Introduction to Employability & Employment Programming

Participant Handouts Packet

international **youth** foundation®

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PROJECT DESIGN CYCLE

Workshop Day 1

Stakeholder Analysis[1]

The main areas that should be covered while conducting the stakeholders' analysis include:

- **Interest:** Refers to the stakeholder's interest in Youth Employability, or the focus of your project. If the stakeholder is directly involved in activities related to program activities, then its interest is primary, if not then its interest is secondary.
- **Level of knowledge:** Indicates the stakeholders' knowledge about the field and Youth Employability issues. Stakeholders who are internal to the system will be more knowledgeable about the field.
- **Available Resources:** Identifies specific resources held by or accessible to the stakeholder, such as human capital, time, financial, and legal resources, technology, and general information.
- **Resource mobilization capacity:** Estimates how easily groups can mobilize resources in pursuit of the project's objectives.
- **Influence/Authority:** Defines the level of authority that the given stakeholder has to implement change and make final decisions in the sector or for the project.
- **Priority:** Indicates the level of concern that the given stakeholder holds for the project.
- **Proponent/opponent:** Refers to a stakeholder that supports the project's mission and can help to fulfill its objectives. An opponent is a stakeholder that does not support the project's goal and may hinder its success. A project team should define stakeholders as opponents or proponents based on their best knowledge and research of the stakeholders.

The table presented below can be used for a stakeholders' analysis exercise.

Name of Stakeholder			
Interest in Youth Employability			
Knowledge of Youth Employability Programs			
Available Resources			
Resource Mobilization			
Influence/Authority			
Priority of Youth Employability			
Proponent "+" Opponent "-"			
Total Score			

Each stakeholder should be analyzed against the criteria presented in the table by the project design team and scored on a scale of 1 (minimum) to 3 (maximum). The project design team may use whole or half numbers in this analysis. A total score is the sum of all scores given to the analyzed stakeholder. Stakeholders with a higher total score are the most important for the project. They can be identified as opponents or proponents. Understanding the position of stakeholders helps to reduce risks for project implementation. Knowledge of the stakeholders' situation also helps to build strategic partnerships and to understand the risks that a team may experience with the project initiation and implementation.

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[1] Reproduced from: International Youth Foundation. 2008. "Stakeholder Analysis," *Project Design & Proposal Writing: A Guide to Mainstreaming Reproductive Health into Youth Development Programs*, p. 13.

Sample Youth Assessment Survey

SECTION I: PERSONAL INFORMATION

1. What is your full name? _____

2. What is your ID number? _____

3. Gender _____

4. Your Neighborhood: _____

5. How old are you? _____

6. What is your marital status?
 Single
 Married
 Divorced
 Has Children

7. What is your contact information? Telephone or address: _____

9. What do you do now?
   a. Registered to a school (Go to Section II)
   b. Registered to a training program (Go to Section II)
   c. Looking for a job (Go to Section V)
   d. Working (Go to Section III)
   e. Operating a small enterprise (Go to Section IV)
   f. Apprentice / Intern
   g. I do not want to go to school or work (Please write the reason why). _____
   h. If you don't work, why? _____
   i. … …. Other (Please specify): _____

8. What is your most recent education degree?
   a. Primary school
   b. Middle school
   c. High school
   d. Undergraduate degree for 2 years
   e. University
   f. Occupational Training

9. If you did not complete your education, what are the reasons? _____

10. Have you ever participated in any training or education program after you dropped out of school or graduated?
a. If yes, please specify: _____

11. Could you please tell us what your peers in your region do?
   a. Registered to school
   b. Registered to a training/education program
   c. Looking for a job
   d. Works as a _____

e. Runs a small enterprise
f. Apprentice / Intern
g. Other: _____

SECTION II: SAMPLE EDUCATION / TRAINING DATA
THIS SECTION IS ONLY FOR THOSE REGISTERED TO A TRAINING/EDUCATION PROGRAM
Skip this section if you are working, looking for a job or running a business/enterprise.

12. Are you registered to a formal education (school/college/university) or a training program?
    a. If you are registered to a school, what grade are you in? _____
    b. University (Diploma) year: 1. or 2., your department: _____
    c. If you are registered to a university, what grade are you in? 1 2 3 4 5, department: _____
    d. What type of a training program is it?
        a. Occupational, please specify the area: _____, the center that you go to _____
        b. Special Talent
        c. Other
13. Do you have any clear idea as to what to do after you graduate?
        Yes ____ No _____ Don't know __

14. If yes, what do you think to do after graduation? _____

15. Did you share your plan with your parents? Yes No
If not, why? _____

16. Does your family affect your plan in any way?
If yes, are you satisfied with it? _____
If no, do you want them not to do this? _____
17. Do you feel like you gained the technical and life skills you need to get the job you want?
    a. Yes.
    b. No.
    c. If no, please explain which technical and life skills you want to gain: _____

18. Do you get any help in looking for a job?
Yes.
No.
If yes, who or what organization helps you? _____

SECTION III: EMPLOYMENT INFORMATION
THIS SECTION IS DESIGNED FOR THE EMPLOYED.
Skip this section if you are attending a school, looking for a job or are unemployed for a while.

19. What do you do?
    a. Running my own business
    b. Running family business
    c. Working at a factory / company
    a. *Your area of work:*_____
    d. Agriculture
    e. Other (please specify) _____

20. Did you receive any internship or training at the beginning of the job?

a. Yes.
b. No.
a. If yes, where? _____

21. Did you get any help in finding this job?

Yes.

No.

a. If yes, who or what organization helped you? _____

22. How long did it take you to find this job? _____ months

23. How long have you been working in this business? _____

24. What is your family's average income per month? _____

25. How many hours do you work per week? _____

26. How much do you earn?
_____ / month
_____ / week

27. Did you work somewhere else before?
a. Yes.
b. No.
c. *Where:*
d. *For how long:*
e. _____
f. _____

28. Do you think that you have sufficient technical skills to do this job?
a. Yes.
b. No.
a. If no, what kind of technical skills do you need? _____

29. Do you think that you have life skills such as self-confidence, team work, communication skills to do your job better?
What are these behavioral and communication skills?
a. If your answer is no, what life skills do you need the most? _____

30. Are you satisfied with your current job, income level and other vested benefits?
b. Very poor
c. Poor
d. Just
e. Good
f. Excellent
g. General working environment
h. If the job overlaps with the occupation of the person
i. Support from supervisor and/or peers
j. Opportunities for professional development
k. Salary

31. What do you do with your earnings?
a. I use the money for basic needs such as food, rent, etc.
b. I share it with my spouse and children.
c. I help my family and siblings.

d. I spend for my personal needs.
e. I save for the future.

SECTION IV: SMALL ENTERPRISES
THIS SECTION IS FOR THOSE OWN THEIR SMALL ENTERPRISE.
Skip this section if you are attending school, looking for a job, unemployed or not owning your business.

32. What is your education level?
    a. School: Which grade did you complete? _____
    b. University graduate
    c. University graduate (diploma)
    d. Occupational Training
    e. Other (please specify) _____
33. What is your area of work? _____
34. What do you do? _____
35. How did you start this business?
    a. Own the business
    b. Family business
    c. ___ partners

36. Did you receive any training on entrepreneurship or business administration?
    a. Yes.
    b. No.
    c. If yes, where? _____

37. Do you think you have sufficient business and technical skills for successfully carrying out your job?
    a. Yes.
    b. No.
    c. Of no, what sort of technical skill do you need? _____

38. Do you think you have the life skills, including self-confidence, to successfully carry out your job?
Team work, communication skills, etc.?
    a. Yes.
    b. No.
    a. If no, what life skills do you need? _____

39. What type of financial support (for instance, credit or loan) did you need when establishing your enterprise? Where did you get that financial support? _____

40. If you take loan (from a bank) were you able to pay it back? _____
41. Are you satisfied with your salary and the state of your enterprise?
Yes.
No.

42. Business Capital:._____
43. Do you have profits?
    a. Yes.
    b. No.
    c. If yes, how much? _____ / week
                                _____ / month
44. Did you hire employees?

a. Yes.
b. No.
a. If yes, how many? _____

45. What do you do with your earnings?
    a. I use the money for basic needs such as food, rent, and supportive programs etc.
    b. I share it with my spouse and children.
    c. I help my family and siblings.
    d. I spend for my personal needs.
    e. I save for the future.

SECTION V: UNEMPLOYMENT DATA
THIS SECTION IS FOR EMPLOYMENT. *Skip this section, if you are working at an organization, running a business, or attending school.*
46. What is your education level?
    a. School: What grade are you in? _____
    b. University graduate
    c. University graduate (diploma)
    d. Occupational Training
    e. Other (please specify) _____

47. What is your area of work? _____

48. When did you graduate? _____

49. Do you have a clear vision as to what to do and how to do it?
Yes _____ No ___ I am not clear / I don't know _____

50. Do you cover your personal/other expenses right now? _____
51. Do you think that you have sufficient technical skills to have the job you want? Yes No
If no, please explain which technical and life skills you want to gain: _____

52. How long have you been looking for a job? _____

53. Do you know any job opportunities in your neighborhood? Yes No
If yes, do you see a job suitable for you? Yes No

54. Are you ready to work outside your region/city? Yes No
If no, what is your main criterion / limit? _____

55. Which sources do you use in looking for a job?

    a. Newspapers
    b. The Internet
    c. Job finding tools
    d. Word of mouth
    e. Ground truth (visiting companies by yourself)
    f. Other (please specify) _____

56. Do you get any help in looking for a job? Yes No
a. If yes, who or what organization helps you? _____

SECTION VI: MEASUREMENT

Please carefully read each item. By using the below scales, choose the number that best describes you and use the numbers given in the space.

1 = Absolutely wrong
2 = Mostly wrong
3 = Somewhat wrong
4 = A little bit wrong
5 = Slightly true
6 = Somewhat true
7 = Mostly true
8 = Absolutely true

____ 1. I can think of many ways to come out of a bottleneck.
____ 2. I work for reaching my goals by energy support.
____ 3. I mostly feel tired.
____ 4. There are many ways to go around any problem.
____ 5. I am easily affected by any argument.
____ 6. I can think of many ways to acquire the things that are important in my life.
____ 7. I am concerned for my health.
____ 8. I know that I can find a solution to a problem, even others are discouraged.
____ 9. My experiences prepared me well for my future.
____10. I have been pretty successful in life.
____11. I generally find myself concerned about things.
____12. I fulfill the objectives I set for myself.

Annex1: Continuous Hope Measurement Scoring

This Scales is composed of 12 questions: 8 of them are related to hope and 4 are complementary. Scores point out to one's opinions.

Fulfilling one's objective A high score shows a high level of hope. To calculate, sum up the four agencies and four routes as below:

1. Agency sub-scale scores # 2, 9, 10 and 12th articles
2. Route sub-scale scores by adding # 1, 4, 6 and 8th articles
3. Questions 3, 5, 7 and 11 non-scored

48 scores in average corresponds to "6" for each question. If the score is higher than 48, you are generally a very hopeful person. On the other hand, if the score is lower than 48, this means you are probably not hopeful. The scores are positively associated with control measures such as decisiveness, being ready against stress, leadership and preventing addiction, etc.

There is a high possibility for highly hopeful people to work on multiple objectives and set more challenging goals for themselves. They adopt challenges and expect gaining out of intellectual investments. Highly hopeful people do not perceive problems routinely. They are not disruptive. Instead of being overwhelmed by the problems they face, highly hopeful people tend to concentrate to their job and try to find a clear advantage as to how to solve any problem.

The scales will be given to the main group and the control group. So, data can be analyzed and compared. Such a comparative study will allow us to determine whether the level of hope is different between the control group and the others. If there is any, the extent of that difference will be determined via the scale.

Designing and Carrying Out Semi-Structured Interviews for Research

"Semi-structured" or **"medium level"** type of interview is the most useful one for qualitative researches. This type of interview may include both open-ended and closed-ended questions. It does not mean that the interview is non-structured if it is composed completely of closed or open ended questions. So, it gives the opportunity to the interviewee to talk freely about anything related. Although semi-structured interviews suggest topics or questions to the interviewee, they are meticulously designed to pull out real thoughts and opinions against biased ideas. It gives the interviewee an opportunity to get deep information from the interviewee. Two basic principles of suggestions are: (1) To avoid extending the scope of interview or ascribing a meaning to the rods; (2) and to try to have a friendly setting to speak comfortably.
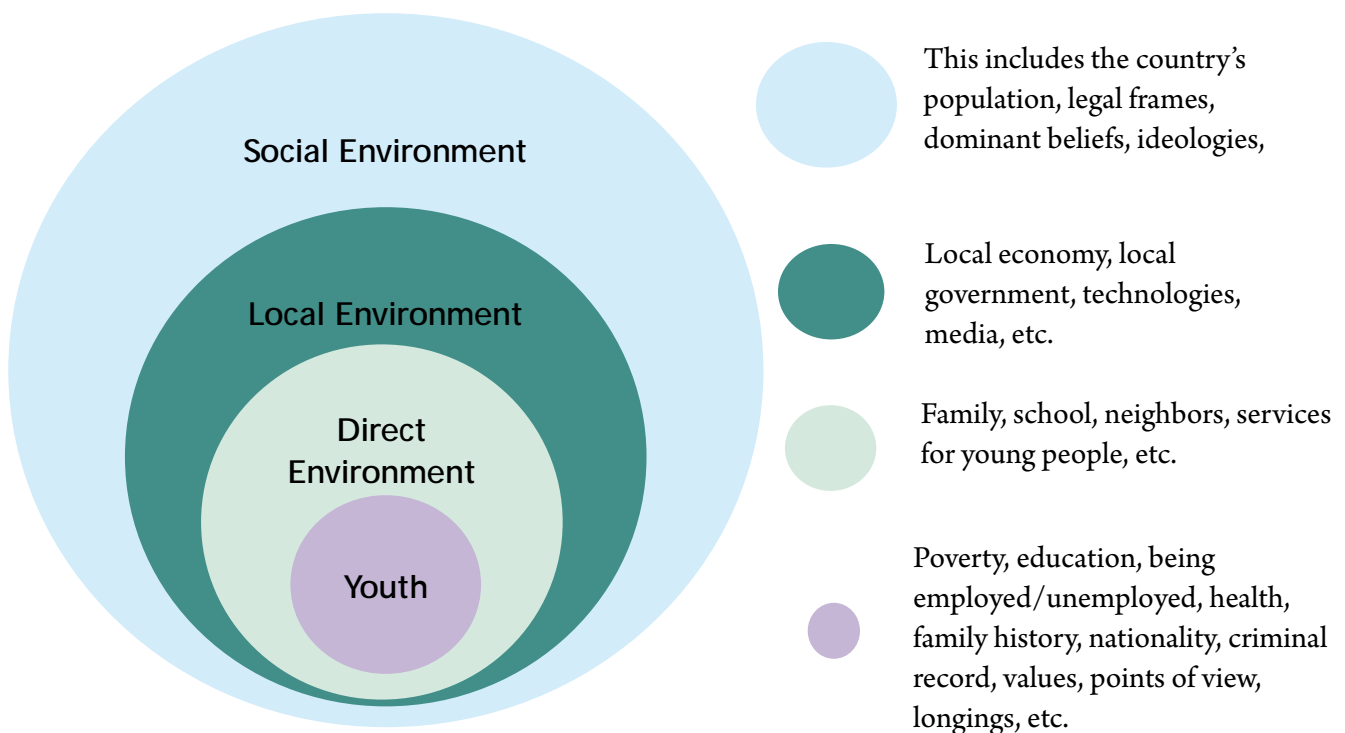
Certain suggestions for designing interviews:

1. Although the interview is only semi-structured, **do pay attention to carefully plan it.** Note any subject or question and try to find ways to address them.

2. In your first meeting with the interviewee, give information about your purpose, intended use of the interview results, confidentiality and measures taken for anonymity. In addition, take permission for recording and note-taking during the interview.

3. In your first meeting with the interviewee, **ask certain background questions** pertaining to his/her title and responsibilities and the time he/she has been working for that organization. Such questions generally allow the interviewee to "warm up" and feel comfortable. They are easy to answer and help the interviewee to embrace the interview setting.

4. **Focus on harmony building and**, creating a comfortable **setting**. Be aware of your non-verbal communication. For example, smiles, way of sitting, introverted/extroverted body posture, eye contact. Generally speaking, be yourself (authentic), and be positive and confident about the interview.

5. **Questions related to the subject matter of the interview should be general and open-ended questions to allow the interviewee create answers easily.** Researchers working in the qualitative area generally want to understand the language of interviewees and the meanings they ascribe to the words and open-ended questions encourage this. For instance, if the interview is in a meeting format, you may ask a question like "Could you please tell me what you felt when you first heard about this meeting? What is your story?" Generally, 3-40 minutes for an answer follow such a question.

6. Then be ready for the interview and record special facts or questions about other interesting topics.

7. If the interview is conducted under observation, you may want to get information about certain messages or changes. Again, **try not to act as a leader in your query.** For example, do not say "Did you mean this, instead of that?" But ask "What did you mean by that?"

8. Carefully use hints/examples to get detailed answers and follow up on interested topics. Many interviewees tend to generalize, so ask them, "Can you give me an example?" "Could you please specify?" Try to understand the language they use and reveal the inner meaning of the words they utter, if the focus is communication.

9. Sometimes keeping silent is the best. If the interviewees stop after talking and if you keep silent in that time, this may encourage them to speak more. Further, you may want to avoid intervening a good story. You can take note to ask a question later during the interview.

10. Be careful as to when to end the interview. It usually a good idea to ask, "Is there anything else you want to say?" at the end. This may particularly be useful when the recorder is stopped. In case you have additional questions, it is a good idea to ask the interviewee whether it'd be okay for them if you contact them again in the future.

11. Right after the interview, take your time to fill in the gaps in your notes and to write down your observations.

Dual Client Assessment

Youth Needs Assessment

Economic opportunities do not explicitly reveal themselves, however they are well related to different aspects of life. For instance, employment and income may have an effect on whether one decides to get married or to start a family. In addition, a good assessment of youth needs should include an analysis of the social environment they live in since young people are generally affected by a wide range of factors such as their families, peers, communities, local and national institutions, as well as social norms. A holistic assessment will provide a comprehensive look on the needs and challenges young people sustain in their lives. Therefore, this will allow us adapt our intervention in accordance with the local facts.

Social Environment — This includes the country's population, legal frames, dominant beliefs, ideologies,

Local Environment — Local economy, local government, technologies, media, etc.

