evaluation for program impact analysis and modification. These include activities monitoring, results monitoring and impact monitoring against outcome indicators.	

Psycho Social Health for Youth Gaza 2008	**Implementing org:** El- Karmel Cultural Association **Financing org:** Naseej Community Youth Development Initiative / Save the Children

Contacts: Mr. Ayman Elhor; Executive Dir. Tel: 00 970 82551022. Email: k_karmel9@yahoo.com & karmel93@hotmail.com
Program references: www.Alkarmel-Gaza.org

PROGRAM DESCRIPTION	
Intervention type: Life skills training **Objective**: Youth helping youth. The objective of this project is to provide a smaller group of youth with skills that they can use in order to help a larger group of youth beneficiaries develop life skills and increased psycho social stability. All of the involved will become more employable as a result. Youth living in Gaza are under enormous mental pressure on an everyday basis due to conflict. In order to make them better prepared to cope on the work place their psycho-social issues first need to be addressed. More confident, capable and employable youth will be the final outcome. **Approach:** Psycho-social workers recruited in order to provide a group of youth with job skills within the psycho social and life skills development field. These trained youth then went on to organize mental rehabilitation and life skills developing activities for youth in the Gaza strip. A total of 7,291 beneficiaries. Activities included awareness workshops and open forum discussion groups; open dialogue with social workers; various life skills developing and self expressing sessions; organization of rehabilitation of fun-safe places for children and youth (in coordination with local municipalities). In addition sports tournaments were arranged.	
Formality: Non formal.	In-class and on-the-job training.
Schedule: Daytime. Part time. 8 month program.	
Targeting: Youth 16-22 years of age.	
Location: Urban (and Bedouin areas).	
Gender: Males and females.	
Income group: All income groups, mainly low income.	
Student fees: N/A.	
Total program cost/ cost per participant: USD 50	
Number of beneficiaries: 7,291	
PROGRAM OUTPUTS	
Number of graduates: N/A.	
Number of graduates with a job: N/A.	
Output comments: N/A.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: Internal and external.	

Assistance to Iraqis in Syria IT-Training Syria 05/08 – 05/09	**Implementing org:** Mercy Corps and Union of Arab ICT Associates **Financing org:** US Department of State, Bureau of Populations, Refugees and Migration

Contacts: gansorge@mercycorps.org
Program references: www.mercycorps.org

PROGRAM DESCRIPTION	
Intervention type: Job skills training. **Objective**: Iraqi refugees (mainly youth) gain portable tools for future careers in ICT, communications and business, making them more employable, whether they remain in Syria, return to Iraq, or re-settle in a third country. **Approach:** Participants are trained according to the International Computing Drivers License (ICDL) curricula, both of which are recognized as worldwide standard-setters for IT training. ICDL courses provide solid foundational computer skills that can be applied both in educational and work settings, and provides certificates that serve as mobile assets for Iraqis when they return home to Iraq or move on to other countries. Modules include the basic concepts of information technology, word-processing, spreadsheets, databases and presentations. A total of 84 classroom hours are required for ICDL. Student attendance is recorded by instructors, and student feedback is encouraged throughout the training period. Teachers administer a skills test after each of the course modules. Once students have passed the tests for all modules, they will be eligible to take a final exam and receive certification upon passing.	
Formality: Non formal.	In-class training.
Schedule: Business hours.	
Targeting: All ages but mainly young people.	
Location: Urban.	
Gender: Males and females.	
Income group: Low income.	
Student fees: -	
Total program cost/ cost per participant:	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact:	
Evaluation comments: Internal evaluations. Entrance exams were administered to assess need and level initially, followed by periodic examinations and final testing. Based on these assessments and classroom observation, teachers implement appropriate changes to curriculum.	

# Know About Business (KAB) **Syria** **200x-ongoing**	**Implementing org:** Shabab and MoE **Financing org:** Syria Trust

Contacts: Nader Kabbani, Email: n.kabbani@syriatrust.org, General email: info@shabab@syriatrust.org, info@syriatrust.org
Program references: http://www.shabab.net.sy/http://www.syriatrust.org/site/

PROGRAM DESCRIPTION

Intervention type: Entrepreneurial training.

Objective: Boost entrepreneurship amongst young Syrians. Encourage young Syrians to enter the business world. Equip young Syrians with the key skills needed in order to succeed as productive individuals in society. Create a positive impression of business in Syrian society.

