



MID-TERM EVALUATION REPORT:

INTERNATIONAL YOUTH FOUNDATION YOUTH ENTREPRENEURSHIP DEVELOPMENT PROGRAM

May 2013

This publication was produced for the International Youth Foundation (IYF). It was prepared by the Aguirre Division of JBS International, Inc. The report was jointly researched and authored by Dr. Frank Dall, Bader Araj, Muhammad Sharia, and Waddah Abdulsalam.

TABLE OF CONTENTS

Acronym List	iii
Executive Summary	iv
Introduction	iii
Youth Employability in Palestine	iii
Methodology	5
Principal Findings	8
SOW Question 1	8
Sub-questions	14
Conclusions	24
Points to Consider.....	25
SOW Question 2	27
Conclusions	30
Points to Consider.....	31
SOW Question 3	32
Conclusions	34
Points to Consider.....	37
SOW Question 4	38
Final Recommendations	41
Specific Suggestions for Improving Phase III of the YED Program	43
Annexes List.....	iii

LIST OF TERMS

ACC	Arab Chambers of Commerce
AIP	Annual Implementation Plan
Al-Mawrid	A local youth-serving institution
AOTR	Agreement Officer's Technical Representative
ATC	Anti-terrorism Certification
AAUJ	Arab American University Jenin
BU	Bethlehem University
BWF	Business Women's Forum
BYB	Build Your Business
BZU	Birzeit University
CSP	Capacity Strengthening Process
CSP I	First round of Capacity Strengthening Process
CSP II	Second round of Capacity Strengthening Process
IREX	A US-based nonprofit organization
IYF	International Youth Foundation
JACC	Jerusalem Arab Chamber of Commerce
JBS/A	Aguirre Division of JBS International, Inc.
Juhoud	A local YSI
Leaders	A local YSI
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOL	Ministry of Labor
MOU	Memorandum of Understanding
NDP	National Development Plan
NGO	Non-governmental Organization
PA	Palestinian National Authority

PEFE	Palestinian Education for Employment
PICTI	Palestine Information and Communications Technology Incubator
PMP	Performance Monitoring Plan
PPU	Palestine Polytechnic University
PSD	Partners for Sustainable Development
Sharek	Sharek Youth Forum – A local YSI
SIP	School Improvement Program
TVET	Technical and Vocational Educational Training
USAID	U.S. Agency for International Development
USG	United States Government
WBG	West Bank and Gaza
YDRC	Youth Development Resource Center
YED	Youth Entrepreneurship Development Program
YMCA	Young Men's Christian Association
YSIs	Youth Serving Institutions

EXECUTIVE SUMMARY

The USAID-funded Youth Entrepreneurship Development (YED) is a four-year, US\$15 million youth-focused program implemented by the International Youth Foundation (IYF) in collaboration with Palestinian Youth-serving Institutions (YSIs). Fitting under the USAID/West Bank and Gaza Strategic Objective “Education and Youth,” the overall goal of the program is to prepare young Palestinian men and women for the job market by providing them with the skills they need to help find employment within the private, non-governmental or public sectors and to start their own enterprises. YED started on October 1, 2010 and is expected to last until September 30, 2014.

The YED program is structured around three components: (1) strengthened capacity of youth-serving institutions; (2) enhanced employability and entrepreneurship education; and (3) increased access to practical on-the-job training opportunities. YED has been working to improve employability, entrepreneurship, and service learning opportunities for unemployed young Palestinians between the ages of 14-29. Training and associated activities for YED’s youth beneficiaries are implemented by the program’s local YSI partners, which also receive capacity strengthening support.

The evaluation was designed to answer the following four questions:

1. How effective was the project through the first two years of implementation in achieving its objectives and results in terms of timeliness, quality, quantity, and cost effectiveness of the activities undertaken, including project procurement, capacity strengthening, and grants programming (taking into consideration any adjustments made in response to YED financial and operational issues)?
2. How relevant are these objectives to the Palestinian National Authority’s (PA) national development objectives and priorities, USAID’s areas of interest, and the needs of beneficiaries (both YSIs and Palestinian youth)?
3. How appropriate is the existing program’s results framework and related indicators for monitoring the project’s performance? Would the evaluator(s) recommend any changes or additions to the indicators that could enhance IYF’s ability to measure YED’s results and impact?
4. What are the main lessons learned from the project performance thus far in terms of helping partner YSIs to design and implement projects that incorporate best practices in employability, entrepreneurship and/or service learning for youth?

The main evaluation tasks were implemented in collaboration with IYF/YED and its eleven YSIs, nine Palestinian Universities, and numerous private and public sector stakeholders. These activities included development of an evaluation work plan; comprehensive desk review of relevant documents; in-depth key informant interviews with staff and stakeholders; focus groups

with youth beneficiaries; and informal program observations. Reporting strategies included briefings on key evaluation findings for IYF and relevant stakeholders, including the Mission Director and senior USAID program staff from Jerusalem and Tel Aviv.

Synthesis of Findings and Points for Consideration

Evaluation Question 1: How effective was the project through the first two years of implementation in achieving its objectives and results in terms of timeliness, quality, quantity, and cost effectiveness of the activities undertaken, including project procurement, capacity strengthening, and grants programming (taking into consideration any adjustments made in response to YED financial and operational issues)?

YED documentary and field data suggest that the project's start-up was carried out efficiently and effectively by IYF and that the first year's objectives were attained without mishaps or any significant delays. However, documentary and key informant evidence does point to a major hiatus in the beginning of the second year of project implementation brought about by a USAID project funding freeze in response to the US Government's reaction to the Palestinian Authority's successful appeal at the United Nation's for Palestine to be recognized as a separate state. This break in YED implementation activities, and the excessive delays caused by USAID's vetting process, had a significant negative impact on YSIs perceptions of the project's achievements in the first two years.

Despite these constraints, by quarter two of FY13, sixteen (16) Capacity Strengthening Process (CSP) training programs were delivered to 14 YSIs. As a result of these trainings, YSIs gained improved capacity to support programs in employability, entrepreneurship, and service learning. In fact, 96% of YSI participants expressed satisfaction with the training received from IYF. Special praise was shared by YSIs for the technical support provided by IYF's team on learning to write proposals, managing grants and finances, and monitoring and evaluation. The JBS team did identify some issues with the smaller, less well-resourced YSIs as these organizations found it more difficult to meet all of the Standard of Excellence requirements because they lacked expertise and management skills, and suffered from high staff attrition rates.

By March 2013, the number of youth beneficiaries taking part in training and gaining improved skills had reached 5,536 - of which 68% were female and 32% male. This means that YED has served 79% of the total number of youth targeted by the end of FY 2013, which shows good progress of the program. The cumulative values for other indicators recently reported in the FY13 second quarter evaluation report also show significant positive values of most PMP indicators, suggesting that the project implementation delays caused by the USAID funding freeze are being superseded by a more productive period of successful program implementation.