Direct Environment — Family, school, neighbors, services for young people, etc.

Youth — Poverty, education, being employed/unemployed, health, family history, nationality, criminal record, values, points of view, longings, etc.

Analyses via systematic interviews, focus group meetings, and observations to understand the personal relations and social environments of young people will help us determine the root causes of problems they experience such as unemployment or lack of access to financial services.

Limited economic opportunities are only one among the many problems young people face in areas they live. A possible intervention program as well as its adaptation to different regions is only possible after a thorough needs assessment, which will also help us tackle multiple issues.

Labor Market Assessment

To understand employment patterns and tendencies, Labor Market Assessment includes the following:

Demands of Labor Market: This method is particularly used for employability programs. This focuses on employer needs and includes a general overview of the tendencies in the labor market. An analysis of the demands in the labor market looks to the opportunities provided by the promising sub-sectors of the labor market. Further, the human resources demands and their effect on employers and industries as well as needs for semi-qualification and technical skills are also analyzed. This analysis also includes recruitment methods, employee perceptions, and barriers to employment on the basis of gender, age, skills, social status and faith, etc.

Assessment of Goods and Services Market: This method is widely used for entrepreneurship programs. Local supplies and demands, market features and tendencies, deficiencies in terms of consumer products and services, demands for commodity, and local, regional or export markets as well as their actors will be identified.

Qualitative Research Methods Comparison

Tools	Advantage	Disadvantage
Professional Literature Review Published reports, articles, studies , etc.	Non-attention grabbing, generally cheaper At first stage, faster that collecting data in the field Helps access new data in the field Helps learn about the assessment of other institutions	Access and sharing problems: Limited coverage by most of them Subjects are outdated. Misleading results derived from wrong or outdated research data Using such misleading results for the original purpose/solution of a current problem Low reliability, validity and credibility
Interviews The interviewer may ask open-ended or close-ended questions depending on the subject of the interview.	A wide range of subjects may be included. Modification is possible in case of need. The interviewer may be flexible during the course of the interview. It provides confidence, and makes sure accessing rich sets of data.	The interviewer has the ability to deviate from the main topic depending on the interviewee's point of view and comments. The interviewer may add his/her own views or comments. The interviewer may act biased. Working with experts may be costly. It may be difficult to design unstructured or semi-structured interviews. As well, analysis and interpretation of results may be difficult.
Research/surveys Questions may be open-ended or closed-ended questions with multiple options to choose.	Researches or surveys are easy to measure and their results are easy to summarize, They compose the fastest and cheapest method. They are fit to collect new data. They give an opportunity to acquire large-scale examples. Researches also give us an opportunity to use repeating studies. They allow comparisons.	Interviewee responses are essential, so certain information may not be obtained pertaining to the basic structure [of an interview plan]. Real behaviors, contexts, and situations that drive certain behaviors There is sensitivity with regard to touching upon the existing problems. The interviewee may reject to response or tell the truth; biased responses, invalid information and inconsistent comments may result. There is a need to know when to apply an expert.

	They include standardized tools.	Attention must be paid to the questions, scales and analysis.
	They are usable to analyze existing and changing behaviors and attitudes.	It may be deceiving to trust the standard tools 100%.
Observation Observation is watching people and situations without intervention.	Data about behaviors are independent from people, emotions, opinions, situations and their effects. Observation provides large scales of flexible and rich data. It also provides a deep understanding.	There may be certain access limitations (timing, distance, confidentiality, objections by interviewees). It may be expensive and it requires training. Interviewer biases / reliability (The interviewer may affect the next interview go get similar results with the previous one). He/she may affect the behaviors of the participants being observed. There may be problems with regard to interpretation, analysis, or reporting.

EXECUTIVE SUMMARY[2]
Opportunities for Syrian Youth in Istanbul
Labor Market Assessment

[2] International Youth Foundation. 2018. *Opportunities for Syrian Youth: A Labor Market Assessment (Executive Summary).*

OPPORTUNITIES FOR SYRIAN YOUTH IN ISTANBUL

A Labor Market Assessment

Executive Summary
*July, 2018*

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INTRODUCTION

Syria's ongoing civil war has upended the lives of millions of people. Young Syrians torn from family members, schooling, and the futures they expected have been navigating uncertainty in new towns and neighboring countries. Today, approximately 140,000 young Syrians ages 18 to 29 live in Istanbul, alongside 3 million Turkish citizens.

The Syrian Refugee Employability Program (SREP), an initiative of the International Youth Foundation, aims to enhance the knowledge and capacity of civil society organizations and nongovernmental organizations (NGOs) working in Turkey to implement best practices in employment programs targeting Syrian refugee youth. Specifically, this labor market assessment aims to provide a new awareness of the employment needs, challenges, and opportunities of young Syrian refugees in Istanbul.

This assessment is informed by desk research using data from state institutions—the Turkish Statistical Institute, the Ministry of Labor and Social Security, and the Turkish Labor Agency, İŞKUR—and from extensive field research. Qualitative and quantitative data was collected among subject groups that include young Syrians, businesses (including companies with Syrian ownership), employment agencies, municipalities, and institutions that provide training to young Syrians. In the absence of data on labor force participation rates, this assessment saw the completion of a face-to-face survey of 1,003 Syrian youth. It provides substantial data on the labor market outcomes of Syrian refugee youth, such as working conditions, unemployment, discrimination, and plans.

EMPLOYMENT & TRAINING LANDSCAPE

This survey data revealed that nearly half of the Syrian youth population in Istanbul (48.2 percent) is unemployed. This figure is even higher among young Syrian women. One-third of youth say they do not have access to formal employment opportunities. One in five unemployed youth surveyed say they would take a job even if it paid less than 1,000 TL (approximately US$ 214) per month.
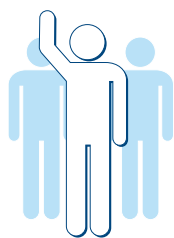
One in three youth say they do not have

access to formal employment opportunities.

48.2%
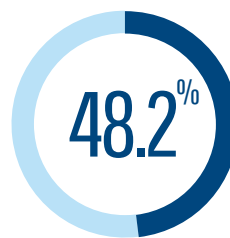
of Syrian youth population in Istanbul

is **unemployed**.

Among employed young Syrians in Istanbul, the working conditions are disheartening. While 88.5 percent of them work full-time, only 2.2 percent have obtained a work permit. Young Syrians work for lower wages and longer hours: 87.7 percent work more than 48 hours per week and average 10- to 12-hour workdays. Almost three-quarters of them have a tenure of one year or less. On average, young Syrians in Istanbul earn just over minimum wage (1,492 TL/US$ 319.60 per month, compared to 1,400 TL) and roughly 20 percent less than what a young Turkish citizen makes in the same period (1,883 TL/US$ 403.29). Young Syrian women make an additional 20 percent less than young Syrian men, and three-quarters earn less than the minimum wage.

The top three sectors of employment for young Syrian men are wholesale and retail trade (22.4 percent), textiles and apparel (17.7 percent), and accommodations and food services (17.1 percent). In the first sector, more than 25 percent have a university degree. In the last two, more than half have at most a junior high school degree. Young Syrian women are mostly employed in education (40.6 percent). Of this group, more than 70 percent have at least a university degree.

There is a network effect in employment for Syrian youth, whereby almost half of young Syrians work at companies where there are two to five Syrian workers, including themselves. Most of the employed Syrians search for a job by asking relatives, Syrian friends, or a combination. Combined with the fact that 20.6 percent of employed young Syrians found work by visiting employers directly, these figures indicate that İŞKUR is not playing an effective role as an employment agency.

Today, civil society organizations and municipalities have developed and administered various educational opportunities for Syrians. Language courses constitute the bulk, although, as the next section describes, most young participants say that the training is not effective. İŞKUR, metropolitan and district municipalities, and NGOs provide most of the vocational training programs.

İŞKUR provides multiple training programs for Syrians and Turks, and three are relevant for youth:

| ON-THE-JOB	VOCATIONAL	ENTREPRENEURSHIP
targeting registered unemployed workers	(tailored to unskilled workers) with the goal of increasing their employability by equipping them with new skills	designed to help future entrepreneurs build successful businesses
50,000 workers targeted*	**11,515** workers targeted*	**10,000** workers targeted*

* in 2017

As the numbers indicate, the on-the-job training is by far the most common type of program. Firms can organize such a training by choosing participants on their own, or İŞKUR can select candidates according to the company's requirements. İŞKUR pays for the daily expenses as well as some of the taxes of the workers who are participating. Furthermore, the company can benefit from tax subsidies if it employs workers through these programs.

BARRIERS & CHALLENGES

Language

Language is cited as the main barrier to employment overall, because the vast majority of Syrians arrive in Istanbul as Arabic, not Turkish, speakers. One-third of all survey participants say their Turkish skills are insufficient when searching for a job. Of the courses young Syrians participated in, 48.1 percent taught Turkish language skills. However, existing language training does not appear to be meeting current need. Only 39.2 percent of youth who participated think it proved useful in finding a job. Common complaints are about the content, structure, and delivery of these courses, including insufficient opportunities to practice their speaking skills and poor teaching quality.

The main grievance pertains to scheduling. Young Syrians who responded to the survey prioritize having a job and say that attending courses is difficult during work hours or on weekdays. Given they work long hours, evenings present challenges too. It is even harder for women to participate, because traditional gender roles dictate that they are responsible for housework and childcare. Women also might need their husbands' approval to attend such training courses.
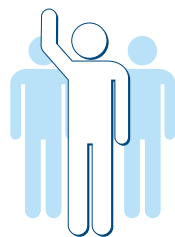
One in three survey participants say their **Turkish skills are insufficient** when searching for a job.

48%
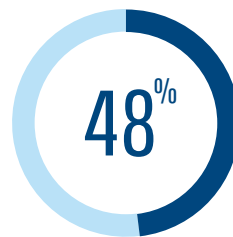
of the courses young Syrians participated in taught **Turkish language skills**.

Credentials & vocational training

Although having a degree usually implies higher wages, whether it is a junior high school or university degree, for Syrians it does not affect wages significantly. This finding is exacerbated by the fact that Syrians are finding it difficult to obtain degree equivalencies and therefore prove their education credentials. One in five unemployed Syrians says he or she cannot provide the necessary documents, such as diplomas. The same percentage says their relevant skills are not recognized.

Only 13.5 percent of survey respondents say they have participated in a training program in Turkey. Among the 86.5 percent of young Syrians who did not participate in any, most cited scheduling conflicts. In addition, the lack of a reliable database negatively affects the management and effectiveness of these programs. In terms of İŞKUR specifically, they do not have sufficient numbers of Arabic-speaking staff, and their website, where they publicize upcoming training programs, is available only in Turkish and English.

86.5%
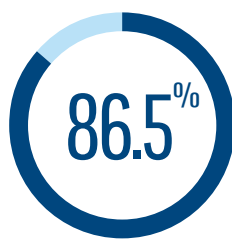
of young Syrians did not participate in any training, and the majority cited **scheduling conflicts** as the main reason.

One in five unemployed Syrians says their **relevant skills** are not recognized when searching for a job.

Regulations & awareness

The regulatory environment hinders formal job creation for Syrians. A company must sponsor each work permit and is subject to a 10 percent cap on the number of Syrians it can employ. Additionally, the Syrian for whom the company applies needs to hold a foreigner ID card and have lived in that province for the past six months. As of January 2018, each work permit costs 300.90 TL (about $US 64.20) and must be renewed annually.

From a company perspective, these regulations particularly hinder formally hiring Syrian youth. While the current cost of the work permit is less than it was in 2017, employers still do not want to pay this fee, and they often take it out of young Syrian's wages. Smaller companies and firms say they find it burdensome to handle the paperwork. They report sometimes using intermediaries to speed up the application process. Citing high turnover rates, the firms are reluctant to cover annual fees. The 10 percent quota also is unreasonable for firms with Syrian ownership.

Many young Syrians are not aware of these processes and requirements. More than 20 percent say they do not have a work permit because they are not aware such a thing existed. Another 15.8 percent state they do not know how to apply for it. Only 4 percent have applied for a work permit, and only 2.2 percent have obtained one. Another 13.8 percent of young Syrians say they do not understand the process to apply for temporary protection status, which entitles them to basic services such as free health care. Finally, almost all Syrian youth surveyed (98 percent) are unfamiliar with the Turkuaz Kart, a combined residency and work permit that does not require a company's sponsorship. Any foreigner who can prove that they have high levels of skills or that they are "high-grade investors" can apply directly.

More than

20%

of young Syrians say
they do not have a work permit
because they are
not aware such a thing existed.

Only

4%

of young Syrians have
applied for a work permit.

Only

2.2%

have
obtained a work permit.
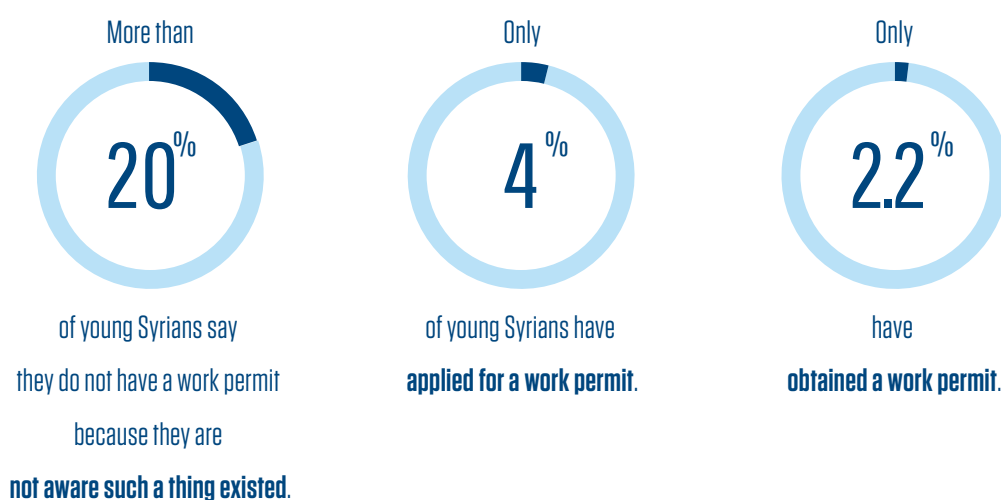
Discrimination & maltreatment

More than three-quarters of Syrian youth in Istanbul (80.3 percent) state they have faced labor market discrimination. They say they are less likely to receive job offers, work for lower wages and longer hours, have no overtime pay, and even have shorter break periods. Interviews with business owners confirm that, on average, Syrian workers are paid lower wages.

"There were 3-4 Syrians working at that factory. They were giving us much more work and forcing us to work much harder in comparison to the Turkish workers."
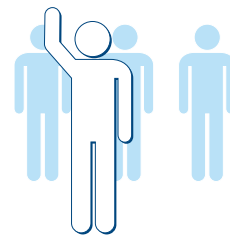
— unemployed 22-year-old man

Young Syrians also frequently mention maltreatment. One in four young Syrians in the labor market state that their bosses or managers have mistreated them because they are Syrian. In the in-depth interviews, most young people say they are not paid on time, and others report not being paid in full or at all. Almost one in five young Syrians reports mistreatment by coworkers. In the in-depth interviews, some say that informal hierarchies in the workplace involved making Syrians do the "dirty work." Facing such conflicts in the workplace, young Syrians lack mechanisms of protection. While some leave their jobs, many decide they cannot afford to quit.

80.3%
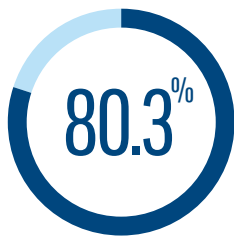
of young Syrians say they have faced **labor market discrimination**.

Almost one in five young Syrians reports **mistreatment by coworkers**.

One in four young Syrians in the labor market say that their bosses or managers have mistreated them **because they are Syrian**.

OPPORTUNITIES

The textile sector has the highest number of new vacancies, and salespeople are urgently needed in various sectors. İŞKUR data shows that machine operators, seamstresses and tailors, sales representatives, and text handlers are among the top occupations with the greatest number of vacancies. Employers also struggle to fill these openings. For these occupations, firms most commonly request sufficient knowledge or vocational and/or technical skills and experience.

United Work, a small employment agency that aims to find formal employment opportunities for Syrians, reports that opportunities exist where speaking Arabic is an asset. These openings are predominantly in the service sector, for example translators in hospitals and call centers serving the Middle East. It bears noting that this agency also offers a program that includes training youth on labor laws and discrimination.

Additionally, employers can benefit by recruiting Syrians through agencies such as İŞKUR. İŞKUR pays for the trainers and provides a daily allowance to trainees, also enabling employers to be eligible for tax subsidies.

"Where I lived in Syria, women did not work, but they must work here. We have to pay the rent, bills for electricity and water."

— 22-year-old woman who was looking for a job

CONCLUSION & RECOMMENDATIONS

The future is uncertain for young Syrians working to rebuild their lives in Istanbul. However, specific changes in training, policy, and programming can help prepare more young Syrian men and women in the country's economic center with critical skills and knowledge. These changes also can make it easier for employers to formally hire Syrian youth seeking stability.

1. **Language learning**: The top priority for labor market integration should be facilitating easier and more widespread access to and awareness of Turkish language courses. This includes offering basic and advanced Turkish language class options. Even companies that primarily serve Arabic-speaking customers prefer that their employees have some Turkish language skills. Vocational training programs will not be efficiently implemented until Syrian youth have the necessary basic Turkish language skills to navigate daily life.

2. **Training accessibility**: To reduce scheduling conflicts, courses and programs aimed at expanding the technical, entrepreneurship, and language skills of young Syrians should be offered outside typical work hours and in easy-to-access, convenient locations. Many Syrian youth request flexible training options due to their own sporadic work schedules and long workdays that include nights and weekends.

3. **Life skills**: Existing training should be rounded out with lessons in developing critical skills such as personal agency, stress management, and respecting others. IYF has seen that strengthening these skills carries benefits for youth in terms of work, particularly in the service sector, and life generally.

4. **Market-driven training**: Providing training on how to use textile and apparel machinery will help young Syrians find employment. The vocational requirements for these sectors are well defined. Additionally, vacancies are abundant, because workers with relevant skills are in short supply.