Approach: KAB is a set of training materials in entrepreneurship education developed by the ILO. It contributes to the creation of an enterprise culture amongst young people by enhancing their knowledge of entrepreneurship and its challenges and benefits. The project develops entrepreneurial skills and provides young people with the knowledge required not only to establish their own business, but also to work productively in Small and Medium Enterprises (SMEs). It offers 100 hours of training for secondary school students as well as those in universities and vocational education institutes and is delivered by teachers who receive training from SHABAB team members who are certified ILO trainers.

The program was adopted as an official part of Syrian school curricula and is now delivered by trained teachers in vocational schools and intermediate institutes, with a more sophisticated version at universities.

Formality: Formal and non formal.	In-class training.
Schedule: Business hours. 100 hours of training. Part time.	
Targeting: Youth 15 to 29 years of age.	
Location: Urban and rural.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: N/A.	
Total program cost/ cost per participant:	
Number of beneficiaries: 62,200 youth. (In addition 825 teachers trained to run project).	

PROGRAM OUTPUTS

Number of graduates:
Number of graduates with a job:
Output comments: The project was adopted by the Ministry of Education into the national curriculum of vocational schools and intermediate institutes

PROGRAM OUTCOMES/IMPACT

Impact: Highest impact was on the index of participants' self-assessed *knowledge* about business, which increased14%. In terms of indices, the program had a small effect on: Participants' impressions about the role of small business. Participants' attitudes towards entrepreneurship. Participants' perception about difficulties and obstacles they might face while establishing their own business. The indices were significantly higher by an order of 3-4%.
Evaluation comments: Self-administered pre- and post questionnaires were completed by participants. Results were compared for15 of the schools. The evaluation covered 224 completers: 115 men; 109women.

Business Experience **Syria** **20xx-ongoing**	**Implementing org:** Shabab and MoE **Financing org:** Syria Trust

Contacts: Nader Kabbani, Email: n.kabbani@syriatrust.org, General email: info@shabab@syriatrust.org, info@syriatrust.org
Program references: http://www.shabab.net.sy/ http://www.syriatrust.org/site/

PROGRAM DESCRIPTION	
Intervention type: Job training. **Objective**: Foster a positive impression of the business world amongst youth and providing them with practical experience in a professional working environment. Introduce youth to the different emerging opportunities within the Syrian private sector and, hence, widen their horizons about future career choices. **Approach:** Business Experience places young people in a real business environment for one week with a company which is held during the school holidays. During their visits, students are introduced to the various departments of the company such as HR, Customer service, Sales and Marketing. In each department they spend a full day where they are allowed to participate in some tasks with the employees and gain basic knowledge of the function of each department. 89 companies hosted the program.	
Formality: Non formal.	On-the-job training.
Schedule: Business hours. Full time. 1 week during school holidays.	
Targeting: Youth 16-20 years of age.	
Location: Urban and rural.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: N/A.	
Total program cost/ cost per participant:	
Number of beneficiaries: 2317 (during the first 3 years)	
PROGRAM OUTPUTS	
Number of graduates: N/A.	
Number of graduates with a job: N/A.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

# Info Youth Centre IT Training **Tunisia** **2004-ongoing**	**Implementing org:** UNESCO, Microsoft Corp, Youth Observatory of the Tunisian Ministry of Youth **Financing org:**

Contacts:
Program references: Roni Amelan, Phone: +33 (0) 6 07 84 26 76 E-mail: r.amelan@unesco.org
Claudia Toth, Phone: +33 (0) 1 70 99 10 53 E-mail: ctoth@microsoft.com

PROGRAM DESCRIPTION	
Intervention type: Job training. **Objective**: Allow young people to acquire the necessary information technology skills to enter the workforce. Foster digital inclusion. **Approach:** Info Youth Centre, a regional community technology centre/hub, designed to provide youth with access to, and skills training in, the information technologies (IT). Microsoft's "Unlimited Potential program" core curriculum provides a broad range of training for students of all skill sets, from beginners to those seeking more sophisticated skills such as web design. Training provision for IT instructors in more than 200 youth centers across Tunisia.	
Formality: Non formal.	In-class training.
Schedule: Part time. Business hours and non-business hours.	
Targeting: Youth.	
Location: Urban.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: N/A.	
Total program cost/cost per participant:	
Number of beneficiaries: 50,000/year	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job: N/A.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: N/A.	