While in the field, five innovative and well received YSI approaches were identified by the JBS team as models meriting a more detailed study. These models were selected because they each demonstrate an appropriate response to meeting Palestinian youth employability needs, offer innovative approaches, and have resulted in some initial successes. More specifically they had demonstrated the ability to serve high numbers of youth, and were perceived positively by beneficiaries and other program providers. These were: 1) TVET's School Career Development Program; 2) Sharek's STEP Mobile Employment Placement Program; 3) INJAZ's Master Class Project; 4) JCCA's Local Business Technical Training Program; and 5) PEFE's Technical Training and Job Placement Program. Program managers, coordinators, and beneficiaries interviewed did draw attention to the need to review and carry out changes to the youth training content including making the content more locally relevant, making training more practical (more internships), and increasing training time.

Evaluation Question 2: How relevant are these objectives to the Palestinian National Authority's (PA) national development objectives and priorities, USAID's areas of interest, and the needs of beneficiaries (both YSIs and Palestinian youth)?

As a result of the Arab Spring, the PA has prioritized youth employment as an important issue to address. In fact, the current PA National Development Plan (2011-13) includes many components that relate to YED's youth employability goals. Unfortunately, the JBS team did not observe serious IYF efforts to build direct and sustainable partnerships with the public sector. Although the YED Director reported that attempts were made to engage numerous ministries at the beginning of the project, cooperation between YED and the public sector tends to be limited and indirect. PA officials like the timing and objectives of the YED program. However, they complain that an important project like YED has not coordinated activities with them and should do so in the future.

In contrast, IYF has invested considerable effort to facilitate sustainable partnerships with the private sector. For example, during the program's second year, IYF and YED's YSI partners established relationships with 45 private sector companies to provide internships, job opportunities, and other support for beneficiaries. This included launching the Tamayyaz Initiative, an innovative partnership between the private sector, universities and youth-serving NGOs to provide internships and community service opportunities for young Palestinians. In addition, YED hosted dialogues on issues related to employability, entrepreneurship, and the service learning Standards of Excellence with a wide variety of stakeholders, including private sector firms.

The Career Guidance project, implemented by TVET League and CDCE-I with cooperation from the Ministry of Education, is an example that should encourage YED to develop

partnerships with public sector institutions. Similarly, YED needs to work with the MoE to consider providing Career Guidance to more school students, including those with special needs.

Evaluation Question 3: How appropriate is the existing program's results framework and related indicators for monitoring the project's performance? Would the evaluator(s) recommend any changes or additions to the indicators that could enhance IYF's ability to measure YED's results and impact?

The report includes a tabled comparison between achieved/actual indicator values and targeted/planned indicator values for each YED program year. There is also a comparison of the cumulative actual values to date and cumulative targeted values for the full three year program implementation. Based on data reported through Quarter 2 of 2013, the JBS team makes the following observations and findings:

- *Intermediate Result 1: The Strengthened Capacity of Youth Serving Institutions (YSIs) Component.* Of the eleven indicators identified under intermediate result 1, five of them have already exceeded their cumulative target for three years of the program. The additional six indicators are on their way to meeting the cumulative target.
- *Intermediate Result 2: The Enhanced Employment and Entrepreneurship Education for Targeted Youth Component.* Of the fourteen indicators identified under intermediate result 2, seven have already exceeded their cumulative target for three years of the program. The additional seven indicators are on their way to meeting the cumulative target.
- *Intermediate Result 3: The Increased Access of Youth to Practical On-the-Job Training Component.* Of the thirteen indicators identified under intermediate result 3, four of them have either met or exceeded their cumulative target for the three years of the program. An additional six indicators are on their way to meeting the cumulative target. There is one indicator of particular concern which is the number of youth completing training on youth-led community service projects and acquiring employability skills. The actuals for both FY 2011 and FY 2012 were under target and FY 2013 does not appear to be much better. The cumulative actual at this time is only 18 youth completing training vs. the 700 targeted. Since service learning does not seem to be of high interest to Palestinian youth, it might be better for YED to drop this indicator and focus resources elsewhere.

Evaluation Question 4: What are the main lessons learned from the project performance thus far in terms of helping partner YSIs to design and implement projects that incorporate best practices in employability, entrepreneurship and/or service learning for youth?

The analysis of data collected from review of the documents, interviews, visits, and focus groups resulted in 19 lessons learned in the areas of management and program implementation; training

design and content; procedural issues; partnership building factors; and accountability and measurability. From these lessons learned come the following recommendations:

Short-term – for YED’s immediate consideration

1. Add long-term program indicators, such as those that will measure youth employment up to one year after YED completion.
2. Re-adjust training content and methods to reflect changes in the local job market, beyond the initial needs assessment carried out during CSP training.
3. Improve the project management capacities of smaller, less experienced YSIs by giving special attention to improving their financial, M&E, and staff recruitment and retention management abilities.
4. Build into the next YED Project Implementation Plan a measurable collaboration and coordination component incorporating activities with USAID’s parallel programs and projects.
5. Make strengthening and extending the successful Sharek mobile outreach approach a major thrust of YED’s Phase III project implementation plan.

Long-term – for USAID consideration, with potential kick-start by YED

1. Build stronger linkages with the *Arab Chambers of Commerce* in all governorates to involve more local commerce and small-businesses in the entrepreneurial and internship facets of the YED program.
2. Work with the PA Ministry of Labor and the Higher Council on Youth and Sports to establish a fund to support the establishment of a *Youth Cooperative Credit Association* from which youth are administered seed-money and business start-up funds can be distributed.
3. Work with the PA to establish a network of *National Employment Centers* integrating the MOL’s new *National Employment Information System* with nascent university *Graduate Information Data Bases* designed to link employers’ needs with those of new graduates.
4. Work with the PA, local youth institutions, the private sector, international donors and NGOs, to establish a *National Roundtable for Youth Employment and Welfare*, which will help to coordinate, rationalize and integrate diverse national and international youth programs and projects, and avoid duplication of effort and a waste of scarce resources.

In order for YED to implement a successful third phase, they will need to think about how to improve the YED project’s options for sustainability. Investing more project time and resources on the career guidance and counseling components of YED could help with this. In addition, YED should consider carrying out a comprehensive participatory review of training methods and content. Finally, in order to reach more out-of-school and unemployed youth in marginalized rural communities, YED should strongly promote the Sharek STEP Mobile training.

INTRODUCTION

The USAID-funded Youth Entrepreneurship Development (YED) is a four-year, US\$15 million youth-focused program implemented by the International Youth Foundation (IYF) in collaboration with Palestinian Youth-serving Institutions (YSIs). Fitting under the USAID/West Bank and Gaza Strategic Objective “Education and Youth,” the overall goal of the program is to prepare young Palestinian men and women for the job market by providing them with the skills they need to help find employment within the private, non-governmental, or public sectors and to start their own enterprises. YED started on October 1, 2010 and is expected to last until September 30, 2014.

The YED program is structured around three components: (1) strengthened capacity of youth-serving institutions; (2) enhanced employability and entrepreneurship education; and (3) increased access to practical on-the-job training opportunities. YED has been working to improve employability, entrepreneurship, and service learning opportunities for unemployed young Palestinians between the ages of 14-29. Training and associated activities for YED’s youth beneficiaries are implemented by the program’s local YSI partners, which also receive capacity strengthening support. Palestinian YSIs are provided with necessary technical and financial resources so they can design and deliver high-quality, results-oriented, and sustainable initiatives in accordance with locally-tailored international best practices and standards of excellence.