5. **Policy changes**: A multidimensional policy design would fight labor informality:
   - Shorten the waiting period to obtain a work permit. The current process takes too long, particularly given short production horizons in the apparel and textile sector.
   - Reconsider the quota, which has adverse effects because it contradicts market realities.
   - Review the six-month residency condition, which also has negative effects.
   - Reduce the annual fee for a work permit. Although it already has been reduced, the cost still presents another barrier to employment.

6. **Employment agency changes**: İŞKUR should tailor its programs and web presence to include and improve accessibility for more Syrians.
   - Hire Arabic-speaking staff.
   - Offer Arabic as a language option on its website, which is the primary source for information on upcoming training programs.

7. **Social inclusion and support activities**: To reduce incidents of discrimination and mistreatment and allow young Syrians to more easily enter and succeed in the labor market, underlying social and cultural tensions need to be addressed. While this type of intervention was not the focus of this assessment, the broader work of the SREP initiative points to its necessity.

ACKNOWLEDGMENTS

For more than 25 years and in over 100 countries, the International Youth Foundation (IYF®) has focused exclusively on helping young people succeed. A global nonprofit organization, IYF believes that there are three keys to achieving this success: learning skills that will endure, earning a livelihood, and growing as an engaged citizen. IYF supports youth in developing work readiness skills, choosing a career path, and securing employment or deciding to start or grow their own small business or social venture. The resilient spirit of these young women and men inspires us and gives us purpose. IYF initiatives have benefitted more than 7.4 million young people directly, and over 12 million additional people have benefitted indirectly. We forge partnerships to deepen investment and impact in youth employment and engagement. In cities and towns across the United States and around the world, IYF empowers young people to lead productive, fulfilling lives.

To learn more, go to **_www.iyfnet.org_**.

Problem Tree Exercise

1. Gather together with your group and supplies (flip chart, white board, markers)

2. Discuss and agree on the focal problem you want to analyze. Write down the problem statement in the middle of the page (the "trunk" of the tree).

3. The problem statement can be broad, such as "refugee youth can't get decent jobs" or "insufficient employment rates for youth." The analysis will allow you to modify it and break it down into further detail.

4. Identify the causes of the focal problem (the "roots" of the tree) as well as its effects or consequences (the "branches"). It may be helpful to write causes and effects on post-it notes so you can reposition them on your chart as needed, based on discussion.

5. Underlying and foundational causes should be visualized below causes more directly connected to the problem. Many of these most basic causes will have to do with attitudes, knowledge, beliefs and norms.

6. Similarly, more immediate effects and consequences should be visualized closer to the problem than ripple effects.

7. Use lines and arrows to indicate direct or indirect relationships between any of the causes and effects.

Ripple effects

Secondary effects

Immediate effects

Focal problem

Immediate causes

Secondary causes

Root Causes

8. Once your group has mapped out the issues, attempt to prioritize those you will address through your programming, by asking:

   – Which part(s) of the tree is most responsible for the problem?
   – Which part(s) of the tree - if reduced or eliminated - would best contribute to solving the overall problem?
   – Which themes repeat or recur throughout different parts of the tree?
   – Which part(s) of the tree isn't being addressed well enough by other actors?
   – What part(s) of the tree is it possible for us to focus on?

The objective of the problem tree exercise is the robust discussion, debate and dialogue that it may inspire within your group. This can allow your group to develop a sense of shared understanding, purpose, and action.

SWOT Exercise[3]

Internal Analysis

When conducting an analysis of organizational strengths, the following questions should be kept in mind:

- What advantages does your organization have?
- What does the organization do better than anyone else?
- What resources does the organization have access to?
- What do your partners and stakeholders see as your strengths?

When identifying weaknesses of the organization, think about:

- What are the opportunities for improvement?
- What are the weaknesses that we can't change, but should be aware of?
- What are stakeholders and beneficiaries in your project area likely to see as weaknesses?

External Analysis

To analyze opportunities, the following questions should be considered:

- Where are good opportunities facing the organization?
- What interesting organizational trends are you aware of?

Trends and opportunities can be defined by:

- Changes in technology and economics
- Changes in government policy related to your field
- Changes in social patterns, population profiles, life style changes, etc.
- Local events

To analyze threats, the following issues may be addressed:

- What obstacles does the organization face?
- Can the project's opponents influence your project implementation and its results? How?
- Are there policies or regulations that may threaten the project?
- Could any of your weaknesses seriously threaten the project?

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[3] Reproduced from: International Youth Foundation. 2008. "Organizational Capacity Assessment," *Project Design & Proposal Writing: A Guide to Mainstreaming Reproductive Health into Youth Development Programs*, p. 14.

SWOT Exercise[4]

Internal	Strengths	Weaknesses

External	Opportunities	Threats

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[4] Reproduced from: International Youth Foundation. 2008. "Organizational Capacity Assessment," *Project Design & Proposal Writing: A Guide to Mainstreaming Reproductive Health into Youth Development Programs*, p. 15.

Logical Framework Example

Impact	The school environment (actors, supports, & relationships) changes to better meet student needs & advance their school, workplace & life success					
End outcome	**1** Youth attend more efficiently & sustainably managed schools		**2** Youth learn (academic & employability skills) from teachers with improved teaching styles		**3** Youth attend schools with improved & enriched learning environments (in terms of extracurricular activities, & technological tools & supports)	
Intermediate outcome	**1.1** School directors (& other relevant stakeholders) have the skills to effectively manage & lead their schools	**1.2** School directors have the tools, linkages, relationships & supports to effectively manage & lead their schools	**2.1** Teachers use participatory, learner-centered pedagogy to transmit core academic skills	**2.2** Teachers use participatory, learner-centered pedagogy to transmit key employability/behavioral skills	**3.1** Students have more & better opportunities for extracurricular activities	**3.2** Students have more & better opportunities to use technology
Output	**1.1.1** **30** school directors trained on program design & management, & supplementary skills (SIP)	**1.2.1** **15** school directors receive awareness building workshops about capacity building activities	**2.1** **1,200** teachers trained, coached & supported on the improved pedagogy methodology	**2.2** **610** teachers trained, coached & supported on Life Skills curriculum & approach	**3.1.1** **100** life skills clubs created (across **30** schools)	**3.2.1** **2** new online/technological methods for students to learn & practice employability skills
	1.1.2 **100** school directors/other stakeholders trained on effective management/design of youth programs	**1.2.2** **1** gender-sensitive School Improvement Plan guidebook resource created			**3.1.2** **50** tailored community service projects created & implemented by young people	**3.2.2** ****30** school computer labs/offices provided with internet/wifi access & software supports
		1.2.3 **30** school improvement plans (& supporting budgets) created & formalized			**3.1.3** **60** youth leaders trained (& supported by **60** adult coaches) to research & present about the causes & challenges of school delinquency	

Logical Framework Template

OVERALL GOAL:						
	Inputs	Activities	Outputs	Indicators	Verification Sources	Assumptions/Action
Outcome 1						
Outcome 2						

Outcome 3					
Outcome 4					

International Youth Foundation Program Indicators and Instruments[5]

A Practical Guide to Monitoring, Evaluation, and Learning (MEL)

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[5] Reproduced from: International Youth Foundation. 2016. Internal Resource: IYF Program Indicators and Instruments.

Glossary[6]

Monitoring   A continual process that uses the systematic collection of data on indicators to show the extent of progress and achievement of the intervention's activities.

Evaluation   The systematic process of determining the effectiveness of an activity or intervention.

Indicator   A quantitative measure or qualitative observation used to describe the intervention.

Assumption   An external factor that may affect the success of the project.

Goal   The highest level desired end result or impact (transformation, sustainability, livelihood, well-being, etc.) to which the project contributes.

Outcome   What the project expects to accomplish at the beneficiary level that aggregate and help bring about accomplishment of goals and impact over time. Change that is sought among extended beneficiaries, target populations, collaborating institutions, and local partners. For USAID projects, this indicator is an Intermediate Result.

Output   A tangible deliverable resulting from project activities. An output may be products, goods, services, and changes (e.g., people trained with increased knowledge and skill, quality roads built) that aggregate and contribute to outcomes.

Inputs   The financial, human and material resources required to implement an activity or process.

Effect   A change, intended or not, directly or indirectly related to the intervention.

Means of Verification   Information that can substantiate whether or not an indicator was achieved, such as a survey, attendance list, or report.

Baseline   Sometimes referred to as the Latin term, ex-ante, it is data collected before the start of the intervention that serves as a benchmark to examine any change.

Exit   Occasionally called its Latin term, post, it is data collected after the completion of the intervention.

Follow-Up   Commonly referred to as the Latin term, ex-post, it is evaluation data collected a set period of time, such as 3 or 6 months, after the completion of the intervention to measure more long-term changes as a result of the intervention.

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[6] Many of the definitions come directly from the Revised *Guide lo the PMD Pro*. Version 1.3. InsideNGO. 6 February 2013.

Baseline Data[7]

When: Before beginning intervention

Who: All youth to be served, all organizations to be strengthened

What: Data about the youth and data about the organizations

Data about the Youth
- First and last names
- Unique identification number
- Gender (*Note: in order to promote inclusivity and accurately disaggregate by gender and not sex, survey instruments should ask for the youth's gender and not sex.*)
- Contact information
- Date of birth
- Age
- Type of intervention received
- Education
    - Enrollment status
    - Highest level of formal education completed
    - Type of education (for those enrolled)
    - Level of education (for those enrolled)
- Employment
    - Employment status
    - For those working, the type of job
    - For those working, the amount of income

Data about the Organizations
- Project
- Start and end dates of the intervention
- Entity name
- Legal status (non-profit, public, for profit)
- Location (City, Country)
- Area(s) of capacity building received
- Capacity of organizations who will be assessed (tool TBD)

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[7] Reproduced from: International Youth Foundation. 2016. Internal Resource: IYF Program Indicators and Instruments.

Exit Data[8]

When: At the end of the intervention

Who: All youth who completed and all organizations supported

What: Data about the youth and data about the organizations

Data about the Youth
- Intervention status (graduate or drop-out)
- Month and year of graduation or drop-out

Data about the Organizations
- Capacity or organizations who will be assessed

Ex-Post Data

When: 3 or 6 months after last day of intervention

Who: Sample of youth completers

What: Data about the youth

Data about the Youth
- First and last names
- Unique identification number
- Gender (*Note: in order to promote inclusivity and accurately disaggregate by gender and not sex, survey instruments should ask for the youth's gender and not sex.*)
- Contact information
- Date of birth
- Age
- Type of intervention received
- Education
  - Enrollment status
  - Highest level of formal education completed
  - Type of education (for those enrolled)
  - Level of education (for those enrolled)
- Employment
  - Employment status
  - Type of job (for those working)
  - Amount of income (for those working)

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[8] Reproduced from: International Youth Foundation. 2016. Internal Resource: IYF Program Indicators and Instruments.

Ensuring data quality[9]

Data quality begins at the project level, ensuring consistency within a survey and should continue through the collection and entry of the data into a centralized system.

1. **Duplicates.** The dataset should not contain any duplicates. This check can be done manually in Excel and should be performed on at least two variables, such as Name and ID number for youth data.
   - Highlight the column containing the variable you will test.
   - On the Home tab, choose Conditional Formatting, Highlight Cells Rules, and then Duplicate Values.
   - Click OK to identify the duplicate values.

2. **Complete.** The youth baseline dataset should include all of the youth that were said to enroll in the intervention according to attendance lists or other official records.

   For example, if your partner reports 100 youth are enrolled but the project only has baseline data on 97 youth:
   - Confirm with the project team to ensure 100 enrolled youth is indeed the correct number.
   - Using other project documents, like sign-up forms or attendance records, identify the individuals who lack baseline
   - Interview the youth, if possible, to ask the young person to respond to the baseline questions based on their status BEFORE they participated in the project (i.e. retrospective baseline). For any information they cannot recall, code the response as '999.'
   - If the youth dropped out or cannot be located, then the official number of youth served will be 97.

3. **Accuracy.** A number of simple checks should be performed to check for outliers and the accuracy of the data. These include:
   - Age. Verify that the date of birth and age are consistent and fall within the target range for the intervention.
   - For youth working, hours and average salary should fall within established ranges. Sort variables in order to determine if any values fall outside of that range, any detected possible errors should be confirmed with the enumerator and beneficiary, if necessary.
   - Inconsistencies between baseline and exit and/or baseline and ex-post

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[9] Reproduced from: International Youth Foundation. 2016. Internal Resource: IYF Program Indicators and Instruments.

PARTNERSHIPS & STAKEHOLDER ENGAGEMENT

Workshop Day 2

Implementing and Maintaining Partnerships[10]

Key steps to implementing a partnership include:

1) Identify and engage the stakeholders.

2) Establish personal relationships, and begin to build trust.

3) Clarify the goals and objectives each partner wants to accomplish.

4) Choose and implement a partnership that is mutually beneficial.

5) Establish governance, procedures, ground rules, and decision-making structure.

When the right organizational partners are identified and established, start building the relationship slowly. A good idea would be to start working on small projects together instead of jumping into the big ones. These can be scaled over time once each organization understands its role. As noted in the partnership continuum described previously, collaborative relationships are the building blocks for the vast majority of partnerships. Organizations should strive to establish these collaborative relationships before they are needed and maintain these relationships, even if they are not immediately actionable.

One way to grow a relationship between partners is to involve them, where appropriate, in the culture of your organization. Help them understand what you have learned about the issues surrounding adolescent pregnancy and parenting and why your organization does the things it does. This may include client meetings or internal strategy meetings. Turn the tables and attend some of their meetings, as well. By understanding how each organization operates, you will foster a mutual understanding of the challenges each face.

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[10] Reproduced from: John Snow, Inc. (JSI). 2012. "Implementing and Maintaining Partnerships," *Engaging Your Community. A Toolkit for Partnership, Collaboration, and Action,* p.15.

Partner Assessment Criteria

Important: The contents of this section are to be used as a guide and are not intended to form a bureaucratic barrier to the formation of partnerships.

The overall objective is to rationalize your selection of partners and engagement mechanisms.

Studying institutions is quite complex. As a baseline, we need a good understanding of the policies, organization, and modus operandi of institutions in order to assess their potential role as partners. The following institutional elements could be analyzed:

- Institutional nature and positioning – comparative/competitive advantage with respect to agriculture, natural resources, and environment, and with respect to research, education, or development propensity. How relevant, effective, efficient and sustainable. The ability and reach to generate and apply knowledge to address issues of poverty and economic development.
- Institutional dynamics – internal structure, policies, processes, and programs including resources and activities.
- Institutional capacity – multiplier and feedback mechanisms, links, culture and other assets as well as institutional innovation capacity.
- Effectiveness and efficiency in research and dissemination of the science and practice of agroforestry, a study of collaborative mechanisms through social network analysis.

Staff may wish to apply the following standard criteria for assessing projects to also assess and compare potential partnerships, as illustrated below:

Salience: Is partnership the best option for achieving results in the area?

Fundability: Will the partnership attract resources (in cash and/or in kind) from investors?

Credibility: Do all partners involved have the appropriate scientific standing to make a meaningful contribution?

Legitimacy: What evidence is there to establish the authenticity of each partner to engage in agroforestry?

Partners Analysis

Sector	Unit/Institution/Company	Importance to Project	Partnership (+)	Partnership (-)
Public Sector				
Private Sector				
Non-Profit Organizations				
Local Charities **Other**				

Partnership Models Case Studies[11]

Case 1

Australia: The Body Shop and Speak Out

Core Concept: To develop youth through social enterprise.

Description

This is a social enterprise model where "an economic entity (business)… trades in a market in order to fulfill social aims: in other words, they do more than trade to make profits, in that they have some kind of clearly defined social aim."* The Australian franchisee of The Body Shop International (an international health and beauty products business) has taken leadership to create an NGO called Speak Out that acts as employer for disadvantaged youth. Speak Out, in many ways, is not much different from a for-profit business, but its purpose is to build the life skills of disadvantaged youths.

Organizational Structure and Processes

The Body Shop International operates through its franchisee network, and franchisees are responsible for determining how they express the social enterprise strategy of the company. The project is organized and maintained by the Australian franchisee, which also appoints the board of Speak Out.

What Business and Others Bring

The Body Shop brings a retail network that provides a customer for Speak Out's products, managerial resources, and expertise to organize Speak Out. Although Speak Out aims to be self-financing, it has received financial support from The Body Shop, the government, and the Foundation for Young Australians. This broad support has also built the legitimacy and credibility of the initiative.

What Motivates Business

Social enterprise is a mutual gain strategy that is a core element of The Body Shop, which does no traditional retail advertising. This strategy creates word of mouth and substantial non-advertising media attention; it also inspires both staff and clients alike.

Development Steps and Strategies

The Body Shop's Australian franchisee identified the Speak Out concept at an early stage and enlisted the support of the Foundation for Young Australians and the government. Everyone was interested in the specific project, but also in learning more about the potential for a social enterprise approach. The approach is now being replicated in other parts of Australia and with other businesses.

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[11] Reproduced from: International Youth Foundation. 2001. "Appendix A: The Cases," *What Works in Engaging Business in Youth Employment and Livelihood Strategies,* p. 35-41.

Partnership Models Case Studies[12]

Case 2

India: The Bharatiya Yuva Shakti Trust (BYST) and Numerous Businesses

Core Concept: To combine seed capital with mentoring by business people to get youth entrepreneurs into the formal economy.

Description

The Prince's Trust* model of youth and new enterprise development inspired this initiative for small (but not micro) enterprise development that combines both mentoring by business people and financing. BYST prioritizes entrepreneurs who have the potential to create 10 jobs through their business activity. The Confederation of Indian Industries (CII) has a sponsor role.

Organizational Structure and Processes

BYST is a business-member NGO that is closely associated with CII and housed in its offices. Five regional BYST affiliates operate like franchises.

What Business and Others Bring

CII provides entrepreneur development support through a network of regional offices and member businesses' operations. NGOs help identify potential entrepreneurs and both businesses and business service organizations like Rotary provide mentors. Business provides the financing.

What Motivates Business

Although there is naturally a broad range of motivations given the number of businesses involved, social responsibility and a sense of duty "to give back" are particularly strong.

Development Steps and Strategies

Initial support for BYST was found in some international companies that had experience with the Prince's Trust in the United Kingdom. Its development was assisted by the stature and connections of a lead BYST person who is from a prominent family. Regional offices are opened if there is substantial commitment by one or more local businesses—this is facilitated by the fact that CII members have operations throughout India.

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[12] Reproduced from: International Youth Foundation. 2001. "Appendix A: The Cases," *What Works in Engaging Business in Youth Employment and Livelihood Strategies,* p. 35-41.