INJAZ Tunisia 2009-2010	**Implementing org:** Injaz al Arab, MoE **Financing org:** USAID

Contacts: Chiraz Yaakoubi; chiraz@injaz-arabia.org; +21620901629
Program references:

PROGRAM DESCRIPTION

Intervention type: Entrepreneurial, workforce readiness, and financial literacy training.

Objective: Bridge the gap between educational outcomes and the private sector needs: Curricula designed to enhance youths' skills to enter the job market as employees or entrepreneurs. Encourage more students to start an entrepreneurial venture as a career option and based on market needs.

Approach: INJAZ in partnership with the Ministry of Education and leading companies from the private sector, brings corporate volunteers into the classroom to share their professional experience and teach curricula improving skills, business ethics, as well as advanced programs related to economics and entrepreneurship amongst others.

The program emphasize business content, while providing a strong focus on social studies, mathematics, reading, and writing skills. Participants in Tunisia experience the full life cycle of a company from setting up a board, raising capital, developing a business plan, producing, selling and competing against other student led companies a national event.

Formality: Non formal mainstreamed within the formal education system.	In-class training
Schedule: Day time, part time, 4 month program	
Targeting: 16-18 years of age.	
Location: Urban	
Gender: Females and males.	
Income group: High income.	
Student fees: None.	
Total program cost/ cost per participant: USD45,000/ USD 193 per participant.	
Number of attendees: 233	

PROGRAM OUTPUTS

Number of graduates:
Number of graduates with a job:
Output comments:

PROGRAM OUTCOMES/IMPACT

Impact: N/A.
Evaluation comments: Internal. Pre and post tests are conducted; Students improved their scores demonstrating improved understanding of business concepts and operations by an average of 30 percent.

Graduate Entrepreneurship Training through IT

Tunisia

2008-ongoing

Implementing org: The Industrial Promotion Agency (API)
Financing org: Hewlett Packard, UNIDO, Micro-Enterprise Acceleration Institute (MEA-I)

Contacts: Ms. Monica CARCO, M.Carco@unido.org and office.tunisia@unido.org Tel: +216 71283923
Program references: http://www.graduate-training-through-it.net/ www.get-it-city.net www.unido.org, www.mea-i.org, http://www.tunisieindustrie.nat.tn/fr/home.asp

PROGRAM DESCRIPTION

Intervention type: Job training. Entrepreneurship training.

Objective: Providing essential entrepreneurship and IT skills for youth to help alleviate poverty and make a positive contribution to the Millennium Development Goals. Help young unemployed people and graduates acquire the skills to enter professional life or to create their own businesses.

Approach: Teach practical IT solutions for daily business challenges faced in areas such as finance, management, marketing and technology management. Teach young people how to master the dynamics of using of information technology in very small businesses. Training in "how to create a business."

The program is implemented by a local Tunisian NGO: The Industrial Promotion Agency.

Formality: Non formal.	In-class training.
Schedule: Business hours.	
Targeting: Youth 16-25 years of age. Unemployed and university graduates.	
Location: Urban.	
Gender: Males and females.	
Income group: All income groups.	
Student fees:	
Total program cost/ cost per participant:	
Number of attendees:	

PROGRAM OUTPUTS

Number of graduates:
Number of graduates with a job: -
Output comments:

PROGRAM OUTCOMES/IMPACT

Impact: N/A
Evaluation comments: N/A.

Engaging Tunisian Youth to Achieve the MDGs 2009-2011	**Implementing org:** FAO, IOM, UNDP, UNIDO and ILO and Tunisian government. **Financing org:** UNIDO et al.

Contacts: **Program references:** www.unido.org

PROGRAM DESCRIPTION	
Intervention type: Job training. **Objective**: To support employment creation in Tunisia. Improve youth employability. Adapt youth and employment migration policies and programs to the labor market trends and at addressing the specific needs of unemployed university graduates and low skilled youth. **Approach:** Tailored training programs in within various fields, such as ICT, business basics, Youth Led Development. UNIDO will provide technical assistance at all stages of the project.	
Formality:	In-class training.
Schedule:	
Targeting: Youth. University graduates and low skilled youth.	
Location: Urban and rural. Tunis Area (or Large Tunis) includes several Governorates (Ariana, Ben Arous, Mennouba and Tunis). El Kef Governorate. Gafsa Governorate.	
Gender: Males and females.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant: Total cost USD 3.12 million.	
Number of attendees:	
PROGRAM OUTPUTS	
Number of graduates:	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments:	

Youth Voice **Yemen** **2008** **(4 month program)**	**Implementing org:** All Girls Society for Development **Financing org:** Foundations.