The Aguirre Division of JBS International carried out a mid-term evaluation of the YED program over a 26-day period in March-April 2013. A team of three Palestinians and one international evaluator carried out this time-sensitive assignment. The main objective of the evaluation was to provide IYF and USAID with an independent review of the status, relevance and performance of the project; including identifying and assessing the basic results and achievements of the project to date and assessing its suitability for replication and scalability. Specifically, evaluation results were intended to identify and describe the extent to which IYF and YSI partners had achieved the program’s objectives and targeted results; identify overall achievements during the project’s first two years of implementation; identify and describe the main lessons learned to date; and suggest specific improvements for each of the project’s components for possible future design.

More specifically, the evaluation focused on answering the following overarching questions:

1. How effective was the project through the first two years of implementation in achieving its objectives and results in terms of timeliness, quality, quantity, and cost effectiveness of the activities undertaken, including project procurement, capacity strengthening, and

grants programming (taking into consideration any adjustments made in response to YED financial and operational issues)?

2. How relevant are these objectives to the Palestinian National Authority's (PA) national development objectives and priorities, USAID's areas of interest, and the needs of beneficiaries (both YSIs and Palestinian youth)
3. How appropriate is the existing program's results framework and related indicators for monitoring the project's performance? Would the evaluator(s) recommend any changes or additions to the indicators that could enhance IYF's ability to measure YED's results and impact?
4. What are the main lessons learned from the project performance thus far in terms of helping partner YSIs to design and implement projects that incorporate best practices in employability, entrepreneurship and/or service learning for youth?

The main evaluation tasks were implemented in collaboration with IYF/YED and its stakeholders. These activities included a comprehensive desk review of relevant documents, the development of a detailed work plan, as well as quantitative and qualitative field-based data collection. Reporting strategies to date have included a briefing in-the-field for stakeholders on key evaluation findings.

This report provides background information on the context of youth employment in Palestine, discusses details of the evaluation methodology, and provides a summary of evaluation findings along with recommendations for future consideration.

YOUTH EMPLOYABILITY IN PALESTINE

The ongoing conflict in the region and the lack of a peaceful settlement for the Arab-Israeli conflict, along with continued Israeli military occupation and overriding Israeli control over Palestinian resources, have exacerbated the economic conditions in the Palestinian territories. Throughout the years that followed the Israeli occupation of the West Bank and Gaza Strip in 1967 until the outbreak of the first Palestinian intifada against Israel (1987-1993), Palestinians, except for those who chose to leave and work abroad, generally depended on Israel for work. Afterwards, Israel started to introduce new restrictions barring Palestinians' entry into its territory and, subsequently, gradually decreased the number of Palestinian workers in Israel. With the outbreak of the second Palestinian intifada (2000-2005), Israel introduced further restrictions, minimizing the number of Palestinian workers, mostly youth, who were allowed to work in Israel. The impact led to a sharp decline in youth employment opportunities.

The total population of the West Bank (including East Jerusalem) and Gaza Strip is approximately 4.4 million (2.7 in the West Bank and 1.7 in the Gaza Strip). The percentage of males is slightly higher than the percentage of females (51% versus 49%, respectively). Youth aged 15-29 represent about 30% of the total population.¹

Recent statistics issued by the Palestinian Central Bureau of Statistics (PCBS) in March 2013 indicate that the poverty rate among Palestinian individuals was 25.8% in 2012 (17.8% in the West Bank and 38.8% in the Gaza Strip).² One of the major contributing factors to the relatively high poverty rate in the West Bank and Gaza strip is the high unemployment rate among Palestinians in general and youth in particular. The unemployment rate for those aged 15 years and over reached an average of 23% by the end of 2012 (19% in the West Bank versus 31% in the Gaza Strip). When looking at specific age groupings, the unemployment rate for youth aged 15-24 was 39%, and 25-34 was 25%.³

Unemployment is prevalent for youth regardless of education. In fact, during the first quarter of 2012, the unemployment rate among young people who had completed 13 years of schooling was 48%. Graduates of social and behavioral sciences had the highest unemployment rate at 60.1%, while graduates of engineering programs had a lower unemployment rate of 33.7%.⁴ Quite importantly, although females make up 58.0% of all university enrolled students and 40.6% of students enrolled in community colleges, they continue to see higher rates of

¹ Palestinian Central Bureau of Statistics. (2012, August 12). *On the eve of International Youth Day*. Retrieved from http://www.pcbs.gov.ps/portals/_pcbs/PressRelease/Press_En_youthIntDay2012E.pdf

² Palestinian Central Bureau of Statistics. (2012, July 11). *On the eve of the International Population Day*. Retrieved from http://www.pcbs.gov.ps/Portals/_pcbs/PressRelease/int_Pop_2012e.pdf

³ Palestinian Central Bureau of Statistics. (2013, March). *Palestine in figures 2012*. Retrieved from http://www.pcbs.gov.ps/Portals/_PCBS/Downloads/book1967.pdf

⁴ Sharek Youth Forum. (2013). *The status of youth in Palestine 2013: the future is knocking*. Ramallah: Sharek Youth Forum.

unemployment than their male counterparts. For example, in 2012, females who had completed 13 years of schooling had an unemployment rate of 44.6% compared to males, at 16.3%.

The high unemployment rates among university graduates is partially due to the fact that education goals of the Palestinian universities in the Palestinian National Authority (PA) areas are far beyond what the domestic economy can absorb. Meanwhile, vocational training is not as popular as university studies. Youth prefer to be seen and known as university graduates and not as vocational trainees; though in some cases, monthly earnings are higher in vocational fields. While the 2011-2013 PA National Development Plan targeted reductions in unemployment in the West Bank and Gaza Strip⁵ (indicator of success was 15% in 2013), it is highly unlikely that this objective will be achieved by the end of 2013.

However, technology can be a vehicle for change. There is a consistent increase in the percentage of Palestinians, especially youth, who have access to computers and internet. For example, the percentage of households with a computer in Palestine was 50.9% in 2011 compared to 49.2% in 2009.⁶ In 2011, 53.7% of persons aged 10 years and above used a computer in Palestine and 39.6% of them used internet. In addition, 30.4% of households had an internet connection in 2011 compared to 28.5% in 2009. The gender gap among those who used computers narrowed in 2011 to 69.8% for males and 65% for females. Statistics also show that 42.9% of youth in the Palestinian territories use e-mail as opposed to only 14.3% in 2004.⁷ These trends suggest opportunities to engage more youth with information and communication technology (ICT).