Case 3

Zambia: Shoprite

Core Concept: To make the supply chain local.

Description
A new supply chain is being created by bringing together a store in the Shoprite supermarket chain as a buyer of fresh produce and a local farming community capable of growing the produce. Shoprite has traditionally imported produce and dis-placed local growers when the store opened.

Organizational Structure and Processes
Leadership is provided by The Forum for Business Leaders and Social Partners (The Forum), inspired by The Prince of Wales Business Leaders Forum.* It is a national business-member NGO with this activity structured as one of its programs. The pro-gram has helped organize the local village and local and national NGOs, and provided a bridge to Shoprite to create a dialogue. There is a simple contractual agreement to buy goods with specified delivery dates, quality, and quantity specifications.

What Business and Others Bring
Business brings its negotiation and management expertise through The Forum, and Shoprite brings its purchasing power and retail system. People from the University of Zambia brought developmental and research expertise. Several NGOs and the government are building the community's capacity, and the government is improving local roads as part of the transportation needs of the project. Tata-Zambia is experimenting with the manufacture of special bicycles to take goods to market.

What Motivates Business
The Forum and its members have no particular benefit to derive from the program, and are largely spurred by social responsibility and corporate citizenship concerns. The program will strengthen the market sector, and address issues of poverty. For Shoprite there are mutual gain opportunities: to build support for it in the local com-munity (some dangerously hard feelings by area farmers are well known), to reduce costs (removing transportation), and to improve quality (local should be better).

Development Steps and Strategies
The Forum grew out of the dynamic energy of individuals at the university working with business. This project developed from the research work of one of these individuals, with a local community; the individual is also a founder of The Forum. A university colleague developed this as a Forum project, and the two of them brought in the other organizations.

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[13] Reproduced from: International Youth Foundation. 2001. "Appendix A: The Cases," *What Works in Engaging Business in Youth Employment and Livelihood Strategies,* p. 35-41.

Partnership Models Case Studies[14]

Case 4

Thailand: Population and Community Development Association (PDA) and Many Businesses

Core Concept: To take the businesses to the potential workers.

Description

This initiative generates rural jobs by working with companies to relocate old facilities or locate expansion in rural areas. This greatly reduces regional inequalities, and the social and personal costs of the traditional alternative of youth traveling to Bangkok for employment.

Organizational Structure and Processes

This is a program of the NGO Population and Community Development Association (PDA), which is called the Thai Business Initiative in Rural Development (TBIRD). The program builds upon a network of communities and PDA Integrated Development Centers. The businesses are engaged through "cold calls" or interpersonal connections, and are then partnered with appropriate communities. The new business sites are developed in coordination with the Department of Industrial Promotion.

What Business and Others Bring

Business brings its employment capacity. PDA takes leadership in the process, with financial and program support from the government and, at times, donor agencies. PDA's development expertise, community connections, and trust base are critical.

What Motivates Business

Businesses generally claim the PDA option has a neutral impact upon operating costs: costs for transport of goods increases but labor costs decrease because of lower cost-of-living in the countryside. (However, PDA's process and connections help overcome many traditional obstacles and coordinate resources and community consultation.) Often business speaks of support for PDA's social objectives, implying social responsibility is an important motivator.

Development Steps and Strategies

This grew out of more than a decade of PDA work with local communities on health, population, and development issues. PDA developed the program with government and donor assistance, and it has evolved through experimentation with business.

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[14] Reproduced from: International Youth Foundation. 2001. "Appendix A: The Cases," *What Works in Engaging Business in Youth Employment and Livelihood Strategies,* p. 35-41.

Evaluating Potential Partners[15]

There are many items to consider when strategically choosing partners in order to ensure that the potential partner will assist in supporting and advancing your mission. This worksheet asks questions to guide your thinking process when assessing potential partners.

> *Recommended data collection, analyses, and interpretation:* The Evaluating Potential Partners (EPP) worksheet is a qualitative measure of the perceived value and benefits of establishing and maintaining partnerships that should be addressed as part of a discussion of key members of your organization who have responsibility for establishing and maintaining relationships with your program's partners. The items are designed to be an organizational self-assessment of perceived willingness and capacity to engage in a partnering relationship. For each item members are to consider, discuss and come to an agreement as to an individual's, group or organization partnership potential specific to: a) type; b) audience targeted; c) compatibility of values; d) benefit and challenges; e) mutual goals and aims; f) purpose [intended outcomes]; g) quality; and h) resources. Members are to take time and engage in a discussion that allow for agreements and disagreements on each item to be aired. Your team members' answers (second column) should reflect a consensus (mutual agreement) for each item that would lead to an overall decision about the viability of a potential partner(s).

Questions	Your Answers
Think about what type of organization would be most beneficial to pursue. Is it a nonprofit? Is it religious in nature? Is it large or small? Describe the organization. (Organization Type)	
What audiences are you trying to reach and who would be most helpful in reaching that audience? (Target Audience)	
What benefits would this organization provide? What are the drawbacks? (Benefits and Challenges)	
Is this organization or individual well regarded in the community? Connecting yourself with an organization that has a bad reputation may hurt your position in the community. (Benefits and Challenges)	
What does each organization want to accomplish by working together? (Goals, Aims and Outcomes)	

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[15] Reproduced from: John Snow, Inc. (JSI). 2012. "Evaluating Potential Partners," *Engaging Your Community. A Toolkit for Partnership, Collaboration, and Action,* p. 21-22.

Which kind of organizational relationship is necessary to accomplish those goals? (Purpose)	
Is there sufficient trust and commitment to support these kinds of relationships? (Quality)	
Are there resources available for this kind of organizational relationship, such as time, skills, client understanding, financial resources, community support, commitment, health, and human resources? If not, can those resources be accessed? (Resources)	

How do the organization's values fit with yours? You will find managing a partnership much more difficult if your mission and goals do not align with each other. List your organization's values and your potential partner's values and see where they align: (compatibility of values)

Your organization's values	Your potential partner's values

Preliminary Community Engagement Strategy[16]

This tool guides you through the questions and priorities that your organization should be aware of in developing your community outreach strategies. It is essential to begin with outlining your purpose or goals for engaging the community, defining the optimal scope of your outreach, and generating the objectives and strategies that will achieve your desired outcomes. Consider these statements, questions, and components as you begin planning for community outreach.

> *Recommended data collection, analyses, and interpretation:* Use of this tool should be a group process with your staff and your potential partners (if possible). Information for each item should be based on the outcome consensus agreement resulting from discussion. Information for some items may require a review of existing documents and/or consultation with clients or other persons with knowledge or expertise outside of that of you, your staff, or partners. Interpretation of each item and overall should focus on providing key information that will guide decisions leading to the formulation of the framework for your outreach strategy.

What is your organization hoping to accomplish through its outreach efforts?

_____

_____

How effective are current programs and services that address the problem in your community/target area?

_____

_____

What were the results of education and outreach projects conducted in the past by your organization?

_____

_____

What has been done by other organizations that have conducted campaigns on this issue? How effective were the campaigns?

_____

_____

Who is the primary target audience – who is most affected, who has the most severe consequences?

_____

_____

Who are the target audience segments – who are the specific groups, sorted by behavior and other variables?

_____

_____

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[16] Reproduced from: John Snow, Inc. (JSI). 2012. "Preliminary Community Engagement Strategy," *Engaging Your Community. A Toolkit for Partnership, Collaboration, and Action,* p. 43-44.

Who influences the behavior of the primary target audience?

_____

_____

Are there secondary sources of data about the target audience and the problem?

_____

_____

What is the overall goal of your program?

_____

_____

What are your (SMART) program objectives? Are they:

- **S**pecific – linked to clear tasks and outcomes, Performance Measures
- **M**easurable (Process–Monitoring, Outcome–Evaluation)
- **A**ttainable – Given Socio-Cultural, Political and Technical Realities on the ground
- **R**elevant - Current and Planned Programs and Services
- **T**ime-Bound – tasks to be accomplished within well thought out timeframes

_____

_____

Who are some of your potential partners?

_____

_____

Which media channels (Social, Web, etc.) does the target audience use?

_____

_____

How will you evaluate if your campaign is effective?

_____

_____

Do you have the resources to fulfill this strategy? (Think about your current partnerships and alliances)

_____

_____

Eden Project Imaginary Journeys[17]

Imaginary Journeys was an Arts in the Community Project commissioned by FEAST, a program to make great art happen across Cornwall.

Location: Seven towns across Cornwall, UK

Aim: Provide access to the Arts across Cornwall; build and communicate with new audiences; animate open spaces to support town-centre regeneration

Theatre Company, WildWorks, commissioned 24 Cornwall-based artists to participate in the project. The artists came from a range of disciplines: visual arts, film, photography, performance, multi-media, etc. In every town there was at least one artist local to the area and one artist at an early stage of their career to provide a professional development opportunity within the project.

The theme was Imaginary Journeys: Travel Agencies. This was interpreted in diverse ways, but the metaphor of the travel agency provided unity to the project. Each branch was located in unconventional town-centre premises: empty shops, community centres and, in one case, it was peripatetic.

WildWorks Travel Agencies were designed to encourage interaction with non-traditional arts audiences. Content for the project was drawn from the community. The idea was that each town would feel a sense of ownership for their Travel Agency and that the community would find itself reflected in the installation. The WildWorks Travel Agencies were open for two weeks in late winter 2009 to provide people with an exciting and engaging activity during low-season, the timing also ensured that it was a predominantly local audience.

Engagement Events:

Cloud 9 Time Travel - Champions Yard, Penzance
Cloud 9 Time Travel was designed to be an immersive environment, which invited participants to dream of travel through time and space. Cloud 9 was situated in very small premises on a busy shopping street in Penzance. The team decided to draw their audiences from the street, the shops, cafes and restaurants. The resulting demographic included shoppers, people running errands, college students on their way to classes, children on their way back from school. It attracted people from all ages including the notoriously hard-to-reach teenage group.

Hollows Shop of Time - The Passmore Edwards Institute, Hayle
The project started with a series of five workshops at Penpol Primary School, where the children created poetry and artworks around the theme of place. The children also planned a tea-treat for their elders, created invitations and were trained in interview techniques. The guests were asked to bring photographs, artefacts and share their memories of Hayle. As well as collecting memories, they collected time-travel requests from their guests. The children created time-travel clocks that incorporated the images and stories they had collected, as well as their own poems and artwork.

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[17] Reproduced from: Eden Project. *Imaginary Journeys. Available at:* https://www.edenproject.com/sites/default/files/imaginary-journeys-eden-project-community-engagement.pdf

The team then went on to create an interactive exhibition in the space at the Passmore Edwards Institute where they created a Shop of Time. Hollows Shop of Time drew in the people of Hayle to a celebration of memory and pride of place, as well as an opportunity to reflect on their hopes for the future.

Thyme Travel Agents -The Florist Shop, Old Vicarage Place, St Austell
The St Austell Travel Agency was located in the premises of an old florists in the centre of town. This provided an ideal metaphor for growth and regeneration. The team ran sessions with provocative and intriguing titles including 'Memory gathering', 'Flower-making' and 'Planting the seeds of hope' that were designed to encourage participants to think creatively about the past, present and future. They worked with Methodist groups, the Children's Centre and the over-fifties club, as well as setting up at stall at Par Market.

Operation Wadebridge: Betjeman Centre and round about
Operation Wadebridge was a film-based project. Three film-makers spent three weeks filming in and around Wadebridge, in people's homes, at the John Betjeman Centre and in the countryside around the town. The result was a series of short films that engage with the community and its sense of place from a number of different angles. The films were premiered at the Betjeman Centre in Wadebridge to a local audience and were distributed by DVD at strategic locations within the town. The recipients were encouraged to keep the project alive by passing the disk onto family, friends or strangers within the community once they had viewed it.

JETTISONS - 11a Belle Vue, Bude
In Bude, we found premises at an old Surf Shop not far from the beach. Some of the team visited the local schools and set up a project with the children making paper boats with messages. Hundreds of messages were floated down the river towards the open sea. Other team members met with bin-men, beach-rangers, elders, fishermen, shopkeepers, business owners, guest-house owners, hoteliers, and scout clubs, with the aim of engaging them in a very peculiar project. Jettisons wanted the unwanted: objects that could enjoy a new lease of life as part of an installation. Objects flowed into Jettisons and their former owners were encouraged to add the story of each item so they accumulated significance, documenting a lost side to the town. And then, finally the process was reversed and people were given the chance to take away whatever they wanted.

Worksheet: My Organization and its Community Outreach Activities[18]

This worksheet provides a basic guide to frame the types of questions that your organization should be answering in developing your community outreach strategy.

Recommended data collection, analyses, and interpretation: Use of this tool should be a group process with your staff. Information for each item should be based on the outcome consensus agreement resulting from discussion. Information for some items may require a review of existing documents and 'institutional' knowledge contained by you and your staff. Interpretation of each item and overall should focus on providing key information that will guide decisions leading to the formulation of your outreach activities.

The mission of my organization

Current outreach activities of my organization

Future outreach activities of my organization

Challenges and barriers to community outreach

Opportunities for increased community outreach

Primary purpose of my outreach activities (circle one):

Awareness   Marketing   Advocacy   Community Engagement   Other:_____

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[18] Reproduced from: John Snow, Inc. (JSI). 2012. "Worksheet: My Organization and its Community Outreach Activities," *Engaging Your Community. A Toolkit for Partnership, Collaboration, and Action,* p.46.

Worksheet: Priority Communities for My Outreach[19]

Knowing your community makes it possible to tailor your communication appropriately. First, choose which key communities your message will focus on. You will need different messages for different groups and different channels and methods to reach each of those groups.   Next, consider whether you should direct your communication to those whose behavior, knowledge, or condition you hope to affect, or whether your communication needs to be indirect. Sometimes, for instance, in order to influence a population, you have to aim your message at those to whom they listen – clergy, community leaders, politicians, etc. Sometimes policy makers are the appropriate target, rather than those who are directly affected. These are only a few of the many possible ways to identify your audience. Once you've done that, it will give your organization ideas about how to reach them.

> *Recommended data collection, analyses and interpretation:* Keep in mind some information about communities, individuals and realistic engagement may require a review of existing documents and/or consultation with clients or other persons with knowledge outside of your own, your staff's or your partners. Use the following table to keep track of your findings.

Target Communities	Key Individuals	Ideas for Engagement

[19] Reproduced from: John Snow, Inc. (JSI). 2012. "Worksheet: Priority Communities for My Outreach," *Engaging Your Community. A Toolkit for Partnership, Collaboration, and Action,* p.47.

Worksheet: Develop SMART Communications Objectives[20]

Communications Objectives focus on the cycle of the communications process (to inform, engage, motivate to act and maintain relationships). Communications Objectives should have action verbs (e.g., educate, teach, inform, provide, conduct, enlist, mobilize, discuss, promote, build consensus). Remember that Communication Objectives should be linked to well-defined desired or expected outcomes. List your organization's top objectives below, and then apply the SMART test to each objective: think critically about whether your objectives are Specific, Measureable, Attainable, Relevant, and Time Bound.

> *Recommended data collection, analyses, and interpretation:* Use of this tool should be a group process with your staff. Information for each item should be based on the outcome consensus agreement resulting from discussion. Information for some items may require a review of existing documents and 'institutional' knowledge contained by you and your staff. Interpretation of each item and overall should focus on providing key information that will guide decisions leading to the formulation of your communications objectives.

Communications Objective				
Audience:				
Select One:	☐ Inform	☐ Engage	☐ Motivate	☐ Maintain
Desired Action:				
State Objectives:				

State how your objectives are:

Specific:_____

Measurable:_____

Attainable:_____

Relevant:_____

Time-Bound: _____

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[20] Reproduced from: John Snow, Inc. (JSI). 2012. "Worksheet: Develop SMART Communications Objectives," *Engaging Your Community. A Toolkit for Partnership, Collaboration, and Action,* p.48.

Best Practices for Private Sector Partnerships

Plan for costs of partnership: It is important to make a budget in advance for the costs of developing and maintaining relationships with companies. These costs are for the recruitment of partners, meetings with partners, promotional materials, participation in events, developing and maintaining a database, etc. It is important to ensure that employees have the resources to interact effectively with business leaders.

The best strategy is a good product: You can provide opportunities for young people that they otherwise would not have by educating them according to the skills they need and determining qualified entry-level employees for the companies. A good product (well-educated, motivated young workers) determine the credibility of the program and encourages greater job placement rates. Offering business solutions rather than a social cause can help build a more sustainable relationship over time.

Make use of your connections: Personal contacts are very useful for meeting with potential business partners face-to-face, so be sure to check out your contact list for people who might be useful. In addition, trade associations (trade chambers, trade groups, industry alliances) have been a good entry point to reach a large number of potential employers. We expect your business database to be two to three times more than your target.

One-to-one relationship is the key: Successful relationships should be created with the relevant individuals. Time and patience are required to establish a mutual trusting partnership.

Introduce your project effectively: Promotional materials, personal visits, web pages, presentations, and participation in events and business meetings can be counted among good strategies for making connections and sharing information about the project.

Be ready to make a deal: Be clear about what you want from a business and what you offer in return. Know that how the project will transmit strategic and business goals. Be realistic. If you do not have strong business partners yet, start with the small ones.

Knowing the local labor market: Studying the local labor market is essential to find out where the young people in your project can best find employment and fill the gaps. This information also helps in the design of the training curriculum and/or project. To gain the support of potential partners, have information about the local labor market and prove that you can train young people with the relevant skills. Focusing on a particular sector or industry can be advantageous.

Laws and incentives about the research: Identify legal and/or tax incentives for businesses that provide internships to at-risk or low-income young people. Be aware of the legal requirements for youth employment and internships before discussing with potential partners.

Benefit from internships: Internships are a valuable and practical way of establishing a relationship with a business partner. They only need a short-term commitment, which makes the company more comfortable with the program and allows your organization to see if the company is a good fit. The internships are also a great way for young people to gain practical experience and enter the labor market.

Permanent relationships are important: Do not underestimate the time and resources needed to maintain good relationships with your business allies. Keep communication lines open and follow up with companies who are

hosting interns from your project. Listen to the feedback you receive from employers carefully and remember that your relationship with a business partner does not end when a young person is hired.

How Companies Can Participate

- Provide information about recruitment protocols, human resource requirements, and industry standards.
- Ensure that the training being provided is beneficial and preparing young people to enter the labor market.
- Promote the project throughout your networks.
- Offer hotel rooms, offices, dining rooms, and kitchens as practical training sites.
- Provide speakers and trainers for the training classes.
- Host young people as interns.
- Serve as a mentor to young people who create their own businesses.