Contacts: Ms. Intisar Al Adhi, phone: 01 215750, fax: 01-215750 email: allgirls@maktoob.com
Program references: www.allgirls.jeeran.com

PROGRAM DESCRIPTION

Intervention type: Life skills training.

Objective: The project objective is to empower young people by developing their competencies, making them more employable. Youth will be more prone to take an active role in the development processes of their communities.

Approach: The youth will go through a number of training sessions to acquire a variety of life and job skills including but not limited to: communication and interpersonal skills, volunteerism, conducting needs assessments, project management, team work, basic finance (to enable the youth to prepare projects proposals in a sound manner and correctly and prepare budgets for these proposals) and how to successfully implement and evaluate a project.

After the training the youth are divided into five groups; social, rights and law, educational, health and economy groups and conducted needs surveys for their communities. Based on the result of needs surveys, the youth designed small projects/community initiatives and budgets and implemented them with the support of the staff of All Girls Society.

Formality: Mainly non formal.	In-class training.
Schedule: After work and school hours and on weekends. Part time.	
Targeting: Youth between the ages of 20-30 years.	
Location: Urban - mostly the slums of Sana' City.	
Gender: Males and females.	
Income group: Middle and low income.	
Student fees: None.	
Total program cost/ cost per participant: USD83 per participant	
Number of beneficiaries: 1,766 beneficiaries.	

PROGRAM OUTPUTS

Number of graduates:

Number of graduates with a job: -

Output comments: -

PROGRAM OUTCOMES/IMPACT

Impact: N/A

Evaluation comments: Internal evaluations. Financial and narrative reports in addition to informal follow up through different communications. Sites visits to organization (both financial and programmatic visits for monitoring and mentoring) and activities' sites.

# Development of Youth Media Skills Program Yemen 2008	**Implementing org:** Women Journalists without Chains **Financing org:** Foundation.

Contacts: Ms. Tawakal abdel Salam Karaman – Organization Chairperson
Tel: 00967 1 210543
Program references: www.womenpress.org www.womenpress.net

PROGRAM DESCRIPTION	
Intervention type: Job skills training. **Objective**: Develop youth competencies within the media profession. Provide youth with the skills needed by the media market. Improve their sense of social responsibility and increase their confidence in that they can influence their society. Long term objective: contribute to a more transparent media in Yemen. **Approach:** Training courses on communication, how to conduct interviews, how to write articles and press releases, how to conduct press conferences, how to do investigatory research, how to us E-press. The training includes field visits to newspapers worksites. The establishment of a "Youth Media Center" in order to provide interested youth with technical, electronic and media equipment to further their learning.	
Formality: Formal and non formal.	In-class training.
Schedule: After work and school and on weekends. Flexible schedule.	
Targeting: Youth 18-28 years of age. University graduates.	
Location: Rural and urban, including slums (Sanaa and Ta'ez Governorates)	
Gender: Males and females.	
Income group: Medium income.	
Student fees: None.	
Total program cost/cost per participant: USD155 per participant.	
Number of attendees: 140	
PROGRAM OUTPUTS	
Number of graduates: 140	
Number of graduates with a job:	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: Internal evaluation.	

# Workplace Success Training and Job-Placement Program Yemen 2008-2010	**Implementing org:** Yemen Education for Employment Foundation (EFE) **Financing org:** The US Dep. of State's Office of The Middle East Partnership Initiative (MEPI) and EFE.