This brief analysis of the actual situation of youth employment in Palestine demonstrates the need for programs like YED, aimed at building institutional capacity and supporting young people. These programs need to be constantly in tune with the rapidly changing social and economic realities if they are to succeed in addressing the immediate training and employment needs of Palestinian youth. While the analysis above highlights many of the problems and constraints still affecting Palestinian youth's quest for employment, it also demonstrates the emergence of positive trends that can offer solutions. These include youth's increased access to IT and computer services, the growing realization among youth that academic degrees may not be the only path to economic success, and the Palestinian Authority's willingness to invest in the future of both male and female youth.

⁵ Palestinian National Authority. (2011, April). *National development plan 2011-13: establishing the state, building our future*. p. 57.

⁶ Palestinian Central Bureau of Statistics. (2013, March). *Palestine in figures 2012*. Retrieved from http://www.pcbs.gov.ps/Portals/_PCBS/Downloads/book1967.pdf

⁷ SHAREK. (2012, August 12). *The Palestinian Central Bureau of Statistics and Sharek Youth Forum announced statistics about youth in Palestine*. Retrieved from [http://www.sharek.ps/new/userfiles/English\(1\).pdf](http://www.sharek.ps/new/userfiles/English(1).pdf).

METHODOLOGY

The JBS team's evaluation methodology focused on gathering qualitative and quantitative data from both documents (e.g., existing evaluation studies and reports) provided by IYF and stakeholders. There were three main methods used for data collection: (1) document review; (2) in-depth, one-on-one key informant interviews with staff and stakeholders; and (3) focus groups (FGs) with youth beneficiaries. During site visits to the five governorates, informal observations were also made of the office and operations.

The main goals of the field visit were to:

1. Collect and analyze background documentary and field information on the project in order to gain a clear understanding of the intervention strategy's successes or failures; and
2. Review identified outcomes and indicators for the project, along with current data collection procedures to assess the success of the last two years' project activities in achieving the objectives outlined for the three main project components.

Country Sample Selection

The JBS Team traveled to the five governorates that IYF identified as representative of the YED project activities - they were Ramallah, Jerusalem, Bethlehem, Nablus, and Hebron. Partner YSIs and participating private and public institutions serving youth in the five sites were selected based on recommendations by IYF. At each site, directors, managers, and program coordinators were interviewed individually by members of the JBS evaluation team. Provisions were made to accommodate schedules and find a back-up representative as necessary if an originally identified interviewee was not available for some reason.

Data-Collection

1. Document Review

The YED evaluation included a comprehensive review and analysis of IYF and USAID documents, evaluation reports and other relevant information and data from both local and international sources. The review was especially relevant in providing information in cases where the principal actors may have left IYF and implementing partners or had been travelling during the site visit. Documents reviewed included annual and quarterly performance reports; country program and regional activity descriptions; and World Bank, IMF and PA reports; and national development plans. Recognizing the need to emphasize primary data, the team was

cautious not to rely too heavily on secondary written material when primary data was available and sometimes more relevant.

2. In-depth Key Informant Interviews

The JBS team conducted key informant interviews (KIIs) with principal informants from partner YSIs and relevant private and public sector institutions in the five governorates. The objective of these interviews was to ascertain the benefits and challenges that the interviewees had encountered during their work with the YED program. The evaluators utilized the interviewees' knowledge to better understand the wide-ranging effects of the YED program, such as the degree to which they achieved status objectives and goals or influenced YSI and PA policies.

KIIs were conducted in many locations in all five governorates with interviewees drawn from the names provided on IYF's grantee and participant list, as well as from additional names identified during the document review and interviews. The team contacted potential interviewees after arrival in-country through e-mail, phone, and, when necessary, with the help of local YED staff (see Annex 6 for more specific information on the key informant sample).

Two of the KII draft instruments were field-tested in Ramallah on informants during the first two days of fieldwork. The instruments' content and length were adjusted to reflect respondents' understanding of the questions, their ability to provide appropriate answers, and the time required to complete the interviews.

When possible, two JBS Team members attended each KII to ensure accuracy in recording the interviewee's responses. The interviewers used an interview guide that provided a flexible framework for data collection. The team developed two KII interview guides in English. The instruments were utilized for interviews with: 1) USAID; 2) PA Ministries; 3) YSI managers, coordinators and directors; 4) YED beneficiaries; and 5) private sector organizations. The questions on the different data-collection instruments were developed to reflect the four research questions in the scope of work (SOW) and were standardized to ensure that the team asked the same questions or a subset in interviewing the different respondent groups. This facilitated comparing responses and analyzing the information across different groups of stakeholders.

3. Focus Groups

With the assistance of YSIs and partner organizations, focus groups made up of students, interns, and counselors were convened in the five governorates. One focus group was successfully convened and implemented in each location. During each focus group meeting, 5-15 participants were convened informally around a table or seated in a circle to answer and discuss questions. Each group was facilitated by one JBS researcher, while a second member of the JBS team took

detailed notes of the interaction. The high level of participation resulting from the small group discussions enabled group and individual answers to be recorded for analysis by the team. Each group's responses were later used as the basis for comparing and assessing beneficiary perceptions and attitudes toward their perception of IYF/YED technical services and training, and the impact of YED learning/ teaching materials.

Data Analysis

To better focus and integrate the copious quantities of qualitative and quantitative field data (much of which was provided by IYF and YSI's); the JBS team used the four main research questions posed in the scope of work (SOW) as the framework for analysis. Data collected during document review, interviews, focus groups, and program visits were analyzed with an eye toward answering each research question.

The analysis included entering the key informant data, focus group responses, and the results of the literature review into a matrix document (see Annexes 7 and 8) that synthesizes and connects all these data sources to the SOW's four key evaluation questions. All JBS team members collaborated in entering and analyzing these data into the matrix at the end of each week's field work. This allowed the evaluation team to identify trends or common themes emerging from the different respondent groups. These themes have helped to shape the principal findings and lessons-learned, along with recommendations for improvement.

PRINCIPAL FINDINGS

SOW QUESTION 1

How effective was the project through the first two years of implementation in achieving its objectives and results in terms of timeliness, quality, quantity, and cost effectiveness of the activities undertaken, including project procurement, capacity strengthening and grants programming (taking into consideration any adjustments made in response to YED financial and operational issues)?

Findings

YED documentary and field data suggest that the project's start-up was carried out efficiently and effectively by IYF and that the first year's objectives were attained without mishaps or any significant delays. However, documentary and key informant evidence point to a major hiatus in the beginning of the second year of project implementation brought about by USAID freezing project funding in response to the US Government's (USG) reaction to the PA's successful appeal at the United Nation's for Palestine to be recognized as a separate state. This break in YED implementation activities seem to have had a significant negative impact on YSI perceptions of the project's achievements in the first two years based on data collected in the field. Persistent YSI informant testimony to the delay in implementation during this time, low achievement rates, and poor impact are likely in large part traceable the USG's decision to stop aid to the Occupied West Bank and Gaza in 2011.

Careful review of annual, quarterly, and evaluation reports suggests that the YED project was able to achieve its adjusted targets when activities were able to resume. During this time, a second implementation plan was drafted, revising the work plan to re-start YED activities by February 2012. In the first year of the YED project, prior to the start of Capacity Strengthening Process Round 1 (CSP I), three quick-win grants were successfully disbursed through an open competitive solicitation process to Sharek Youth Forum, INJAZ Palestine, and Bethlehem University in order to speed up and pilot project implementation strategies (see Table 1 for more information).