Benefits to Employers

- Access to a well-educated, responsible, and motivated workforce.
- Hold a trial period for potential new employees through internships.
- Reduce recruitment costs as candidates are screened beforehand.
- Provide opportunities to help shape training in order to meet the needs of employers.
- Access to database of trainees entering the labor market.
- Social Responsibility to make a change and support at-risk and low-income youth.

What NGOs Can Offer to the Private Sector

Strategic Target	NGO Function
Risk Management and Reduction	The integration of business and community goals – the creation and implementation of standards, codes etc. supported by the public.
Cost Reduction and Productivity Increase	Negotiating the benefits and role of the community - supporting transparent processes - educating the public - making use of non-tax benefits - access to youth labor force.
New Production Development	Providing information about communities - providing resources for community life - lobbying for regulatory change - providing information about technical subjects - providing links for non-commercial creativity.
New Market Development	Combining small and weak markets into a profitable dimension - expanding reliable public image - creating demand through new business development - providing delivery support - educating communities about new approaches.
Human Resources Development	Education and training about specific communities - inspirational outcomes for employees and increasing morale - monitoring standards.
Production Chain Organization	Organizing all chain players for total quality improvement strategies.
Creativity and Change	Revealing unrecognized assumptions and developing new integrative strategies and providing alternative perspectives.

Group Case Study

Case 1:

Your project aims to support domestic abuse victims, between the ages of 14 and 18, who live in the poorest neighborhoods of your region. It is known that in households on the poverty line, the academic success of young people is below average and they constantly face bullying and deterrence at school. Take into the account all the factors mentioned and in cooperation with the school, please design a project that will provide sustainable solutions to these problems.

Case 2:

A large number of blue-collar Turkish nationals are working in a textiles factory. Many of the workers between the ages of 18 and 29 were dismissed after some incidences occurred at the workplace, and they were replaced with Syrian workers, who cost the factory much less money. The remaining Turkish employees at the factory display their dissatisfaction with their coworkers being replaced with Syrians. Most of the Syrian workers were married at a young age and this job is their only source of income. Their education levels are at primary and secondary school level. There are job opportunities, however these workers do not have the skills they need get new jobs.

Case 3:

Most households in your region suffer from a high level of poverty. Traditionally, husbands work and wives stay home with the children. Most of the wives between the ages of 18-29 have never work, are mostly illiterate, and lack the necessary resources and skills to supplement their family income. Women in the community have started meeting to discuss how they can begin seeking job opportunities.

Case 4:

Most refugee youth living in or around your city graduated from a good university in their home country, but are faced with unemployment in their host country. When compared with the national average in the host country, most refugees find jobs that are low-wage and incompatible with their educational background, but they have no way to prove their prior experiences or obtain an equivalent degree in their host country. Your institution wants to investigate ways in which the employability potential of these graduates can be increased at a reasonable cost.

EMPLOYABILITY PROGRAMMING

Workshop Day 3

UNICEF's 12 Core Life Skills for the Middle East & North Africa Region[21]

CREATIVITY · CRITICAL THINKING · PROBLEM SOLVING · COOPERATION · NEGOTIATION · DECISION-MAKING · SELF-MANAGEMENT · RESILIENCE · COMMUNICATION · RESPECT FOR DIVERSITY · EMPATHY · PARTICIPATION

ACTIVE CITIZENSHIP · LEARNING · EMPLOYABILITY · PERSONAL EMPOWERMENT

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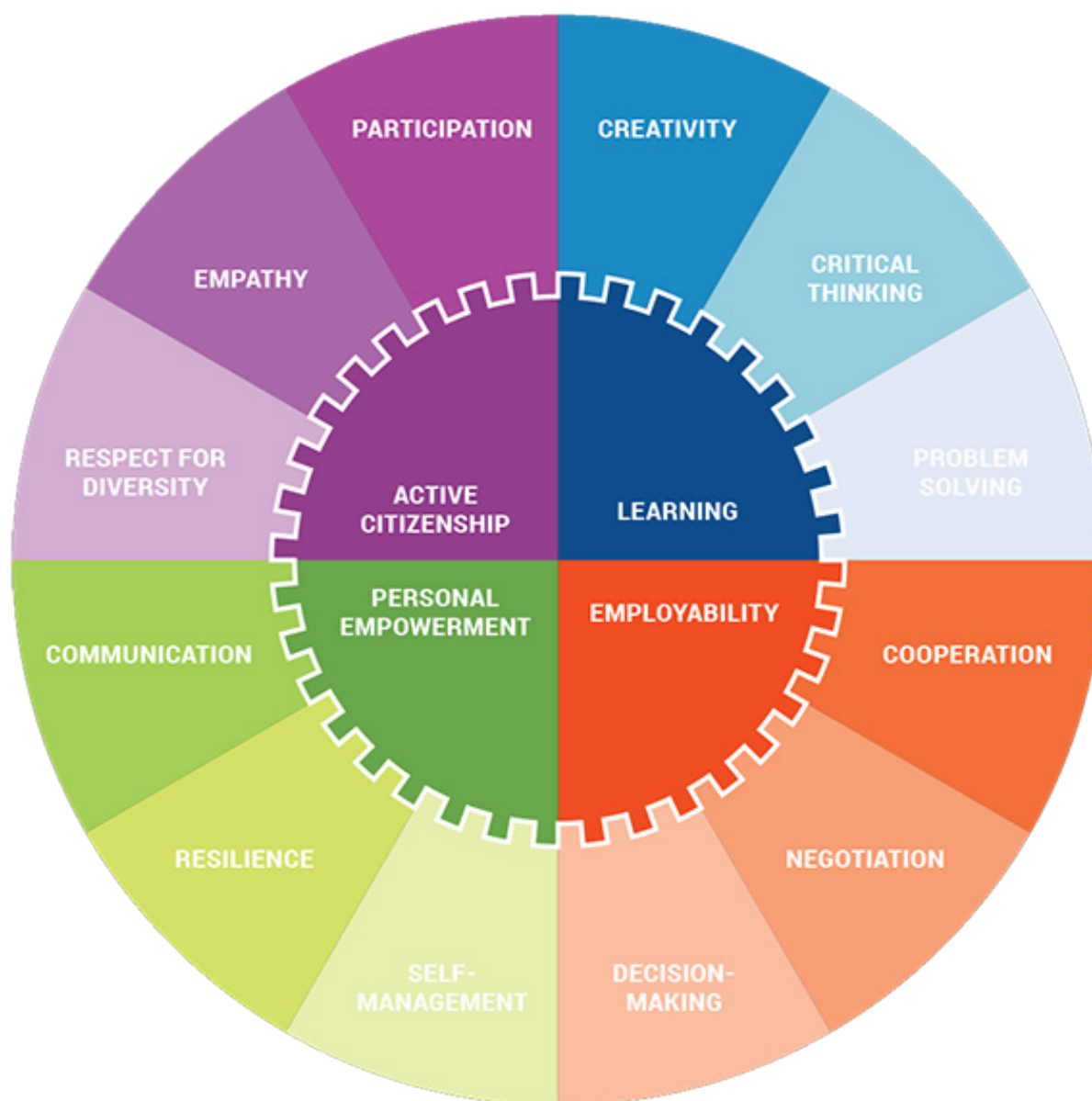
[21] Reproduced from: UNICEF. 2017. *MENA LSCE Initiative.* Available at: http://www.lsce-mena.org/

Creativity[22]

Creativity is a core life skill that children should develop from an early age. It supports academic performance and helps uncover children's various talents. An essential component of the Cognitive Dimension, creativity is one of the most sought after life skills in the Instrumental Dimension: It is a necessary, constructive element of innovative thinking processes and is a crucial life skill in sciences and the world of work. Being creative helps to address and, more importantly in MENA, to partake constructively in complex and evolving technological and digital settings. Creativity allows for adaptability in various life situations by leading to solutions, methods and processes to tackle old problems and contemporary challenges. Using creativity, learners develop a sense of self-efficacy and persistence, which leads to feeling empowered, one of the key outcomes of the Individual Dimension. Social creativity, a collaborative phenomenon, encourages individual learners to be even more creative by combining different ideas, sometimes across cultures. Creativity adds value to the Social Dimension.

Creativity, or being creative, is the ability to generate, articulate or apply inventive ideas, techniques and perspectives (Ferrari et al., 2009), often in a collaborative environment (Lucas and Hanson, 2015). In conjunction with critical thinking and problem-solving skills, to which it closely relates, creativity is a major component of purposeful thinking, i.e., a non-chaotic, orderly and organized thought process. Being creative is, to a large extent, connected to the learner's cognitive abilities, including analytic and evaluative skills (Sternberg, 2006). Moreover, ideational thought processes are fundamental to creative persons (Kozbelt et al., 2010). Creativity intersects with social and personal management skills; therefore, while related to the arts, creativity is also a pre-condition for innovation and adaptive behaviors and solutions in all life settings, including in learning settings and in the workplace (Partnership for 21st Century Learning, 2015). Creativity is linked to the effectiveness of other life skills, in particular: critical thinking, problem identification (Sternberg, 2006), problem-solving (Torrance, 1977), and self-management.

Relevance of creativity (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To sharpen learning processes and outcomes To prepare children for success in a fast-changing world To enhance enjoyment and relevance of learning	Innovative thinking, divergent thinking, articulating ideas, analysis and synthesis
'Learning to Do'/ the Instrumental Dimension	To develop successful entrepreneurs To facilitate problem-solving in the workplace To improve employability and promotion, regardless of gender	Productivity, collaboration and teamwork, risk taking
'Learning to Be'/ the Individual Dimension	To contribute to holistic self-development, self-esteem and self-efficacy To support development of coping skills	Self-efficacy, self-worth, self-esteem, persistence
'Learning to Live Together'/ the Social Dimension	To contribute to societal problem-solving towards inclusive citizenship To improve social cohesion through creative approaches to conflict management To facilitate social engagement in the promotion of common good	Social transformation and agency, positive change

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[22] Reproduced from: UNICEF. 2017. *MENA LSCE Initiative.* Available at: http://www.lsce-mena.org/

Critical Thinking[23]

Equipped with higher-order functioning skills, critical thinkers analyze information in a more objective manner to make balanced decisions and are better problem solvers. A core life skill of the Cognitive Dimension, particularly sought after by employers in MENA, critical thinking is instrumental to enhancing learning and contributes to academic success, as learners ask questions, identify assumptions and develop the capacity to assess facts. Equipped with these abilities, individuals can access and progress in the changing world of work in MENA. Critical thinkers can reconsider and adapt existing business strategies and processes to be more efficient, make the workplace safer, increase customer care, and are ready to evolve within the knowledge and digital economy. Conducive to self-efficacy and resilience, thinking critically also fosters self-management, leading to safer choices with regard to health and community issues. Hence, hand in hand with the Individual Dimension, critical thinking brings about constructive social behaviors in individuals by enhancing their self-determination and will to be engaged in their community. Children, youth and all individuals who develop their capacity to think critically can try to prevent violence, radicalization and environmentally unsustainable attitudes. Thus, critical thinking is an essential outcome of citizenship education.

Critical thinking is an instrumental and long-standing life skill conducive to academic achievement. By thinking critically, children, youth and all individuals learn to assess situations and assumptions, ask questions and develop various ways of thinking. Critical thinking is a 'meta-skill' through which one learns to think about thinking and develop purposeful thinking processes, such as being able to discern and evaluate whether an argument makes sense or not. Critical thinking is a universally applicable complex mental process that involves multiple skills: separating facts from opinion, recognizing assumptions, questioning the validity of evidence, asking questions, verifying information, listening and observing, and understanding multiple perspectives (Lai, 2011). It includes an ability to analyze information in an objective manner. Thinking critically allows each learner to pose, gather, evaluate, synthesize and then assess facts, before drawing conclusions and preparing an answer.

Relevance of critical thinking (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To be able to make a reasoned argument both orally and in writing To enhance scientific thinking	Thinking about thinking, questioning, interpreting information and synthesizing
'Learning to Do'/ the Instrumental Dimension	To ensure successful entrepreneurship and business development To ensure effective working with other people To ensure wellbeing and safety in the workplace	Career planning, solving work related problems, effective reasoning, innovative and creative thinking
'Learning to Be'/ the Individual Dimension	To support development of self-confidence and personal fulfilment	Self-protection, self-discipline, goal-setting, life planning
'Learning to Live Together'/ the Social Dimension	To foster critical engagement in society To be able to recognize forms of manipulation and persuasion To promote sustainable and equitable social transformation To recognize and value other viewpoints	Ethical reasoning, social responsibility, ethical decision-making

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[23] Reproduced from: UNICEF. 2017. *MENA LSCE Initiative.* Available at: http://www.lsce-mena.org/

Problem-Solving[24]

Problem-solving is the ability to think through steps that lead to a desired goal by identifying and understanding a problem and devising a solution to address it. Problem-solving is a core skill relevant throughout life and is a prerequisite for academic success, particularly for science, technology, engineering and mathematics (STEM), and is best practiced and developed in various educational settings from early childhood onwards through problem-based learning. Problem-solving represents an opportunity for MENA educational systems to rethink their pedagogy and make teaching outcomes relevant for children and learners with regards to their everyday life problems, the 21st century challenges of the world of work and the conflicts that their community may face. Problem-solvers in the world of work are more employable, more efficient entrepreneurs, better decision-makers and should be able to work collaboratively. Individuals with developed problem-solving skills have an increased sense of self-esteem and self-efficacy. Consequently, problem-solvers tend to be active in their community and contribute to developing community-based solutions to problems, which includes working collaboratively to devise conflict-exit strategies acceptable to all members of the community.

A problem solver has the ability to "think through steps that lead from a given state of affairs to a desired goal" (Barbey and Baralou, 2009). Problem-solving is a high-order thinking process inter-related with other critical life skills, including critical thinking, analytical thinking, decision-making and creativity. Being able to solve problems implies a process of planning in the formulation of a method to attain a desired goal. Problem-solving begins with recognizing that a problematic situation exists and establishing an understanding of the nature of the situation. It requires the solver to identify the specific problem(s) to be solved, plan and carry out a solution(s), and monitor and evaluate progress throughout the activity (OECD, 2015). In relation to cooperation and decision-making skills, as well as other core life skills identified in this model, problem-solving is central to conflict management and conflict resolution processes, as it allows individuals to devise various conflict-exit strategies, which are especially integrative with 'win-win' solutions (Weitzman and Weitzman, 2000) .

Relevance of problem-solving (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To improve learning processes and outcomes To prepare children for success in a fast-changing world To foster learning that is relevant to everyday life	Curiosity, attentiveness, analytical thinking
'Learning to Do'/ the Instrumental Dimension	To improve decision-making and planning skills To enable efficient working with co-workers, improved productivity, innovation, decision-making, effective team working, etc.	Autonomy, collaborative work, personal responsibility, entrepreneurship
'Learning to Be'/ the Individual Dimension	To contribute to holistic self-development, self-esteem and self-efficacy To improve health and wellbeing	Flexibility, self-efficacy, reflective thinking
'Learning to Live Together'/ the Social Dimension	To foster positive social transformation To contribute to community-based solutions to community problems To enhance social engagement in community work and voluntarism	Active engagement, solidarity, collaborative thinking, social responsibility, conflict management, conflict resolution

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[24] Reproduced from: UNICEF. 2017. *MENA LSCE Initiative.* Available at: http://www.lsce-mena.org/

Cooperation[25]

An essential and instrumental core life skill, cooperation skills include teamwork, respecting others' opinions and inputs, accepting feedback, resolving conflict, effective leadership, working towards consensus in decision-making, and building and coordinating partnerships. Learners who develop cooperation skills, especially young learners who are taught to work collaboratively, take more pleasure in learning and perform better with regards to academic achievement. Moreover, they demonstrate stronger socially desirable behaviors, while their sense of self-esteem and self-efficacy increase. These positive outcomes are related to the Cognitive and Individual Dimensions of cooperation and make this core life skill highly relevant to enhance learners' results and psychological wellbeing in MENA. They are supported in the Instrumental and Social Dimensions. Cooperation and teamwork are among the most sought after life skills by the private sector in MENA, despite not being currently developed enough in youth (Al Maktoum Foundation and UNDP, 2014; YouGov and Bayt, 2016); indeed, cooperation and teamwork are key for both employability and success in entrepreneurship, as cooperative individuals work effectively and respectfully with diverse teams to achieve common goals. Building on this, and the Individual Dimension of the skill, individuals who act cooperatively, not competitively, and use 'fair play', are more engaged citizens, seeking favorable processes towards inclusion and conflict resolution.

Cooperation is the act or process of working together to get something done, to achieve a common purpose or mutual benefit, either for an individual being cooperative or acting cooperatively (Tyler, 2011). It can involve teamwork and active collaboration and it is central to problem-solving in the everyday world, including challenges encountered by children, youth and all learners in school, home life, at work, in the community and at the regional level. Because cooperation is useful for problem-solving and forms the basis for healthy social relationships, it is a core life skill directly related to family, social, and political conflict management and resolution in MENA.

Relevance of cooperation (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To enhance learning skills, processes and outcomes	Self-monitoring, cooperative learning, active listening
'Learning to Do'/ the Instrumental Dimension	To work more effectively with co-workers and customers including through effective team work To ensure sustainable entrepreneurship and development	Teamwork to achieve common goals, collaboration in the workplace
'Learning to Be'/ the Individual Dimension	To contribute to social skills including relationship management To cultivate good relationships with diverse individuals and groups	Self-concept (being cooperative), relationship management, self-esteem
'Learning to Live Together'/ the Social Dimension	To enhance social engagement towards the promotion of common good To foster pro-social processes for conflict prevention and resolution	Respect for others, active listening, empowerment of others, interpersonal relations, responsible behaviour, conflict management, conflict resolution

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[25] Reproduced from: UNICEF. 2017. *MENA LSCE Initiative.* Available at: http://www.lsce-mena.org/

Negotiation[26]

Negotiation skills help reach acceptable agreements with other parties. Negotiation processes happen in everyday life and in all settings. In early childhood, negotiation skills develop through play and simulation teaching methods, and children learn how to identify their own and others' interests, use verbal arguments rather than violence, and grow confident while respecting others and others' perspectives. Negotiation skills can also help protect their health, in particular the ability to refuse pressure to become involved in risky behaviors. In the working environment, negotiation skills are a key element of entrepreneurial success and help workers protect themselves from exploitation, abuse, and bullying. Negotiation processes promote acceptable outcomes for all parties involved in conflict, thereby fostering a culture of respect and social cohesion.