Contacts: Maeen Al-Eryani, CEO Yemen, Tel: +967 733 255 609, Email: ceo_yemen@efefoundation.org; Salvatore Nigro, CEO Europe, Email: snigro@efefoundation.org, Tel: +34.91.5229841
Program references: www.efefoundation.org

PROGRAM DESCRIPTION	
Intervention type: Vocational training and employment services. **Objective**: To have a positive impact on educational outcomes by advancing education/vocational training and job placement for youth, establishing a model for job-driven training in the private and public sectors. Strengthening the capacities of training institutions, and public-private partnerships through support and the marketing of the EFE concept as a model for market-driven HR development. **Approach:** Professional skills curriculum teaches participants how to get and keep a first job. Interactive course teaches students crucial business skills, such as career planning, time management, teamwork, communication, goal-setting, and professional behavior. **1**. Training and job placement for youth; **2**. Linking young job seekers and employers; **3**. Access to income for graduates and their families; **4**. Utilizing alumni network to deploy innovative technology and exchanges to connect youth across cultural and communication barriers; **5**. Providing employers in the Business community with highly skilled and retainable employees.	
Formality: Formal and non-formal.	In-class training.
Schedule: 60 hours of training a week for 6 weeks total .	
Targeting: Youth 18 - 28 years of age.	
Location: Primarily Urban. 15 % of students come from rural areas across the country.	
Gender: Male and female	
Income group: All income groups.	
Student fees: USD30.00 per students. Also, graduates commit to pay 5% of their salary for one year as an alumni fee.	
Total program cost/ cost per participant: USD500 per part., Administrative cost: USD205,269	
Number of attendees: 155 students	
PROGRAM OUTPUTS	
Number of graduates: 129 graduates	
Number of graduates with a job: 40 graduates have been employed and 89 are placed in internships (100% enrollment) The remaining graduates are participating in an ongoing active placement process.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A	
Evaluation comments: Internal evaluations: (i) Pre-training evaluation of participants; (ii) Trainers evaluation by trainees; (iii) Trainees evaluation by peers; (iv) Trainees evaluation by trainers; (v) Yemen-EFE evaluation by trainees; (vi) Monitoring and Evaluation system (M&E) developed by NYU; (vii) EFE's Balanced scorecard performance management tool	

Shabbab Radio Net **Yemen** **2007**	**Implementing org:** Yemen General Youth Union. **Financing org:** Foundation.

Contacts: Mohammad Al-Salawy - Project coordinator. Tel: 206004/214211. Email: info@shababalyemen.net
Program references: www.shababalyemen.net

PROGRAM DESCRIPTION	
Intervention type: Vocational Training **Objective**: Provide youth with skills within the media (radio and ICT) profession. Making youth more employable while at the same time giving them a feeling of being able to improve their community for the better, while increasing their confidence. Create the first Youth Online Radio Program in Yemen, providing youth across the nation with a forum to discuss issues that concern them. **Approach:** Train youth in, communication and media skills, radio production training, organizational management, ICT, research and information gathering, interviewing skills.	
Formality: Non formal.	In-class training.
Schedule: Daytime/weekend and after work. 4 months full time training.	
Targeting: Youth between 20-29 years of age. University graduates.	
Location: Urban and some rural.	
Gender: Females and males.	
Income group: High income.	
Student fees: N/A.	
Total program cost/ cost per participant: USD272 per participant.	
Number of attendees: 137	
PROGRAM OUTPUTS	
Number of graduates: 137	
Number of graduates with a job: Data not available yet.	
Output comments:	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

INJAZ Yemen 2009-2010	**Implementing org:** INJAZ al Arab, MoE **Financing org:** Private sector

Contacts: May Salameh, Executive Director INJAZ Yemen, 00967 735 222 316
Program references: www.injazalarab.org

PROGRAM DESCRIPTION

Intervention type: Entrepreneurial, workforce readiness, and financial literacy training.

Objective: Bridge the gap between educational outcomes and the private sector needs: Curricula designed to enhance youths' skills to enter the job market as employees or entrepreneurs. Encourage more students to start an entrepreneurial venture as a career option and based on market needs.

The students gain skills that prepare them to enter the labor market. Concepts related to the private sector and business are poorly understood and not incorporated into traditional curricula in Yemen.

Approach: INJAZ in partnership with the Ministry of Education and leading companies from the private sector, brings corporate volunteers into the classroom to share their professional experience and teach curricula improving skills, business ethics, as well as advanced programs related to economics and entrepreneurship amongst others.

Formality: Non formal within formal educational system.	In-class training
Schedule: During and after school hours. Part time.	
Targeting: Youth 14-19 years of age.	
Location: Urban	
Gender: Females and males.	
Income group: Low income.	
Student fees: None.	
Total program cost/ cost per participant: USD100 per participant.	
Number of attendees: 1950 (1050 students in schools and 900 in vocational training centers).	