After participating in the CSP I training, ten out the eleven participating YSIs submitted proposals for funding consideration, from which four were selected: Leaders, Sharek, PPU and PICTI. There are currently two of the active eight grantees that completed Capacity Strengthening Process Round 2 (CSP II). Other grants applications were ready to be awarded but have not been due to USAID related compliance issues. JBS field observations indicate that five of these eight grantee organizations are well-managed, and three are being managed only after receiving significant support from the IYF grant management team.

Table 1: Description of CSP Round 1 and 2 Grantees

CSP Round	YED Results	Programmatic Constraints
CSP Round 1 Goals: - Enhanced capacity of youth-serving institutions (YSIs). - Implement two to three strategic grants while completing CSP I training - Award up to 7 full-capacity grants to YSIs participating in CSP I to implement 18-month programs starting in October 2011	- YED started CSP I on May 16, 2011 and completed it on Oct 15, 2011. - YED signed 3 quick grants for 5-6 months (May-October 2011) with Sharek, INJAZ, and Bethlehem University - Awarded grants to four YSI partners from CSP I to implement 10-month grants in February 2012 to Leaders, Sharek, PPU and PICTI.	During the summer of 2011, the YED program faced a major financial constraint (freeze on its budget), which made it impossible for YED to operate as planned. Many of the activities that YED had planned to implement during the first quarter of 2012 were postponed due to lack of funding, including the start of CSP II and the award of full-capacity grants to YSI partners that had participated in CSP I. In January 2012, YED received part of the delayed obligation (\$1.4M of the requested \$4M). In February 2012, IYF signed four grants with CSP I partners (down from the originally planned seven). The duration of these grants were reduced from 18 months to 10 months to reflect funding availability. YED could not provide more grants due to a lack of resources at the time. Grant funds were cut to almost half of what was proposed in the original budget. YED's PMP targets for Year 2 in some strategic areas were reduced to reflect the reduced implementation strategy.
CSP Round 2 Goals: - Implement CSP II with 9 new YSI partners selected through an open solicitation process. However only 7 of them completed the process. - Award up to 8 grants for CSP I and CSP II organizations.	- YED started CSP II on August 16, 2012 and completed it on November 23, 2012. - IYF signed two new full capacity grants with PSD and PPU to implement service learning projects, two grants with CDCE-I and TVET League to implement School to Career projects, and at the time of this report, had two proposed employability projects still up for funding consideration.	The funding delays complicated YED's ability to implement all of the activities planned for FY 2013. In order to minimize this impact, IYF differentiated between activities that could be implemented with current funds versus activities that would still be undertaken should USAID obligate additional funds in the coming fiscal year. YED experienced extensive delays in receiving vetting approvals from USAID for some CSP II participants.

The CSP I and II training modules, which target managers, directors, and trainers of YSIs, were intended as an intensive capacity strengthening exercise. Changes and adjustments were made by YED for CSP II based on feedback received from CSP I participants. The purpose of the training was to assist YSIs in developing proposals to compete for YED grants to implement employability, entrepreneurial and service learning projects. Grantees with different capacities for achieving the YED aims and objectives adopted a variety of approaches for achieving this.

Once selected as grantees, IYF conducted initial training to grant recipients so that they could provide services to youth that were based on strong standards of excellence. The concepts taught during the trainings are based on generic, field-tested youth employability, entrepreneurship, service learning, and cross-cutting Standards of Excellence (SE). These are based in part on successes and lessons learned by other IYF programs around the world, including neighboring Egypt and Jordan.

IYF trainers stated that the adaptation of training materials was both rigorous and participatory in that they worked with an Adaptation Advisory Board, consisting of members drawn from business, university, and youth sectors, through consensus building workshops. In these workshops, IYF's international experience and standards were presented and discussed and only those that the participants felt were appropriate for the Palestinian context were included. They also shared that a comprehensive process was in place to ensure that training content was frequently reviewed and modified in line with Palestinian YSIs' and youth needs. Additional support was also provided to grantees which mainly consisted of reviewing YSI TORs, improving youth training materials, helping to recruit competent trainers by assessing CVs, and observing YSI youth training.

Youth training reflected different YSI approaches for transferring the core YED skills of employability, entrepreneurship, and service learning. Materials to assist YSIs in carrying out the youth training included the PTS, I Serve and BYB training courses. The latter, JBS observed being introduced to selected YSI training coordinators during an introductory training session in the IYF office.

Training is a key YED deliverable, which deserved and received the evaluation team's careful scrutiny. Unfortunately, the brief time allowed for field research and a lack of opportunity to see a lot of training in action prevented more than a cursory informant and observer-centered assessment.

Capacity Strengthening Training

Beneficiaries interviewed from universities, YSIs, and private sector participating institutions had the following observations to make about the two CSP training courses they experienced:

1. CSP I Training: 11 CSP partner YSIs participated in the first cycle of the CSP training. These included: Al Mawrid, Bethlehem University, Juhoud, Leaders, Pal Vision, PICTI, PSD, Sharek, Ta'awon, BWF, and Palestine Polytechnic University.

During interviews and visits to CSP I implementing partners, the following was shared about their training experience:

- The training content was very helpful especially with regard to grant proposal writing; life skills; internships; monitoring and evaluation (M&E); and grant financial management. Several YSI managers thought more attention should have been given to project management issues like M&E and financial management.
 - Larger YSIs thought that the Standards of Excellence (SE) component was challenging and would be difficult to implement in the Palestinian YSI context. Smaller sub-grantees thought the SEs were unattainable, because they lacked the trained professional staff and capacities needed to implement them.
 - At least five senior YSI staff noted that the terms *entrepreneurial* and *service learning* were difficult to understand and make meaningful to youth. Both terms were confusing conceptually, and the service learning element was also seen unfavorably because many Palestinian youth were reluctant to accept working without pay.
 - Several YSI managers and senior staff thought the training was too short for the overwhelming amount of information that was shared. Long daily training sessions implemented in three to four days were both tiring and difficult to attend for those with busy work schedules. All favored short training sessions offered over a longer period of time with more emphasis on the practical learning and skills aspects.
2. CSP II Training: The following 8 partners participated in the CSP II training cycle: Al Quds Open University, Hebron University, Palestine Food Industries Association, Ramallah Friends Boys School, TVET League, YMCA, CDCE-I, and INJAZ.
- The training content, while interesting, was not always based on Palestinian youth interests. For example, some youth thought the emphasis on entrepreneurship training did not reflect what they as recent graduates wanted, which is to secure paying jobs rather than create their own jobs. Internships at real jobs, and how to get them, were elements that they thought needed more attention. Incorporating youth feedback on training content would be helpful.

- Participants said they would have liked to have more time on project management issues, especially monitoring and evaluation and financial management.
- Participants thought the life skills practical training aspects were very useful.