Negotiation can be defined as a process of communication between at least two parties aimed at reaching agreements on their "perceived divergent interests" (Pruitt, 1998). While negotiation relates to a process, it translates into the ability of an individual to interactively and effectively partake in a negotiation process by respecting others while being assertive, being cooperative, using communication skills, showing leadership skills and saying no when one's wellbeing is threatened. Individuals regularly negotiate with others in family life, in school, at work, in public spaces and with different types of parties – with potentially different negotiating styles. Negotiation is applied in various fields, including psychology, sociology, conflict management, economics, law and international relations. The perspectives on the nature and meaning of 'a successful negotiation' may vary across fields and in different contexts. In line with existing policy guidance on humanitarian negotiation (Grace, 2015), as well as with the goals of citizenship education, an 'integrative approach' to negotiation is proposed here, emphasizing cooperative processes, rather than 'competitive-distributive' ones. This cooperative process focuses on developing mutually beneficial agreements based on the interests, needs, desires, concerns and fears that are recognized as important for all parties involved (Fisher and Ury, 1981). In other words, for the negotiation process to be successful, it requires that parties come to an agreement that is acceptable to all parties involved.

Relevance of negotiation (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To foster negotiated learning processes and ensure children's ability to be agents of their own learning To prevent bullying and violence in school	Assertiveness, active listening, questioning to clarify points, reflection
'Learning to Do'/ the Instrumental Dimension	To enhance prevention of abuse and exploitation in the workplace To foster adequate and productive work environments To improve employability and entrepreneurship of youth	Influencing and leadership cooperation, customer relationship, career planning
'Learning to Be'/ the Individual Dimension	To contribute to holistic self-development, self-esteem and self-efficacy To strengthen individual coping skills for self-protection	Refusal skills, self-awareness, self-esteem/self-efficacy
'Learning to Live Together'/ the Social Dimension	To promote outcomes that are acceptable to all parties involved in conflict To foster a culture of human rights	Effective communication, active listening, positive interaction, respect for others

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Decision-Making[27]

Decision-making refers to the cognitive ability to choose between at least two options within a set of influencing factors and constraints. Decision-making skills are instrumental in the Cognitive Dimension and can be learned and practiced early in various educational settings in which learners, through real-life tasks, learn to determine the alternative that is best for them at a particular moment. Linked to cooperation and negotiation, decision-making is a key to success in the world of work and is the basis of competitive advantages and value creation for business organizations, as poorly prepared decisions can be costly. Thus, concerning individual empowerment, decision-making skills include the ability to understand and manage risks in daily life, and can also have a protective value in negative power dynamics and/or violent environments. Responsible decision-making is seen as the ability to make constructive and responsible choices about personal behavior and social interactions based on ethical standards, safety concerns, social norms, and the realistic consequences of actions and the wellbeing of others.

Decision-making skills relate to "one of the basic cognitive processes of human behavior by which a preferred option, or a course of action, is chosen from among a set of alternatives based on certain criteria" (Wang, 2007). Decision-making is used by all individuals on a daily basis. Notably, decision-making has consequences on all individuals' wellbeing through the effects of the choices they make (WHO, 1997). The various elements of this skill come from multiple disciplines, including cognitive science, psychology, management science, economics, sociology, political science, and statistics. Decision-making is thus a composite life skill that closely interrelates with critical thinking, cooperation, and negotiation skills. Several factors influence decision-making, including information, time constraints, clarity about objectives, past experience, cognitive biases, age, belief in personal relevance and other individual differences (Dietrich, 2010; Thompson, 2009). Decisions can be made through intuition, based on feelings and instincts, through a reasoned process, weighing facts and available information, or they can be made using a combination of the two (Gigerenzer, 2014). Self-management skills are important for controlling impulsive reactions to situations.

Relevance of decision-making (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To prepare children for success in a fast changing world, supporting them in making the right choices about learning and for a career To foster independent learning and better learning outcomes	Knowledge management and analysis of information, self-instruction
'Learning to Do'/ the Instrumental Dimension	To ensure development of entrepreneurship and encourage self-employment To foster organizational management and leadership	Action planning, goal setting, leadership skills, risk taking, safety skills
'Learning to Be'/ the Individual Dimension	To foster holistic self-development, self-esteem and self-efficacy To promote responsible decision-making and enhance long-term wellbeing	Self-determination, self-reinforcement, time and stress management
'Learning to Live Together'/ the Social Dimension	To guide individuals and communities in making ethically grounded responsible decisions regarding sustainable development and inclusiveness in society To enhance effective involvement in school management decision-making bodies	Analytical thinking, ethical reasoning

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Self-Management[28]

Self-management is the ability to regulate and monitor one's behaviors, emotions, feelings, and impulses. It is a core life skill towards self-realization. It is related to personal empowerment, and includes personal goal setting and life planning. Self-management enhances a child's autonomy, agency, and sense of self-help, which are critical to reducing the risks of exploitation and abuse. Yet, self-management skills are not explicitly included in most education curricula in MENA (UNICEF, 2017a). In the workplace, self-management skills, including self-control, staying on task and stress-management are essential for employability and to address complex challenges. Self-confident and self-directed individuals, who feel comfortable respecting, relating to and empathizing with others, tend to work more collaboratively and seek long-term, sustainable solutions to community and social issues, thus fostering solidarity. Therefore, self-management skills are at the core of an ethically grounded vision of education.

A core life skill, self-management, or both self-managing and 'being self-managed', is the ability of individuals to regulate and monitor their behaviors, emotions, feelings and impulses. Thus, it constitutes a broad category of related skills that include self-control, self-efficacy and self-awareness, as well as positive attitudes, reliability and self-presentation. Self-management is closely linked with the core life skill of resilience. It has wide applicability in all domains of life, from family relationships at home to peer-relationships at school, and has been identified as a common employability skill applicable to a range of jobs (Brewer, 2013).

Relevance of self-management (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To improve students ability to manage their emotions at school and focus on learning To improve learning processes and outcomes	Self-control, self-efficacy, perseverance, grit, persistence
'Learning to Do'/ the Instrumental Dimension	To develop efficient and successful entrepreneurs To enhance management and productivity in the workplace	Self-efficacy, time management, organizational skills, reliability
'Learning to Be'/ the Individual Dimension	To contribute to holistic self-development, self-esteem and self-efficacy To develop personal goal-setting and life-planning To develop self-confidence	Goal setting, life planning, autonomy, agency, self-help
'Learning to Live Together'/ the Social Dimension	To foster critical social awareness To contribute to social cohesion through social engagement	Self-direction, self-reflection, self-awareness, critical consciousness, social awareness

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Resilience[29]

Resilience includes coping skills, steadfastness, perseverance, grit, and bouncing back from some form of disruption, stress, or change. This is a core life skill with an active, conscious, and constructive component on the part of the individual. Since resilience contributes to the ability of self-development in times of hardship, it draws upon personal wellbeing, and, at the same time, reinforces good health. In its Cognitive Dimension, resilience provides a basis for academic success, as the learner is able to cope with disappointment or failure and overcome learning difficulties. This also holds true in its Instrumental Dimension and the world of work, as it is a crucial life skill towards employability and entrepreneurship. At the social level, promoting resilience is a way to ensure continuum between short-term disaster-response and long-term development programming (Walsh-Dilley et al., 2013). Above all, the 'rights-based approach', with the outcome of a good and secure life in mind, addresses the risk of reproducing the same institutional structures and conditions that created the initial problems, and recognizes that the adaptive capacity of humans is contingent upon the access to, and the quality and quantity of resources needed.

Consensus on the meaning of the term resilience has yet to emerge (UNESCO, 2015b), and that may be largely due to its recent broadened use, referring to contexts as varied in their intensity as coping with stress at work to the grave psychosocial impact of child abuse, extremism, violent conflict and displacement. Because it is highly contextualized, 'being resilient' will have different levels of depth for the individual developing this skill. In all cases, the life skill of resilience shall be understood as personal ability to navigate changing circumstances successfully (American Psychological Association, 2010). Therefore, being resilient in a given situation translates into being actively engaged and in full consciousness by (i) maintaining good mental health while enduring challenges and adversity from daily or exceptional stressors (Waugh et al., 2011), and (ii) "overcoming these challenges that have a negative impact on [one's] emotional and physical wellbeing" (UNESCO, 2017). Being resilient does not mean that the person will not experience difficulty or distress. Emotional pain and sadness are common in people who have suffered adversity or trauma. Being resilient implies that a person both struggles and copes with adversity, and does this 'constructively'.

Relevance of resilience (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To prepare children to face difficult challenges in school and later life To enhance prevention and coping strategies of learners in emergency contexts	Coping with stress, analytical and creative thinking, positive peer relationships
'Learning to Do'/ the Instrumental Dimension	To overcome difficulties in the workplace To cope with unemployment	Stress control, adaptability
'Learning to Be'/ the Individual Dimension	To develop holistic coping mechanisms based on self-development, self-esteem and self-efficacy To enhance healthy behaviours	Self-efficacy, self-development, agency, emotional and behavioural regulation
'Learning to Live Together'/ the Social Dimension	To promote the capacity of local communities to respond to emergency contexts To transform shocks into opportunities for development To uncover and work against the root causes of vulnerability and poverty	Adapting to adversity, solidarity, mitigation, emergency preparedness

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Communication[30]

Communication is a two-way exchange of information and understanding. Communication skills include verbal, non-verbal and written communication. As a set of primary skills necessary to establish interpersonal relations, communication skills are an essential source of self-worth and self-efficacy, and foster self-realization. They are relevant in society and relationship management, including gaining and maintaining friendships. Communication skills are integral to learning, which applies and fosters the development of effective speaking and active listening abilities. The complexity of communication has increased with information technology and new media. Interactive and participatory pedagogies, particularly with the growing relevance of digital communication skills, are effective tools to enhance communication skills. Communication skills, along with cooperation and teamwork, are the most sought after life skills by MENA employers. A key to active citizenship, effective communication skills are vital to understanding, and contributing to public debate in a civil manner. Equally important, they can support the ability of learners and all individuals to avoid discriminatory language, thus enhancing social understanding.

Communication, or being able to communicate, involves the sharing of meaning through the exchange of information and common understanding (Castells, 2009; Keyton, 2011; Lunenberg, 2010). It takes place in the context of social relationships (Castells, 2009; Schiller, 2007) between two or more individuals and is considered an interpersonal skill. The development of the ability to communicate is a lifelong process, covering a broad range of skills involving both verbal and non-verbal communication. Mastery of language in early childhood is key to success later in life and there is evidence that communication skill development requires both a social context and social interaction to be effective (Kuhl, 2011). Communication skills are integral to the acquisition, practice, and development of all other core life skills. Closely linked to communication are life skills related to negotiation and refusal, empathy, cooperation and participation.

Relevance of communication (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To be able to express a reasoned argument both orally and in written texts To develop the habit of reading fluently and writing clearly, accurately and coherently for a range of purposes and audiences	Presentation skills, articulating and explaining ideas and concepts clearly, awareness of purpose of communication, context and audience, active listening
'Learning to Do'/ the Instrumental Dimension	To enable effective working with other people To effectively use different communication media for enhanced efficiency and productivity To improve employability for finding and retaining work (including interview skills, workplace behaviours and customer relations)	Job application skills, interview skills, persuasion skills, formal oral presentation skills, planning and self-evaluation of written communication
'Learning to Be'/ the Individual Dimension	To develop self-confidence and personal empowerment through effective self-presentation and social/relationship skills	Relationship management, self-realization, self-presentation
'Learning to Live Together'/ the Social Dimension	To communicate ideas to diverse audiences while respecting other viewpoints To avoid communications that are discriminatory and likely to result in conflict To foster understanding across diverse populations and contribute positively to community management	Dialogue skills, active listening, two-way empathic communication, avoidance of discriminatory language, appropriate assertiveness

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Respect for Diversity[31]

By being respectful of diversity, individuals remind themselves and are reminded that all participants in society are equal, in a common ethical world, by virtue of their human rights, while fully recognizing individual differences. More than tolerance, respect for diversity is a deeply interpersonal skill, which underpins an inclusive and equitable education, as it contributes to the prevention of discrimination and violence, while promoting a positive learning climate that supports better learning processes and outcomes. This holds true in its Instrumental Dimension and the world of work, where respect for diversity enhances productivity by preventing workplace conflict. It is especially important in the MENA context of a diverse workforce. Respect for diversity in its Individual Dimension is a complex life skill that requires one's personal self-esteem and self-management skills to help the individual to function effectively in socially complex societies. Thus, in non-conflict contexts, it enables pluralism in conflict management, and in conflict situations, it can promote reconciliation. Respect for diversity allows for the possibility that legitimacy may lie in beyond one's own perspective and is a key element towards inter-connectedness, and thus, sustainable development.

In the context of the LSCE Initiative, 'respect for diversity' – or being respectful of diversity – is conceptualized as a key interpersonal life skill. It is based on the understanding developed by moral philosophers that acknowledges that human beings are equal participants in a common ethical world by virtue of their human status (Janoff-Bulmann et al., 2008). In this composite life skill, the concept of diversity means understanding that each individual is unique, and recognizing each other's individual differences. These can be defined by race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other characteristics. Respect for diversity implies more than tolerance and understanding, which are related to accepting differences passively, it means "acknowledging and promoting the equal worth of peoples, without condescension" (UNICEF, 2007b) .

Relevance of respect for diversity (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To foster inclusive and equitable education delivery To promote a positive learning climate	Analytical thinking, active listening
'Learning to Do'/ the Instrumental Dimension	To prevent conflict in the workplace To prevent discriminatory practices in the workplace	Adaptability and flexibility, client orientation, teamwork
'Learning to Be'/ the Individual Dimension	To test assumptions and understand personal biases	Self-esteem, self-control
'Learning to Live Together'/ the Social Dimension	To enhance active tolerance in society To foster processes of reconciliation in the context of conflict To foster inclusion and participation of marginalized communities in society	Active tolerance, social interaction

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[31] Reproduced from: UNICEF. 2017. *MENA LSCE Initiative.* Available at: http://www.lsce-mena.org/

Empathy[32]

Central to emotionally intelligent behavior, empathy is a life skill that helps individuals to pursue positive relationships and plays an integral role in conflict management and conflict resolution in the family, at school, in communities and in conflict situations. It is a motivator for altruistic behavior and is the basis of social perception and social interaction, paving the way to moral reasoning. A key element underpinning citizenship education, it helps learners from an early age onward by supporting academic excellence and strengthening their sense of self as well as their ability to connect to and collaborate effectively with others. In the world of work, empathy enhances a culture of service orientation, which means putting the needs of customers first and looking for ways to improve their satisfaction and loyalty. Moreover, as empathy is key to the development of quality relations, it is essential in the establishment of long-lasting and reliable professional connections. With regard to the Social Dimension of this core life skill, an education that fosters empathy focuses on a culture that values inclusion, responds in caring and practical ways to victims of violence, and nurtures a respect for and sense of responsibility to one another. This supports collaboration and solidarity, and safe behaviors towards the environment and sustainable development.

Empathy, or being empathetic, is "the ability to comprehend another's feelings and to re-experience them oneself" (Salovey and Mayer, 1990), while never being judgmental. A key construct in social and developmental psychology, as well as in cognitive and social neuroscience, the ability to empathize is important for promoting positive behaviors toward others and facilitating social interactions and relationships. Empathy involves the internalization of rules that can play a part in protecting others, and it may be the mechanism that motivates the desire to help others, even at a cost to oneself. In addition, empathy plays an important role in becoming a socially competent person with meaningful social relationships (McDonald and Messinger, 2012).Consequently, empathy motivates altruistic behavior and has the potential to enhance the process by which rights are realized, which is an important outcome (Jönsson and Hall, 2003) .

Relevance of empathy (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To foster the critical blending of emotion, cognition and memory for successful learning	Respect for others, collaboration, self-regulation
'Learning to Do'/ the Instrumental Dimension	To facilitate successful businesses through responsive leadership and a motivating work environment	Service and customer orientation, active listening, teamwork
'Learning to Be'/ the Individual Dimension	To motivate prosocial behaviour, inhibit aggression and pave the way to moral reasoning	Understanding and managing emotions, active listening, respect for others, agency
'Learning to Live Together'/ the Social Dimension	To develop a culture that values inclusion, responds in caring and practical ways to victims of violence, and nurtures a respect for and sense of responsibility to one another	Understanding others, caring for others, identifying abusive and non-abusive behaviours, altruistic behaviour, conflict resolution

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[32] Reproduced from: UNICEF. 2017. *MENA LSCE Initiative.* Available at: http://www.lsce-mena.org/

Participation[33]

Participation is a life skill related to empowerment in relation to both the individual and the community, therefore, a quintessential aspect of citizenship education in MENA. Participation involves giving children a say in their education, listening to them and involving them as much as possible in school life. It entails valuing children's opinions and ideas, and giving them control of their learning. More specifically, participation is concerned, in its Cognitive Dimension, with equipping learners with capacities to engage proactively, thus promoting equity among all learners by enabling effective, active and experiential learning to take place in the classroom. Participation also enhances ownership of governance systems in schools and communities. The ability to participate effectively is important for personal empowerment and agency, as well as for the development of self-efficacy and social connectedness. Further, being participative leads to 'worker empowerment', a condition for a healthy workplace, which also ties to the human rights-based approach of fair employment (WHO, 2010). The core life skill of participation, which is anchored in human-rights instruments, enables people to play an active role in society, working towards improving life of the community and owning responsibility towards others and the environment through meaningful political participation or involvement at the community level.

In its most basic sense, participation can be defined as partaking in and influencing processes, decisions and activities (adapted from UNICEF, 2001). Therefore, both a contextualized process and a core life skill, participation is an action of empowerment in relation to the individual and the community. Being participative is interlinked with the core life skill of creativity, and learners and individuals who are participative, especially in MENA, actively contribute to a democratic society, exercising a human right. Participation skills are needed and acquired from early childhood, and help children develop the required skills to participate effectively in class to maximize their learning opportunities. Being participative, for example, by having the opportunity to ask questions, volunteer to help others during classroom activities, etc., allows children to have a say in their education, and requires listening to them and involving them as much as possible in school life. It means valuing their opinions and ideas, and giving them control of their learning. When children have a say in their education, they not only exercise their rights but also achieve more. They have improved self-esteem, they get on better with their classmates and teachers, and they contribute to a better school environment, with better discipline and in a culture where learning is a shared responsibility.