PROGRAM OUTPUTS

Number of graduates:

Number of graduates with a job: N/A.

Output comments:

PROGRAM OUTCOMES/IMPACT

Impact: N/A.

Evaluation comments: N/A.

# Agriculture Training and Organization **Morocco** **2007-2009**	**Implementing org:** Academy for Educational Development with some collaboration with the Ministry of Agriculture. MSI. **Financing org:** USAID

Contacts: Joshua Muskin, AED (joshua_muskin@yahoo.com); Mohammed Boutata (medboutata@menara.ma); Akka Oulahboub, Min. of Agriculture (aoulahboub@yahoo.fr)

PROGRAM DESCRIPTION

Intervention type: Vocational Training.

Objective: Strengthen the workforce preparedness of agriculture trainees by introducing programs to (i) develop trainees' entrepreneurial and employability skills and behaviors, (ii) adapt training content and instruction more closely to professional requirements (applying a competency-based approach), (iii) foster close strategic partnership between professionals & training centers and (iv) improve career guidance.

Approach: Support and collaborate with training personnel in about six center's to develop and validate the respective models and to begin to introduce these into programs and practice across the Ministry's training centers.

Formality: Formal professional training.	Dual system: in-class training with internships.

Schedule: Business hours. Full-time, one and two year programs (with summer breaks)

Targeting: Intended for junior and senior high school graduates, but also reaching university leavers and graduates.

Location: Urban and rural

Gender: Females and males.

Income group: All income groups.

Student fees: None.

Total program cost/ cost per participant: Total: US$ 2.36 million

Number of beneficiaries: 3170

PROGRAM OUTPUTS

Number of graduates: 3170 (approx.)

Number of graduates with a job: Formal data not available, but anecdotal reports indicate nearly 100%.

Output comments: The project's impacts on employment were difficult to measure empirically for the Agriculture training centers because the employment rate was reported to be 100% prior to the project's start. The Ministry and the professional sector perceived the greatest impacts of the project in (i) the greater number of graduates to find employment in the agriculture sector, (ii) the greater number of graduates to launch independent agricultural activities and businesses, (iii) the broad recognition of agriculture professionals that new graduates exhibit greater workplace behaviors and competencies, and (iv) vastly more activities conducted cooperatively by training institutions and professionals, for both pre-service and in-service training.

PROGRAM OUTCOMES/IMPACT

Impact: N/A.

Evaluation comments: N/A.

# Entrepreneurship Training in Agriculture Training **Morocco** **2007-2009**	**Implementing org:** Academy for Educational Development with some collaboration with the Ministry of Agriculture. MSI. **Financing org:** USAID

Contacts: Joshua Muskin, AED (joshua_muskin@yahoo.com); Badia Refass, MSI (brefass@msi-maroc.com), Hicham Chahir, MSI (hchahir@msi-maroc.com); Akka Oulahboub, Min. of Agriculture (aoulahboub@yahoo.fr)
Program references:

PROGRAM DESCRIPTION	
Intervention type: Vocational Training. **Objective**: To strengthen the workforce preparedness of Agriculture trainees in Morocco's professional training institutes, to redress the widely voiced perception of agriculture professionals that graduates are technically competent but exhibit weak professional behaviors and entrepreneurial skills. **Approach:** To develop, validate and introduce into the national agriculture training program (1) an "Entrepreneurial Spirit Program" (ESP), comprising two modules of 5 and 8 days, the first of which develops the "soft" professional skills of all trainees – problem-solving, communication, teamwork, planning, etc. – and the second provides more specific training in launching a business, delivered just to those with a clear interest and capacity in the domain, and (2) an "Employability Strengthening Program" (PAE), comprising two 5-day modules to guide all trainees in applying what they have learned in ESP to their job search process. Both models have been adapted for use with agriculture (and other) trainees with low levels of education and/or literacy.	
Formality: Formal and non formal.	In-class training.
Schedule: Part time. ESP: one full-day 10-day module and an optional 5-day session; PAE: one 10-day module, with two sessions separated by the trainees' professional internship.	
Targeting: Young people. All agriculture trainees in the Ministry of Agricultures professional training programs; trainees in nonformal professional training programs across sectors.	
Location: Urban and rural	
Gender: Females and males.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant: -	
Number of beneficiaries: ESP – 2110; PAE – 1060	
PROGRAM OUTPUTS	
Number of graduates: ESP – 2110; PAE – 1060	
Number of graduates with a job: Formal data not available.	
Output comments: The project's impacts on employment were difficult to measure empirically for the Agriculture training centers because the employment rate was reported to be 100% prior to the project's start. The Ministry and the professional sector perceived the greatest impacts of ESP and PAE as (i) the greater number of graduates to find employment in the agriculture sector, (ii) the greater number of graduates to launch independent agricultural activities and businesses, and (iii) the broad recognition of agriculture professionals that new graduates exhibit greater workplace behaviors and competencies.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