Career Counseling and Guidance

Career Counseling and Guidance services were noted by the JBS team to be a key component of the YED intervention with a great amount of potential impact on youth. During visits to beneficiary universities, the JBS team identified that there were two university service-delivery modes in operation - one resulting from IYF's direct involvement, and another where YSI grantees like TVET and Sharek were instrumental in carrying out university training. At An-Najah University, IYF was directly requested to carry out appropriate training for senior staff with career counseling responsibilities - this training was highly regarded. YSIs also provided training to four universities (An-Najah University, Al Quds Open University, PPU and Bethlehem University). These university programs were in the middle of developing Career Guidance and Counseling Centers, and also agreed that their training was of high quality and professionally done.

Specific feedback on the career counseling and guidance services included:

- Graduate and undergraduate student beneficiaries of Bethlehem, An-Najah, and PPU thought the counseling needed to be strengthened by providing more on-the-job short or long term experiences.
- Students who attended the focus groups in Nablus and the PPU in Hebron thought the services were useful, but felt that they could be improved if there were more emphasis on internship placements at real jobs and, preferably, with pay.
- Several female focus group participants from various locations mentioned that even with a degree it is very difficult for them to find jobs. Their perception was that it was more difficult for women to find employment, and suggested that the counseling and guidance offered should consider this issue more strongly when providing assistance.
- Several beneficiaries from various locations said the job preparedness training they received was useful, but many had problems attending sessions because training coincided with other university course work or obligatory activities.

Technical Support and Training

IYF's technical assistance delivery and other support services were positively viewed by nearly all respondents, especially by managers and coordinators of the smaller, less professionally endowed YSIs. Several smaller YSIs testified to their inability to manage finances and carry out M&E activities. They also said that without constant and prompt technical assistance from IYF staff, they would not have been able to meet their project obligations. IYF's financial management team, and the program coordination and training support staff were especially praised. Conversely, the larger, better staffed YSIs said they appreciated the professionalism of IYF staff; however, they felt that IYF's too frequent visits and over-insistence on holding meetings and fulfilling bureaucratic deadlines was preventing them from getting the job done.

Grant Proposals and Management

Special recognition was given to the IYF grant management team by informants for doing an outstanding job. There were certain provisos, however, including that YSIs felt the grant-making process was too long. The current process involves attending CSP training, writing a grant proposal, and then waiting for IYF to adjudicate the process. Some respondents said that the decisions to allocate grants were sometimes delayed, or when made, were not carried out transparently. IYF staff responded by stating that grants were awarded differently depending on each grantees' implementation capacity and experience. Once grants had been administered, grantees were impressed by the frequency and thoroughness of the grant management and technical assistance provided by IYF. The grant management team visited regularly and asked for monthly reports, which were read and promptly followed-up.

SOW Question 1 – Sub-questions

a. How sustainable are the interventions to date? When USAID funding ends, what activities will continue?

The YED project is highly dependent on three variables that are sensitive to the rapidly changing context, affecting its sustainability. The first and foremost is international funding support, which YED receives from the USG through USAID. Should USAID's financial support be curtailed, it would probably stop the program's implementation unless financial backing can be quickly found from another source.

The two other context-sensitive variables to YED sustainability are also dependent on externally driven events – 1) the uncertain political situation resulting from the economic stranglehold created by the Israeli occupation, and 2) divisions which continue to separate the West Bank from Gaza. These factors continue to strain Palestinian economic growth and consistent national

development. As a result of these macro socio-political issues, youth employment in Palestine will continue to be an issue for a long time, so finding sustainable solutions is important.

More positively, however, the capacity strengthening programs, tools, and training methods learned through YED are being used to successfully strengthen and increase the capacities of YSIs like INJAZ, Leaders, and TVET. These new capabilities are catalyzing YSIs to implement new projects and improve existing programs. Innovations like the STEP mobile program developed in conjunction with Sharek have attracted a large EU-funded grant, which may contribute positively to that program's sustainability. In a similar vein, some YSIs and CSOs have learned to leverage extra-program funding (with support from IYF) both from the private sector and other sources, boding well for the self-sufficiency of future activities beyond YED. The recently commenced career guidance and counseling programs, which have been well received within participating universities and fill an important gap in the youth employability service delivery process at both the higher education and national levels, are YED-supported initiatives that merit future support.

b. How do the sub-grants issued differ in terms of approaches/models of development? What are the benefits and disadvantages of these approaches/models?

The JBS team, in response to USAID's request to identify successful models of youth employability, has identified five approaches that merit further review based on information gathered from document review and key informants. While a more in-depth case study approach is recommended, this was not possible to incorporate during this study because of time limitations and other scope of work activities. As such, included here is quick look at the activities of these programs that YED should consider noteworthy.

These models were selected because they each demonstrate an appropriate response to meeting Palestinian youth employability needs, offer innovative approaches, and have resulted in some initial successes. More specifically they had demonstrated the ability to serve high numbers of youth, and were perceived positively by beneficiaries and other program providers. Adopting different approaches in implementing the YED program and giving youth-serving institutions flexibility to employ their own approaches, is an unexpected benefit of IYF's program implementation approach.

The team looked at three different approaches that were adopted by IYF's partners - TVET, Sharek Youth Forum, and INJAZ/Palestine that were both innovative and enthusiastically received by both the YSIs promoting them and by trainee beneficiaries. The team then examined two other non-YED supported approaches adopted by Palestine Education for Employment and

the Jerusalem Arab Chambers of Commerce because they had specifically developed programs to meet local worker needs based on input from private employers.

Approach 1: School Career Counseling Development Program/ TVET

The overall objective of this program, which was funded by IYF through the YED project, is to enable 720 school students (grades 11 and 12) at 12 schools in Central West Bank (Ramallah, Jerusalem, and Jericho) to make informed decisions about their career path and their lives in general. The program equips them with needed employability skills, knowledge and attitudes to improve their future employment possibilities, job performance, and economic opportunities. A component of the program is implemented by TVET in coordination with the Ministry of Education, specifically the MOE's Counseling and Special Education Department. It was developed around a previous USAID funded project, the School to Career program (StC), which was designed to fill a gap in the Palestinian school system.

This program is of particular importance because Palestinian schools do not provide the tools and guidance required for students to make informed decisions regarding their future careers. Students make their choices based on their high school graduation exam scores and on inaccurate family perceptions of what career development option will serve them best in finding employment.

The JBS team conducted a focus group at TVET headquarters in Ramallah with 12 school counselors. Each participant works in a different public and private school in the Ramallah, Jerusalem, and Jericho governorates. The focus group participants had received a five-day training in career guidance during February 2013, and that they will transfer this training to other school counselors in September 2013. JBS also learned that each counselor had so far provided career guidance to an average of about 70 students.

Participants mentioned several examples that show the positive impact that this training has had on grade 12 and 11 students. One counselor said, "I have trained eleventh grade students on career guidance related subjects. That was their first experience with this type of training. I distributed cards to my students and asked them to write down the speciality or the field of study they are planning to follow after they obtain their high school diploma. Many of them, especially female students, did not know what they wanted to do after finishing their high school. I found out that some of them were planning to get married and stay home. They did not even know that there was something called 'open education,' which allows female students who are married to be house-wives and, at the same time, continue their education."