Relevance of participation (and related skills) by Dimensions of Learning

Dimension	Relevance	Related skills
'Learning to Know'/ the Cognitive Dimension	To improve learning processes and outcomes To enhance democratic practices in the school	Active listening, planning and organizing, dialogue, presentation, focus, analytical thinking
'Learning to Do'/ the Instrumental Dimension	To promote healthy workspaces To enhance business ethics and human rights in the workspace	Organizational management, effective communication
'Learning to Be'/ the Individual Dimension	To contribute to holistic self-development, self-esteem and self-efficacy To develop personal goal setting and life planning	Self-confidence, agency
'Learning to Live Together'/ the Social Dimension	To contribute to a truly democratic citizenship To improve the wellbeing of the community	Dialogue, active listening, analytical and critical thinking

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[33] Reproduced from: UNICEF. 2017. *MENA LSCE Initiative.* Available at: http://www.lsce-mena.org/

Skills of the Future[34]
10 Skills You'll Need to Thrive in 2020

1) Complex Problem Solving

The skill to see relationships between industries and craft creative solutions to problems that are yet to appear is a must to keep up with Artificial Intelligence (AI) machines.

2) Critical Thinking

People who can turn data into insightful interpretations will be sought after due to the complexity and interconnectedness of various fields like computer science, engineering, and biology.

3) Creativity

The quality of randomness and the ability to build something out of ideas is a skill that will pay off now and in the future.

4) People Management

Robots may acquire analytical and mathematical skills, but they can't replace humans in leadership and managerial roles that require people skills.

5) Coordinating with Others

Effective communication and team collaboration skills will be a top demand among job candidates in any industry.

6) Emotional Intelligence

Qualities that relate to emotional intelligence such as empathy and curiosity will be a big consideration factor for hiring managers of the future.

7) Judgment and Decision-Making

The ability to condense vast amounts of data, with the help of data analytics, into insightful interpretations and measured decisions is a skill that will be useful in the information age.

8) Service Orientation

People who know the importance of offering value to clients in the form of services and assistance will be in demand, as businesses would want to provide solutions to the problems of society.

9) Negotiation

The ability to negotiate with businesses and individuals to come up with a win-win situation is a skill that will be needed to survive in affected industries.

10) Cognitive Flexibility

The ability to switch between different personas to accommodate the challenge at hand will be important to be successful in combined industries.

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[34] Reproduced from: World Economic Forum. 2018. "*10 skills you'll need to survive the rise of automation.*" Available at: https://www.weforum.org/agenda/2018/07/the-skills-needed-to-survive-the-robot-invasion-of-the-workplace

So how do we set ourselves up for future success in a world where even real estate brokers are likely to be automated?[35]

It starts with soft skills.

There are many considerations for career success during a time of significant change.

However, there's a good case that skills – especially soft skills – are the most important foundation to build upon. These include things like the ability to communicate and work well with others, solve problems, and think outside of the box, as well as other aspects of emotional intelligence.

Here are some skills that experts say should be prioritized:

1. Complex Problem Solving

It's true that AI can solve problems that humans cannot – but it also goes the other way. When problem solving needs to span multiple industries or when problems are not fully defined, humans can work backwards to figure out a solution.

2. Critical Thinking
Machines are getting better at aspects of critical thinking, but humans are still able to connect, interpret and imagine concepts in a world full of ambiguity and nuance. A lawyer can pinpoint the exact positioning to make a case for a client, or a marketer can figure out an overarching message that can resonate with consumers.

3. Creativity

Creativity requires a degree of intuitive randomness that cannot yet be imitated by AI. Why did the architect design the building a certain way, and why did the musician improvise by playing a chord out of key? It's hard to explain why to a computer – it just feels right.

Other important soft skills to consider?

People management, coordinating with others, decision-making, negotiation, and serving others will all be important going forward as well.

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[35] Reproduced from: World Economic Forum. 2018. "*10 skills you'll need to survive the rise of automation.*" Available at: https://www.weforum.org/agenda/2018/07/the-skills-needed-to-survive-the-robot-invasion-of-the-workplace

International Youth Foundation Standards of Excellence for Youth Employability Programs

IYF Standards of Excellence are grounded in international best practices based on IYF's global youth development experience since 1990 and was customized for the Youth Entrepreneurship Development project in Palestine, through consensus dialogues with various stakeholders.   Youth-Serving Institutions are encouraged to be innovative when considering ways to incorporate standards of excellence into the design, implementation, and evaluation of youth programs.

Technical Element	Key Points	Standard of Excellence
Crosscutting Elements		
Comprehensive program design and budgeting	*Program design is the first step in program planning; organizations need to approach program design strategically with an adequate level of resources.*	Program design and budgeting are reflective and respond directly to the related call for proposals. Design is innovative but built on tested methodology and responds to the needs of the target beneficiary population. Goals, objectives, and impact indicators are SMART. Budget ties directly to program and has a competitive cost per beneficiary. Organization has committed resources - human and financial - to proposal development and program design.
Integration of youth in design, implementation, and evaluation	*Youth are not just beneficiaries, but important change agents in the development process.*	Involvement of youth takes place at all levels and throughout the program cycle, including oversight (youth board members), program design (e.g., focus groups), implementation (peer-to-peer training), and evaluation (youth-led evaluation).
Delivery of program content	*Program delivery should be participatory, student-centered and accommodating of different learning styles*	Facilitators and trainers are selected based on matching expertise with specific needs of the targeted youth. Facilitators & trainers are oriented and prepared prior to delivery, which is adapted to the characteristics of the targeted beneficiaries. Training is participatory and supported by different stakeholders.
Monitoring, Evaluation, and Learning (MEL)	*MEL should facilitate accurate tracking of progress against targets and should facilitate identification of areas for improvement*	Comprehensive MEL plans are integrated into program design; progress against targets is measured using tested tools and staff members are dedicated to MEL. The level of rigor and validity of data is high. Regular (e.g. quarterly) tracking of youth program participants is conducted through a tracking system.
Multi-sector stakeholder partnerships	*Government, private sector, and civil society should be invested in youth programs*	Clear, documented process of mapping multi-sector partnership opportunities, demonstrated ability to build and sustain partnerships. Partnerships are used to improve, sustain, and scale initiatives, especially through leverage contributions. This may include partnerships at the local level (e.g., community-based organization, family-run business) or national/international level (large private sector companies, government, national & foreign NGOs) as appropriate for the organization and/or project.
Core Elements for Employability Programs		
Labor Market Assessment	*The needs of the private sector should be assessed and addressed*	Demonstrated understanding and experience conducting and analyzing labor market needs assessments and matching those demand-side needs with the supply side, specifically youth beneficiaries. Market intelligence is linked to specific geographic & sectorial areas and updated regularly throughout the program duration and information is validated by potential employers.
Youth Needs Assessment	*The needs of youth and should be assessed and addressed*	Demonstrated understanding and experience conducting and analyzing youth needs assessments and matching those supply-side needs with demand side, specifically the labor market. Youth skills, interests, and aptitudes are taken into account. Tested youth assessment tools are in place and used in all relevant programs.

Dual Client Assessment	*Matching and combining both assessments*	Conduct analysis of both Labor Market and Youth Needs Assessments to match the gaps between the needs of the Labor Market and Skills youth must obtain to fill that gap and update periodically.
Beneficiary selection	*Effective beneficiary selection ensures program interventions are appropriate for participants and increases the opportunities for post-training job placement success*	Documented criteria and procedures for the selection of participants at the project level. Project plans define the skills and educational level required for job- and sector-specific training programs; establish how participants will be notified about the opportunity to participate in the program; and establish the minimum capacities required for participation in an employment program. Criteria and procedures are fully tested and utilized to ensure for consistency, objectivity of selection, and an appropriate matching of participants with project objectives, mechanisms to ensure commitment are in place.
Career Guidance (CG)	*Career guidance allows youth to explore their aptitudes and better understand career options*	CG is an essential component in youth employability programs. Demonstrated, comprehensive CG activities integrated into youth employment programs at early stages, including presence of tested tools and strategies that help youth identify their interests & potentials, set goals, develop career plans, make future career decisions, and receive necessary skills training. Trained staff that serve as career counselors/mentors are available, qualified, and utilized. CG approaches are customized to the target group.
Life Skills for Employability	*Life skills are necessary components to prepare youth for success in the workplace and life*	Comprehensive life skills training (covering communications, conflict management, creative thinking, etc.) has been developed, implemented, and evaluated. Psychosocial and cultural issues have been appropriately integrated into curricula and training methodologies, with links to support services as necessary. Trainers are experienced in delivering life skills. Training methodology is tested, youth-appropriate, and maximizes youth participation. Impact of training on youth employability can be measured.
Cross-cutting skills: IT, Business English	*Basic IT skills and Business English are increasingly important for success in the workplace*	Results of assessments of participants' and labor market needs in this area are incorporated, and training is fully implemented. Examples of such training needs may include Business English, IT, and/or "21st Century Skills" (such as media literacy and ability to access and manage new information). Impact of training on youth employability can be measured.
Technical Training	*Technical training provides youth participants with specific market-driven skills*	Technical training is a core component of youth employment programs. Curriculum has been tested and proven to meet the needs of the beneficiaries, the requirements of employers, and is aligned with market demand. Key stakeholders (potential employers, vocational training experts, civil society) have endorsed the curriculum. Trainings are practical and theoretical, with links to on-the-job, internship, and job shadowing opportunities. Where feasible, training leads to a certification with market value. Trainings are dynamic and respond to changing market demands. Trainers are skilled and experienced.
Practical Application of new knowledge and skills	*As a follow-on or complement to training programs, youth benefit from practical application of new skills--these are often achieved through apprenticeships and internships*	The organization has a structured process for providing meaningful internship, job shadowing, and/or on-the-job training opportunities for youth. The organization has built relationships with the private sector to ensure the availability of quality internships in which youth performance is supervised and assessed. The organization follows up with employers to ensure maximum benefit for both the company and the youth. Evaluation by hosts is accounted for while providing opportunities for interns to transition into full-time employment are pursued when possible. The duration of the on-the-job practical application of skills should be long enough to allow adequate learning to take place.
Job Placement Support	*Youth benefit from support systems that help transition them to the workplace.*	Demonstrated provision of job placement services for youth through establishing an employer-engagement plan that leads to formal agreements with employers to place youth as employees; providing youth access to current employment and recruitment information; creating & maintaining ongoing communication with potential employers to understand their needs and expectations; and publicizing program successes. Placement process matches youth with available jobs based on their advanced knowledge, skills, and attitudes.
Post-placement support	*Young people new to the workplace benefit from ongoing support systems; follow-up with employers is also important*	Demonstrated provision of post-placement support for youth, including creating a system to track employed and unemployed youth after the conclusion of the program, following up regularly with youth (alumni network, mentors, group meetings, etc.), and following up with employers to confirm that employed youth are meeting expectations and that the employers are fulfilling their commitments to those youth. Support also includes training programs based on newly emerging needs. Support is provided by trained and experienced career counselors.

Life Skills Minimum Standards

Over the past 30 years, educators and other youth workers have developed and implemented life skills curricula for young people. Depending on the focus of the program, life skills enable young people to make healthier decisions at school, be more prepared for the job and more active in civilian life. An effective life skills program should have balance between knowledge and skills to promote behavioural change. As participants gain knowledge and application skills, they will have the ability to act in a healthy and effective manner and increase their confidence in themselves. More specifically, life skills programs should target:

- Learning about the subjects of the program
- Improving the skills that participants use while utilizing their knowledge.
- Encouraging participants to be confident about using their knowledge and skills.

This document provides the methodology for effective life skills programming, the training and evaluation requirements for facilitators, what to look out for when creating content, and the minimum standards for evaluating the quality of IYF life skills programs. In addition to minimum standards, it can be used by people outside the program to assess programs on a general framework as an assessment tool, or specifically to evaluate a life skills program. Similarly, these standards and assessments can be used to assess a life skills education program or a larger component of life skills.

Below is a list of instructions about the use of this assessment tool:

1. Decide on who will join the assessment process.

2. Read very carefully to understand standards and assessment tools.

3. Rate/grade each segment.

4. When the rating is over, keep an eye on which standards are not covered by your program and which are important to your program. Specify priority areas.

5. Determine following steps for top priority areas.

Determination of Minimum Standards of Life Skills for Programs

MINIMUM STANDARDS

Minimum standard	Standard explanation	Standard indicators	Specify whether it fits this standard (Yes/No)	If proofs supporting "Yes" are assessed as "No", explain why not. "
1. The life skills curriculum responds to the needs identified by key stakeholders.	In order to ensure that the curriculum is both culturally and socially appropriate, the review and adaptation of the lessons of life skills was based on a consultation with stakeholders such as employers, training authorities and young participants.	1.1 Key stakeholders have been identified to provide information on life skills content.	1.1 _____	
		1.2 Prior to the start of the program implementation, a consultation process with at least three key stakeholder groups or individuals was held for the life skills curriculum and for project-focused discussions of views.	1.2 _____	
		1.3 Curriculum meets the gender related needs of young participants.	1.3	
2. The life skills curriculum contains the following core skills related to life skills: • Self confidence • Managing emotions • Personal responsibility • Respecting self and others • Collaboration/Team work	It can be structured as an individual lesson for basic life skills, or more than one single lesson can be combined. In consultation with key stakeholders, other life skills can be added in the curriculum addition to core life skills.	2.1 Life skills curriculum touches on all basic life skills.	2. 1 _____	

• Communication/Interpersonal Skills • Creative thinking • Critical thinking/Problem solving • Decision making • Conflict management		2.2 Every course has a clearly explained purpose; it matches with a life skill and the current activity.	2.2	
3. Curriculum pilot of life skills has been tested and adapted for target audience.	To ensure that the curriculum is appropriate and suitable for the target population, a pilot test should be conducted to determine whether the curriculum has been newly developed or adapted from another program.	3 .1 Curriculum has been tested on 5 to 15 youths from the target population.	3 .1 _____	
4. Time allocated for life skills education is sufficient and frequent.	The results show that adequate communication time for pupils is critical to allow young people to gain minimum competence in their life skills. In addition, frequent life skills lessons encourage strong group dynamics and ensure that the skills learned in previous lessons are considered and implemented.	4 .1 Participants receive at least 30 hours of life skills education.	4 .1 _____	
		4 .2 Maximum break period between each life skills lesson does not exceed two weeks.	4 .2 _____	
5. Special criteria is established for selecting life skills facilitators.	Life skills facilitators should have experience in the target young population with the confidence, flexibility and empathy needed to effectively carry out life skills lessons.	5 .1 Selection criteria for life skills facilitators has been clearly identified and used.	5 .1 _____	
6. Life skills facilitators have received basic training in acquiring life skills to start a new life skills education program or to build on an existing program.	It shows how the basic training facilitator will implement program objectives, life skills content and interactive workshops. Basic training consists the following: • Teachings on efficient learning methodologies and facilitation • Life skills lessons are tutored by a certified trainer. • Time for students to implement life skills	6 .1 All life skills facilitators received at least 16 hours of basic training from a certified instructor.	6 .1 _____	
		6 .2 Successful completion of basic education is based on a systematic evaluation of the following competencies: • Doing group activities which could lead to the m possibility used in life skills program	6 .2 _____	

	• Feedback from certified facilitators regarding implementation	• Being a role model for their skills, having demonstration skills and learning a service • Skill to give short lessons on life skills concepts • Skill to simplify discussion questions		
7. Life skills facilitators are constantly using appropriate teaching methodologies to present life skills sessions.	Research shows that participants benefit from teaching peer learning, practical application of taught skills and self-reflection. The following interactive teaching methodologies are regularly used at every life skills session: • Little and big group project • Brief courses • Demonstration of taught skills • Group application of certain life skills • Self-reflection activities • Roleplaying • Use of visual assistants	7 .1 One or more of the interactive teaching methodologies are always used throughout life skills sessions. 7.2 At the very least, each course contains the following four elements: • Description of the subject • Demonstration of concepts and skills • Group activity/application of concept or skill • Personal application, so that participants can think about what they learn and how to apply it in their lives.	7 .1 _____	
8. Life skills facilitators receive adequate support.	In order for facilitators to apply these skills and address difficulties that arise during training, each mentor should monitor a number of facilitators.	8 .1 Every facilitator can access a qualified mentor.	8 .1 _____	
	To support new facilitators, they may consider creating a guidance team consisting of programs, training authorities, senior teachers, superior trainers or NGO staff.	8.2 Facilitators have contact with their assigned mentor via email, phone, or in person at least once every two weeks during the first two months of training, and monthly follow-up for the rest of program.	8 .2 _____	
9. The classroom or workshop environment is convenient for effective and comfortable learning.	A comfortable learning environment is important to enable students to feel confident about expressing themselves, and facilitators can manage all interactive activities. Workbooks and teaching materials are useful, but not required.	9.1 The class size of life skills sessions varies from 8 to 25 students.	9 .1 _____	
		9.2 The training room is large enough to allow students to move and to easily complete small group work.	9 .2 _____	

		9.3 Facilitators are provided adequate instructional materials such as paper and markers to effectively carry out lessons.	9 .3 _____	
10. Life skills education should be tracked and assessed.	To follow the basic evaluation of effective program implementation and program outcomes, the following basic MEL tools should be used: • Facilitator records • Continuity records • Baseline, Post, Expost surveys • Focus group negotiations with target beneficiaries • Monitoring of mentors	10.1 Facilitators keep a log of attendance to determine if each young participant meets the minimum hourly requirements and which lessons are met.	1 0 .1 _____	
		10.2 During the first two months of training, facilitator-guidance contact is kept daily as a facilitator of daily life skills.	1 0 .2 _____	
		10.3 There is a system for reliably measuring whether the youth has acquired the minimum knowledge and skills defined by the curriculum of life skills.	1 0 .3 _____	
	In addition to the minimum evaluation requirements, the following are recommended: • Use of comparison groups with similar socio-economic / educational characteristics with intervention groups	10.4 In addition to the indicators above, feedback on the quality of life skill training, participants and other interested stakeholders (other teachers, parents, employers) is obtained at least once a year.	1 0 .4 _____	

Definition of Life Skills Elements

- **Ability to learn on my own**: The ability to identify what you want to learn and find at least one way to acquire the knowledge and/or skills you want to learn. It means that you find ways to improve your skills and are self-directed in your learning.