# Information and Communications Technology Program Morocco 2007-2009	**Implementing org:** Academy for Educational Development (AED) with some collaboration with the Ministry of Education. **Financing org:** USAID

Contacts: Joshua Muskin, AED (joshua_muskin@yahoo.com); Sandy Wark, MTDS (sandy@mtds.com)

PROGRAM DESCRIPTION

Intervention type: Instructional design and Teacher training

Objective: Support the Ministry of Education in its national school computerization program to develop and introduce into practice information and communication technologies (ICT) for improved instruction and learning and school management in primary and middle schools.

Approach: Support MoE to: (1) develop and diffuse a *School Multimedia Laboratory Management Guide*; (2) develop, promote and diffuse pedagogical applications of ICT in primary and junior secondary education; (3) develop and introduce for national application a dynamic, participatory strategy for continuous teacher training and technical assistance in ICT; and (4) develop and introduce an on-line teacher training program. Develop (with UNESCO and Microsoft) two on-line portals: to create an interactive teacher community; and to serve as a resource for youth 12-25 years in career guidance, professional training and finding a first job. Also develop with Literacy Department a CD-Rom for training and supporting literacy trainers.

Formality: Formal and non-formal.	In-class training and professional development

Schedule: N/A

Targeting: Students, teachers, teacher trainers, edu. administrators, youth, literacy trainers.

Location: Urban and rural.

Gender: Females and males.

Income group: All income groups.

Student fees: N/A

Total program cost/cost per participant: -

Number of beneficiaries: Under project, 750 teachers and teacher trainers received ICT training directly; with many more trained using the project's models subsequently under the government's independent program. The total student population in the 16 middle schools where the project installed multimedia labs and focused its pilot efforts was 18,111. Complete, current data elude project as models have been scaled up.

PROGRAM OUTPUTS

Number of graduates: N/A

Number of graduates with a job: N/A

Output comments: Most significant is that all ICT models developed have been adopted for national use by the Ministry of Education, with the exception of the portals, which a private Moroccan firm (MTDS) has adopted and continues to operate independently.

PROGRAM OUTCOMES/IMPACT

Impact: N/A.

Evaluation comments: N/A.

# Programme de développement de l'esprit entrepreneurial **Morocco** **2007-2009**	**Implementing org:** Academy for Educational Development (AED) with some collaboration with the Ministry of Education. **Financing org:** USAID

Contacts: Joshua Muskin, AED (Joshua_muskin@yahoo.com); Naima El Medkouri (nmedkouri@yahoo.fr)

PROGRAM DESCRIPTION	
Intervention type: Life skills training and career guidance. **Objective**: Promote the personal development of students in terms of "life skills" and behaviors and to strengthen the career guidance of middle school students. **Approach:** Develop, validate and facilitate the systemic adoption of an extracurricular program to cover the three years of Morocco's middle school program. Worked with a group of middle schools from pilot schools to create the program, which involve 18 two-hour sessions in each of the first two years of middle school and 9 two-hour sessions in the final year, combining student-centered classroom activities with field research and an actual group project. In the final year, responding to a request from MoE, cut the time of all three modules in half to permit the ministry to integrate the program into the official middle school curriculum (which move is still pending, though planned).	
Formality: Formal.	In-class.
Schedule: Part time. After school program during the three years of middle school.	
Targeting: Middle school students.	
Location: Urban and rural.	
Gender: Females and males.	
Income group: All income groups.	
Student fees: None.	
Total program cost/ cost per participant: -	
Number of beneficiaries: 10,061 students (and 288 teachers).	
PROGRAM OUTPUTS	
Number of graduates: N/A	
Number of graduates with a job: N/A	
Output comments: The outcomes of the program highlighted by teachers, students, directors, guidance counselors and parents include both greater clarity of purpose, behavior and school results for students and many teachers who transferred the more student-focused PDEE pedagogy to their instruction in the formal curriculum. The interest in the model by the Ministry was evident in the decision by one delegation to introduce the program completely with its own resources and by the ministry to write the model into the new reform.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