Other school counselors told our team that they had arranged meetings with the parents of their students to discuss how to advise their children about the future. Others took their students to visit some universities and to meet with individuals from both the private and public sectors. Participants also gave us many examples of how students benefited from this training. In fact one counselor said, “One of my students was planning to become an accountant and another wanted to become an engineer. After warning them that this might lead to unemployment, they changed their minds and now they are planning to go to vocational training institutions.”

In addition to the stories of successes, some counselors mentioned negative aspects of the training, which are summarized in their own words below:

- “The training was too intensive. Five days is not enough.”
- “Counselors who are experts and who received previous career guidance trainings with other institutions like GIZ are being trained with inexperienced counselors who never received any training. Two separate training programs should be designed, one for each group.”
- “Probably about 50% of our successful impact on our students depends on the cooperation of parents. We need more training to enable us to work with the parents of our students.”
- “The training was conducted in the middle of the school year [in February] when we were very busy. Many of us provide counseling to more than one school. Such training should have been organized at the beginning of the school year, when we were less busy.”
- “Since we have also been asked to train our students and our colleagues [other counselors], different training programs need to be designed for each. We need to learn more about training skills.”

Regardless of the fact that the program could be improved, it offers a highly needed service of career guidance to Palestinian youth.

Approach 2: Services and Training for Employment Placement (STEP)/Sharek Youth Forum

The overall objective of this YED funded project is to increase the employability of young people through the provision of training to improve young people’s CV writing, interviewing, and other employability skills, as well as career guidance services to increase participants’ understanding of the labour market and the career options available to them. Training and career guidance services

are being offered at the Services and Training for Employment Placement (STEP) Centers in five locations and through mobile outreach to marginalized and rural communities throughout the West Bank. The project builds on the experience gained through employment skills training by the 'Start Work (National Jobs Fairs)' YED Rapid Grants Project.

STEP centers can be used as a base from which to organize the extension of career counseling and employment skills training for marginalized and rural areas through their regular mobile services. STEP Centers are also aimed at improving the links between young people and potential employees by hosting career fairs, and offering a job and internship placement scheme in cooperation with private and public sectors employees. The project targets recent graduates and current students in the 18-29 age group.

According to a Sharek STEP trainer interviewed by JBS, "a three day training (four hours a day) was given to hundreds of youth in many different places...about 200 from the An-Najah University in Nablus, 40-50 from Tumoun village, 130 from Al-Khdouree and Al-Quds Open Universities, as well as, others from the Chambers of Commerce in Tulkarem. During the first day, students and graduates received training in several subjects such as communication skills and team work; during the second day, planning, management, etc.; and during the third day, they were shown how to write a CV, conduct a job interview, and do voluntary work. In some cases, ideas about voluntary work were executed, such as cleaning Tumoun's Youth Club and organizing activities that targeted children with special needs in villages."

To examine the impact of this project on beneficiaries, JBS conducted a focus group with An-Najah University students who had received employability skills training through Sharek's STEP project. Participants' in the focus group expressed their satisfaction with the training they received, especially on writing resumes and conducting job interviews. "I can go now to a job interview knowing in advance what to expect and be prepared. During the training, we were divided into groups of interviewers and interviewees. I knew before training that I needed to collect some information about the company or the institution that would be interviewing me, and how to present myself and my expertise, and to use and pay attention to body language during interviews," said a second-year female student studying Public Relations at An-Najah University.

Another student proudly showed the JBS team her CV, which she developed during the training. She said, "Before training, I never knew what a CV looked like or what they should include." Another participant said she felt more confident because of the training she received, and noted that the training gave her a chance to leave home and go to the youth club in the village. "Even married women in my village were upset because they did not have the chance to participate in training. I promised to let them know if similar activities will be organized in the future," she said. Other participants said that the training was too intense and they needed more time. They also expressed enthusiasm about participating in similar workshops in the future.

Like the last program, STEP provides much needed career guidance services. One additional advantage is that it serves youth up to age 29. But what is really unique is that the Sharek mobile center serves rural youth that would not otherwise have services.

Approach 3: Master Class Project: INJAZ/Palestine

The overall objective of the Master Class pilot project implemented by INJAZ-Palestine and funded by IYF's YED project is to cultivate the spirit of entrepreneurship among people 14-16 years old who live in marginalized rural areas such as Jenin. The specific objective is to introduce 525 youth in the Jenin area to the possibilities of entrepreneurship, and encourage them to learn to think critically and creatively about the future.

Offered through a one-day workshop, the entrepreneurship curriculum introduced students to the process of designing a product and developing a business proposal. Students then presented and marketed their ideas in a competition with their classmates, with winners taking part in site visits and job shadowing opportunities at local private sector companies. The Master Class workshops were taught by volunteers from local organizations and featured guest speakers from eight local private sector enterprises. The newly-established INJAZ office in Jenin collaborated with local organizations to facilitate these partnerships and bring in business representatives to teach students, and to establish a network of partners in Jenin who are committed to contributing to similar activities in the future.

Winners of the Master Class competition earned an opportunity to experience the corporate world directly through field visits to private sector firms. The visits provided participants with a better understanding of how companies operate, including management structures, production lines, and sales and distribution techniques. Fifty youth visited the Jenin electric company; 140 youth toured Al-Haddad Steel Factory in Jenin; and 90 youth were introduced to the National Beverage Company (CAPPY) in Tulkarem. Other companies have also taken note of INJAZ's efforts to develop young people's employability and entrepreneurship skills, and will help in building future partnerships and recruiting volunteers from the private sector.

Twenty participants that had made visits to private sector companies were chosen for a more extensive job shadowing experience. Each was paired with an individual working in a profession of interest to the student, and had an opportunity to tour the professionals' workplace and shadow him/her in job-related activities for two to three days. The 14 private sector companies that participated in job shadowing events included pharmacies, engineering offices, media companies, and attorneys' and doctors' offices. The relationships between students and the professionals participating in the job shadowing activity helped create opportunities for building long-term mentoring relationships between youth and private sector professionals with whom they worked.

Participants of the Master Classes expressed a high level of satisfaction for the training and field visits. They pointed out that they were able to see how big companies work in departments, and how various steel products are produced through the assembly lines. They also highlighted another importance of the field visits - being introduced to other youth from different villages, which resulted in new friendships. Most of the participants demanded more time for Master Classes. They pointed out that they needed more time to learn the concepts of marketing and sales.

In order to continue implementing programs in Jenin after the YED grant ended in 2011, INJAZ forged strong private sector linkages throughout the West Bank and through other partnerships in the Arab World to secure external support for their program. Most notably, INJAZ received a donation of 100,000 Kuwaiti dinars (about USD \$360,000) from the Arab Fund to support continued operations in the Jenin office. This leveraged donation is more than seven times the financial contribution made by the original donor and will enable INJAZ to reach even more youth in Jenin and the surrounding communities in the future.

The fact that this program focuses on helping youth understand how to build a business makes it interesting. However, a key component is the field visits, and even more significant are the extensive job-shadowing experiences made available to some youth. Hands-on employment opportunities for youth are the most valuable.