  Examples: **a)** A youth learns simple English after finding a free course over the Internet. **b)** A youth does not know how to use a new version of a computer application and teaches herself how to use it. **c)** After completing training, a youth continues to improve his technical skills by seeking a mentor.

- **Self-confidence:** Being aware of your value as a person; recognizing and accepting your strengths (such as skills and knowledge) and weaknesses; it involves believing in yourself and your capabilities.

  Examples: **a)** An employer (or parent or teacher) asks a young woman to do a task that she has never done before. The young woman accepts the assignment, because she believes in her ability to do the task and knows how to ask for help. **b)** When her supervisor is replaced by someone new, Sarah is self-confident she will be able to learn the new supervisor's work style and meet his expectations based on her experience with her former supervisor.

- **Communication/Interpersonal Skills:** The ability to express yourself and communicate with peers, friends and family, including people from different backgrounds, etc.). This includes the ability to:

  - express yourself effectively verbally and non-verbally
  - listen actively when someone is speaking, making sure you understand what they are communicating before reacting or judging
  - give and receive feedback with an open attitude
  - respond appropriately to other peoples' emotions

  Examples: **a)** When someone is talking, you pay attention to what they are saying and ask a follow up question to make sure you fully understand what they want to communicate. **b)** You ask a colleague to tell you if your outfit is appropriate and when they say, "not really" you do not get mad at them, and ask them to explain what they mean.

- **Team work/Cooperation:** The ability to work in a group, including when and how to compromise, and when to take the lead. It also implies an ability to support other team members.

  Example: While working on a group homework assignment, Charles makes sure he does his part of assignment and helps out his peers, when needed.

- **Conflict Management:** The ability to mediate conflicts between colleagues and to manage your own aggression or anger; it also involves managing your emotions and behavior when challenged by others.

Example: Someone in your group is not working as hard as the others and instead of showing your frustration, you point out to them that their participation is needed.

- **Ability to organize my thoughts in a coherent and realistic way:** The ability to think through issues logically and to come up with conclusions or ideas based on your understanding of what you want to achieve and your options. It is also referred to as being able to think logically and see cause and affect relationships.

  Example: When there is a problem, you work at finding the cause and effect relationship instead of throwing up your hands or reacting emotionally. You use the information at your disposal to come up with at least one realistic alternative.

- **Creative Thinking/Problem Solving:** The ability to generate new ideas about how to approach a situation, solve a problem, or create a better outcome. It means not handling a situation in the same way repeatedly, but finding a different way to approach it which saves time, money, or is more effective in some way.

  *Example*s: **a)** Finding ways to reduce the amount of time to do a routine task. **b)** Finding a way to energize the team when team morale is low.

- **Capacity to care for my overall health and my sexual/reproductive health:** You know what constitutes healthy habits or behavior, including dental health, eating a well-balanced diet, regular exercise, avoiding risky behaviors related to sexual/reproductive health and refraining from drugs, tobacco, and alcohol.

- **Appropriate presentation of self:** Knowing what is appropriate attire for the workplace; having a neat and professional appearance and maintaining good hygiene.

- **Personal responsibility:** The ability to fulfill your duties and obligations to yourself and others and to accept responsibility for your actions.

  Examples: **a)** You are responsible for locking up the office on Thursday nights and you consistently fulfill that responsibility. **b)** Picking up your younger siblings from school every Monday and Friday, as you promised your mother.

- **Time Management:** Ability to determine priorities and allocating your time to meet these priorities to the best of your ability. This involves being on time for work or school on a regular basis and completing tasks you must perform on time.

  Examples: **a)** Identifying what you must complete by Friday and not wasting time on things you would like to do but do not have to do. **b)** Turning in your homework on time. **c)** Arriving on time for a job or school interview.

- **Workplace ethics:** The ability to follow regulations, procedures, and rules stipulated by your employer; to behave in an honest and ethical way. This includes practices related to the appropriate use of office supplies and property; utilization of company benefits; access and use of information gained at the workplace, etc.

  Examples: **a)** When you break a piece of office equipment, you report it to your supervisor instead of hiding it. **b)** A coworker asks you to sign in for her because she is late, and you tell her you cannot because it is dishonest and violates company policy. **c)** While a colleague is away from his desk, you do not read his emails.

Aptitudes and Interests Test[36]

AN INTEREST SURVEY: HINTS TO FIND THE RIGHT JOB

Instructions: Look at the following list of actions and characteristics and choose the ones you think you really like or might want to do in the future. Write X in the box next to the corresponding number (next page).

1. Using hand tool to repair something	26. Watching something and figuring out how it works
2. Studying the human body and how it works	27. Doing art
3. Demonstrating on stage	28. Getting along with all kinds of people
4. Looking at people or animals	29. Convincing people about your opinion
5. Leading a group discussion	30. Cleaning a room
6. Following strict instructions	31. Maintaining a flower garden
7. Cooking for a large number of people	32. Dealing with plants
8. Using the calculator	33. Being different from other people
9. Designing clothes	34. Reading stories for little children
10. Teaching a friend how to do something	35. Taking risks
11. Selling people things	36. Making lists
12. Working in a group	37. Driving a tractor or truck
13. Hand making goods	38. Reading the instructions assemble something
14. Dissecting a frog	39. Inventing new ways to do things
15. Using art, music or writing to convey your feelings	40. Explaining people ideas
16. Talking with people	41. Telling your opinion
17. Organizing a group to plan an activity	42. Knowing and applying the instructions
18. Keeping regular and correct records	43. Caring for animals
19. Painting a room	44. Doing crossword puzzles
20. Solving a problem	45. Taking pictures with a camera
21. Decorating a room	46. Meeting with new people
22. Soothing a discussion	47. Talking in an impressive way with a group of people
23. Defending your opinion	48. Playing in a team
24. Regulating things	
25. Repairing a car	

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[36] Adapted from: "A Lifetime Investment by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Came Explorer," Rick Trow Productions, Inc., New Hope PA, 1993".

Answer Box[37]
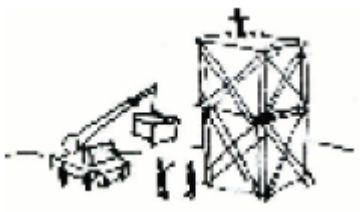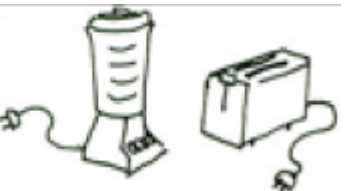
1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.
25.	26.	27.	28.	29.	30.
31.	32.	33.	34.	35.	36.
37.	38.	39.	40.	41.	42.
43.	44.	45.	46.	47.	48.
SQUARE	**CIRCLE**	**DIAMOND**	**TRIANGLE**	**STAR**	**RECTANGLE**

Tally up which column has the most X marks, then look at the jobs related to your assigned column below.

[37] Adapted from: "A Lifetime Investment by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Came Explorer," 1993.

List of "Square" Jobs[38]
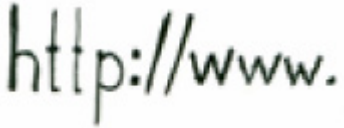
Square: You will probably enjoy a job where you can be hands-on.

Construction Worker	**Housekeeper**	**Plumber**
Farmer	**Dentist**	**Mechanic**
Electricity Technician	**Tailor**	**Chef**
Painter	**Factory Worker**	**Household Appliance Repairer**
Truck/Car Driver	**Gardener**	**Printer**

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[38] Adapted from: "A Lifetime Investment by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Came Explorer," 1993.

List of "Circle" Jobs[39]
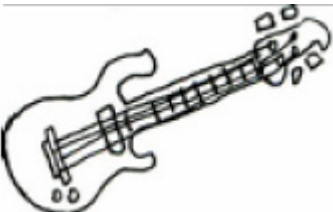
Circle: You will probably enjoy a job that requires analytical thinking.

Scientist	**Computer Programmer**
Engineer	**Detective**
Lawyer	**Librarian**
Factory Quality Control Officer	**Technical Writer**
Researcher	**Network Manager**

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[39] Adapted from: "A Lifetime Investment by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Came Explorer," 1993.

List of "Diamond" Jobs[40]
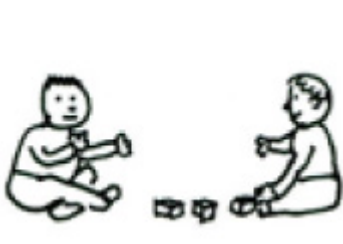
Diamond: You will probably enjoy a job where you can use your creativity.

Writer	**Fashion Designer**
Graphic Designer	**Advertisement Designer**
Flower Designer	**Hairdresser**
Artist	**Musician**
Chef	**Photographer**

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[40] Adapted from: "A Lifetime Investment by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Came Explorer," 1993.

List of "Triangle" Jobs[41]
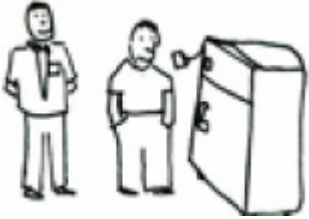
Triangle: You probably enjoy a job where you work closely with other people.

Social Services	**Firefighter**	**Consultant**
Hairdresser	**Nurse**	**Restaurant Server**
Childcare	**Teacher**	**Dental Assistant**
Retail Staff	**Security Staff**	**Religious Studies/Work**

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[41] Adapted from: "A Lifetime Investment by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Came Explorer," 1993.

List of "Star" Jobs[42]

Star: You will probably enjoy a job where you can use your leadership skills.

Store Assistant Manager	**Store Manager**
Factory Shift Leader	**Business Owner**
Sales Manager	**Restaurant Manager**
Teacher	**Social Service Expert**
Hotel Manager	**Lawyer**

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[42] Adapted from: "A Lifetime Investment by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Came Explorer," 1993.

List of "Rectangle" Jobs[43]

Rectangle: You will probably enjoy a job where you can use your organization skills.

Accountant	**Construction Worker**
Computer Technician	**Administrative Assistant**
Librarian	**Bank Officer**
Wage Officer	**Goods Stocker**
Janitor	**Traffic Officer**
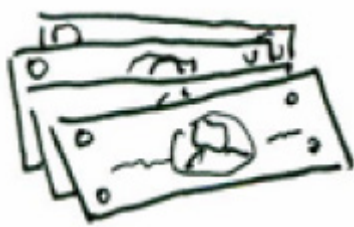
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[43] Adapted from: "A Lifetime Investment by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Came Explorer," 1993.

Employability Tree

Monitoring & Evaluation

Dual Client Assessment

- Employers
- Youth

Identify Gap

Tailor and\or update &Provide Training

- Technical Skills
- Life Skills
- Cross Cutting Skills

Provide Services

- Information
- Career Guidance
- Internship - On the Job training
- Mentorship

Job Placement

Post Placement Support
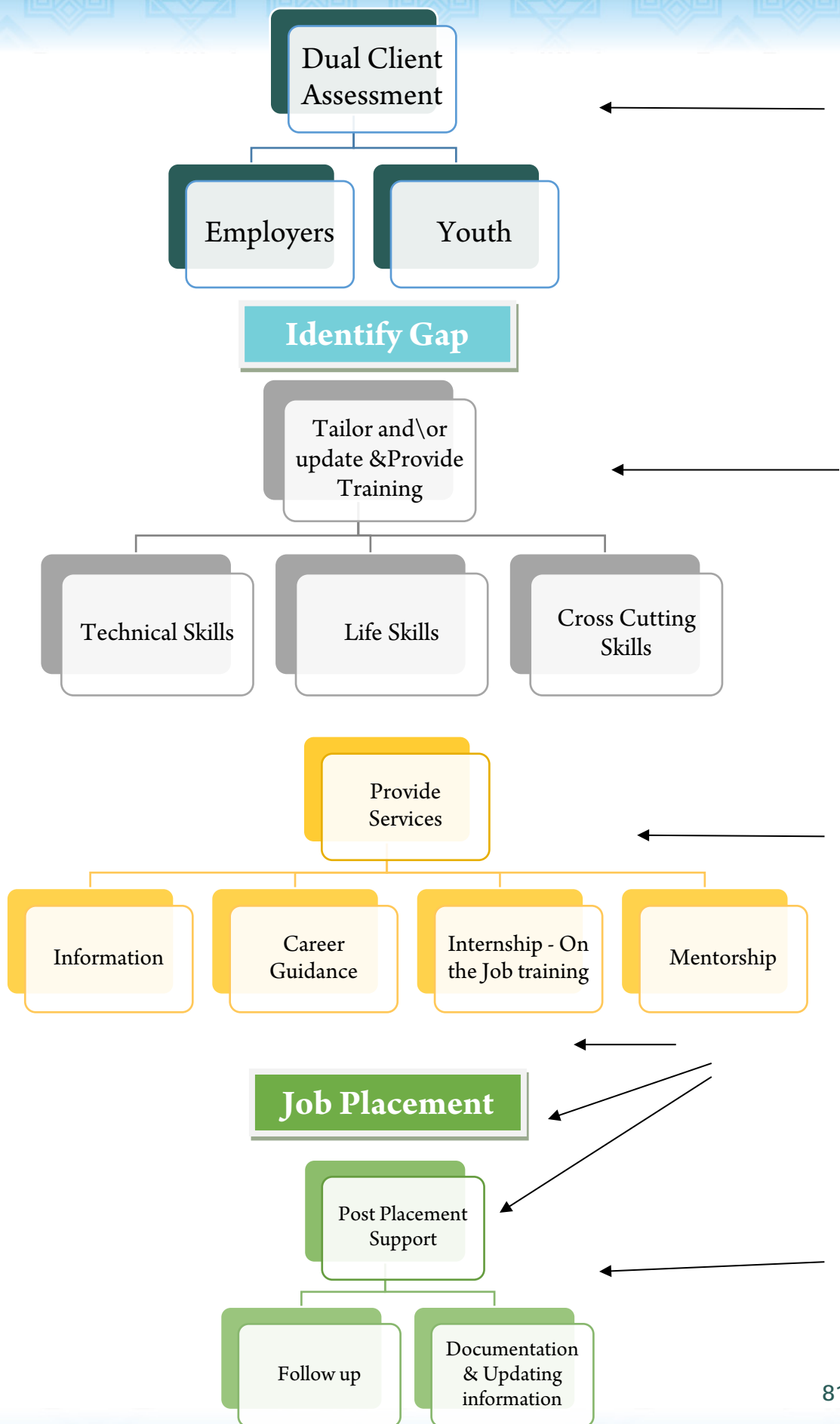
- Follow up
- Documentation & Updating information

Internship Value for Youth and Employers[44]

Internships are a valuable and practical way of establishing a relationship with a business partner, since youth refugees get a foot in the door and practice skills, businesses only have to commit for a short period; and it allows your organization to vet the seriousness of the companies and their actual commitment to youth refugee employment.

Advantages for youth	Advantages for employers
Gain valuable career-related experience in a real world environment Internships enable youth trainees to gain valuable experience by taking on real responsibilities in a company or organization. It helps bridge the gap between classroom teaching and an actual work environment.	**Evaluate youth for potential full-time employment** Internships provide a low-risk opportunity for employers to evaluate youth as potential employees before committing to a permanent contract. This can help them to find high quality candidates for future employment and fill any job vacancies quickly.
Increase confidence in newly acquired skills and abilities Classroom training can help in acquiring certain skills, but a work environment provides an opportunity to put them into practice. Successfully doing so can boost the confidence of trainees.	**Gain access to quality candidates** Because interns have completed a training program, they are often more qualified for entry-level positions than employers might otherwise be able to recruit. The youth-serving institutions (YSI) training program acts as a sort of "quality control" for employers, providing a trusted supply of high-quality candidates.
Evaluate and try out a career path Internships are an opportunity for youth to determine whether they wish to seek employment in the particular industry where they are completing their internship. If so, it helps them determine next steps necessary to find employment in this field.	**Save time and reduce the cost of selection and hiring** As a result of access to this pool of well-trained interns, employers can save time, energy, and money in the employee recruitment process and do not need to use external recruitment companies to find candidates.
Expand knowledge of career options in specific industries Youth can learn about different career paths within a specific industry and explore which field of specialization they may choose based on experience gained during internships.	**Increase capacity and productivity on short-term assignments** As short-term additional labor within a company or organization, interns can be placed on specific projects to increase the capacity of the staff when needed
Cultivate important professional contacts for future employment Internships are a stepping stone into the professional world and enable trainees to network and build contacts within the company and the industry where they would like to work. This may help them to secure employment in future.	**Capture new energy and bring innovative ideas to the workplace** The interns can bring in new and useful ideas and contribute to the growth of a company or organization. A young person can infuse energy and vigor at work and challenge traditional ways of operation in a constructive manner.
Build and strengthen CVs An internship provides a valuable opportunity for youth to put tangible professional experience on their CV and hence increase their chances of employment in a competitive job market.	**Increase cost-effectiveness** Interns can often do the same work as a regular employee at a much lower cost to the employer. Thus adding interns to the workforce can prove cost-effective for an employer.
	Serve as corporate social responsibility Hiring interns, particularly disadvantaged youth who may not have other opportunities to gain their first experience in the labor market, is an important way for companies to contribute to society and gain recognition as a positive actor in the local community.

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[44] Reproduced from: IYF. 2013. Promoting Youth Employment Through Internships, pg. 5-6.

Practical Application

KEY CONSIDERATIONS	
What is your project's overall objective?	
What are the intended positive developmental outcomes that your project plans to achieve?	
What activities do you have in place to help youth achieve those positive outcomes?	
Are the activities developmentally appropriate to the age and social situation of the youth?	
What opportunities will the project offer youth?	
What core life skills will be featured in your project?	
What services will the project include that will enable youth to take advantage of it?	
How are you gathering youth input/feedback about the project?	
What type of Career Guidance Services will your project include?	

What type of placement services (if any) will your project include?	
How can you partner with other actors in the community to improve the intervention for youth?	

KEY DETAILS	
PROGRAM SUMMARY DESCRIPTION	
Project Name & Duration	
Sector/main work area (Education, workforce development, civic engagement, etc.)	
Target beneficiaries (age, location, gender, ethnicity, socioeconomic status, etc.)	
Problem Statement (What is the problem you are trying to address?)	

Goal/Main Outcomes (What change do you want to see as a result of the program?)	
Lead Organization/Implementer (Main agency, association or organization)	
Other Partners (other key implementers or stakeholders)	
Main Elements / Phases (the primary implementation components or phases)	

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