Dar Taliba de Qualite Morocco 2007-2009	**Implementing org:** AED and association partners. **Financing org:** USAID

Contacts: Joshua Muskin, AED (Joshua_muskin@yahoo.com); Abdelhak Kamime, MoE, Non formal education department (kamime@menara.ma)

PROGRAM DESCRIPTION	
Intervention type: Life skills (and improving girls' schooling, dormitories and scholarship provision). **Objective**: Reduce the number of school drop-outs amongst poor youth, improve school advancement, academic performance and personal development of girls (and boys) residing in school dormitories (operated by the Ministry of Social Affairs' *Entraide Nationale)* by providing a stimulating environment and life skills which will benefit the students while in school and at the work place later in life. **Approach:** In cooperation with a pilot group of associations (that operate the dormitories – *Dar Taliba*), dormitory monitors and agents from *Entraide Nationale*, developed and validated (using an iterative research action approach) a collection of strategies to promote (1) academic success and (2) psychosocial enrichment. Created a "Quality Girls' Dormitory" guide and introduced with *Entraide Nationale* a mechanism for training dorm monitors and associations as well as a protocol for associations and dorm monitors to interact on a regular basis in order to assess and improve continuously their support to the girls, and boys.	
Formality: Formal non formal education	In-class.
Schedule: Academic year.	
Targeting: Girls (and boys) with no opportunity to pursue secondary schooling in their home communities.	
Location: Urban and rural.	
Gender: Females and males.	
Income group: Mainly low income. Highly marginalized youth.	
Student fees: None, students benefit from scholarships.	
Total program cost/ cost per participant: -	
Number of beneficiaries: 15,932	
PROGRAM OUTPUTS	
Number of graduates: N/A	
Number of graduates with a job: N/A	
Output comments: The program was piloted and validated in 14 *Dars Taliba* in three of 16 regions. In the project's last year, *Entraide Nationale* expanded the model, using its own resources, to 212 *Dars Taliba* (and *Dars Talib*, for boys), reaching about 16,000 girls and boys in nine regions. In the year following the project, *Entraide Nationale* extended the program to over 500 *Dars Taliba* and *Dar Talib*. The motivation to expand the program resulted from the experience of the 14 original *Dars Taliba* in which the girls (and boys) decreased their dropout rates considerably, began to occupy the top academic ranks in their classes in significant numbers and also began to fulfill roles of leadership among their classmates and in their home communities.	
PROGRAM OUTCOMES/IMPACT	
Impact: N/A.	
Evaluation comments: N/A.	

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Summary Findings

This note presents and analyzes the main design features of an inventory of non-publicly provided Active Labor Market Programs (ALMPs) in Arab-Mediterranean Countries (AMCs), with a specific focus on programs targeted at youth. Despite considerable international evidence, there is little systematic analysis on the effectiveness of ALMPs in AMCs as most programs and investments remain largely un-assessed. Since most AMCs lack unemployment insurance systems or other safety nets for the unemployed, ALMPs constitute a relevant instrument to address the consequences of labor market frictions, such as high unemployment and slow school-to-work transition. Programs from nine countries are included in the inventory: Morocco, Algeria, Tunisia, Egypt, Lebanon, Syria, Jordan, West Bank and Gaza, and Yemen. Benchmarked against international best practices, assessment of the programs covered in the inventory reveals that the majority lack the necessary mix of design features that make programs effective. These findings call for urgent reforms in program design and delivery, especially given the sizeable financial investments in programs and the urgency to improve labor market outcomes among youth. This policy note constitutes a first step towards understanding and assessing provision of ALMPs in the Middle East and North Africa (MENA) region and intends to provide policy makers and financiers with options for reform to enhance efficiency of existing programs and improve the design of future interventions. In addition to specific aspects of program design and implementation, stakeholder coordination needs to be strengthened and put at the forefront of ALMP reform.

HUMAN DEVELOPMENT NETWORK

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