Approach 4: Palestine Education for Employment (PEFE) [non-YED supported]

The PEFE Program started in Gaza in 2006 and produced 16 entrepreneurship training program graduates. The most relevant part of the PEFE approach to training is based on designing specific training materials around immediate local needs, or eclectically adapting what works from other organizations like AMIDEAST, Galaxy, Birzeit University, and Colorado State University. All training courses are developed or adapted by their staff in answer to specific local needs. However, local training consultants are brought in, if needed. What is most valuable to youth about this approach is that it trains them for work in their local community so that they don't have to look for jobs elsewhere.

PEFE is closely monitored and followed up. Trainees who are placed in jobs are monitored for their first year of employment and provided with help and support if needed. Additionally, their strong M&E procedures are led by an M&E expert. PEFE also builds strong local networks and offers open support and services to other network members. They have developed trust and credibility with private sector clients and with the help of Rawabi, a local business benefactor, have been able to provide seed money (up to \$15,000 per project) for youth starting promising businesses. They have developed technical training tailored to the local market in IT, hotel

management, construction, accounting, marketing, and nursing skills using proven practical training methods. So far they have trained 800 youth over three years and have placed 70% in internships leading to full-time jobs.

Approach 5: The Jerusalem Arab Chambers of Commerce (JACC) [not YED supported]

The JACC is made up of local Arab merchants and small businesses that contribute to the Center's activities with youth. Additional help and funds are also received from the Welfare Association. Leaders has helped to develop apprenticeship training and internships with TVET for young graduates searching for employment. The program, which includes many female participants, takes qualified recent graduates and steers them toward vocational skills training, which enables them to be placed in local companies where they can quickly fill specific needs. What is most useful about the program is that graduates are placed in internships with local companies for six months, and those who successfully make the transition to local companies stay on as employees.

All vocational training is carried out in response to a local needs assessment and to local business requests for specific skills. Training for 60 recent graduates has included dental technician skills, construction engineering skills, and marketing and accounting skills. Similar training is being carried out with JACC support through the Ramallah and Nablus Chambers of Commerce. So far, 180 youth have been employed after receiving vocational skills training, which includes 'English for Business.' These programs owe their success to being linked to the needed skills of ACC's network of local businesses, and to a well-designed M&E component. Additionally, the promise of receiving a stipend during their six-month internships attracts students to this type of training and placement program and should be considered a best practice by other programs.

c. How effective is the Capacity Strengthening support (training and mentoring) provided under the project? Are YSI partners integrating the Standards of Excellence into their work? Are there other areas of capacity development that the CSP should address?

As mentioned, both CSP training programs proved to be successful, but could benefit from some well-focused adjustments. Restricted time for comprehensive field work and the difficulties experienced contacting key informants in partner YSIs, prevented the JBS team from going out to the more remote YED program sites to speak with organizers and beneficiaries about their IYF training experiences. However based on information collected from senior managers and training coordinators, the following are training topics that could use expansion or added information:

- Program management skills – team management, problem solving, communication skills, etc.

- Program operations skills – time management, conducting youth skills assessments, training/teaching employment readiness skills, etc.
- Financial management – budgeting, grant writing, accounting, etc.
- Human resource management – selection and retention of staff.
- Monitoring and evaluation – data collection, analysis, and reporting.

d. Is the quality of programming different among the different sub-grantees? If so, in what ways and does it affect impact? What recommendations do you have to improve the quality of services provided by the sub-grantees?

During interviews conducted with selected program managers and coordinators, the JBS team was able to discern two ranks of YSI partners with different professional, experiential, and program implementation characteristics. On the one hand, there are larger YSIs with long-standing reputations and extensive program implementation experience like Sharek, Leaders, INJAZ, PPU and PICTI. IYF continues to offer them needed technical assistance, but their needs seem to be somewhat less with regard to proposal writing, and in some cases, program management. In one example of positive technical assistance received, Sharek shared their inability to develop stronger in-house M&E capacities and said that they appreciated help they got from IYF - which included a database for tracking and monitoring, along with assistance with forms and templates. While YSIs enjoyed YED's monitoring and technical assistance visits, they felt there could be less of them spread out over longer periods of time.

There is also another group of smaller, less well-established YSIs characterized by institutions like Al Mawrid and Juhoud. These organizations expressed frustration at not being able to meet expected standards after proposal writing assistance and CSP training. However they did praise the training and program coordination staff and grant management for their professionalism and timely assistance. It would be wise to continue to work with these potential partners since they cover areas that are unique.

Both categories of YSIs complained about high attrition rates among CSP-trained staff and were concerned that the loss of capable young staff to other jobs may have a detrimental effect on YED project implementation. Sub-grantees with fewer staff and less capacity to implement YED objectives requested more frequent and more intense project management, improvement in financial management, and M&E skills training.

e. Does the project facilitate sustainable partnerships with public and private sectors that add value to the interventions? Which types of partnerships are more and less productive and why?

The JBS team did not observe serious IYF efforts to build direct and sustainable partnerships with the public sector. Although the YED Director reported that attempts were made to engage numerous ministries at the beginning of the project, cooperation between YED and the public sector tends to be limited and indirect. However, IYF program management did point out that from the YED project's outset, efforts were made to introduce the YED project to the Ministries of Youth and Sports (later replaced by the High Council of Youth). Similar approaches were made to inform the Ministries of Education, Higher Education, and Labor of YED's existence and purpose.

In contrast, IYF has invested considerable effort to facilitate sustainable partnerships with the private sector. For example, during the program's second year, IYF and YED's YSI partners established relationships with 45 private sector companies to provide internships, job opportunities, and other support for beneficiaries. This included launching the Tamayyaz Initiative, an innovative partnership between the private sector, universities and youth-serving NGOs to provide internships and community service opportunities for young Palestinians. In addition, YED hosted dialogues on issues related to employability, entrepreneurship, and the service learning Standards of Excellence with a wide variety of stakeholders, including private sector firms.

In order to determine which types of partnerships are more and less productive, JBS interviewed staff from grant receiving YSIs. Most of these staff members talked positively and enthusiastically about partnerships and cooperation with the private sector, but negatively about the public sector. One person explained, "Through the YED program and IYF, we have established a relationship with several Palestinian companies such as Sbeitani, Paltel, the National Mobile, National Insurance Company, Palestine Bank and Arab Bank...etc. I think that partnership with the private sector is more productive than the relationship with the public sector. The public sector depends to a large degree on external funds and tends to be bureaucratic. Also, internships in the public sector are very limited. However, the private sector is more practical, effective, and generous. We should find ways to provide the incentives if the private sector is to be more cooperative with us. For example, it should be given more publicity and tax exemption."

There are many public departments and officials that are willing to add value to YED interventions. While it is correct to say that the relationship between YED and the private sector is more productive, it is hard to believe that the relationship with the public sector is without future merit. In fact, what was shared by public sector interviewees differs quite radically from the perspectives the team received from many YSI informants.

SOW Question 1 - Conclusions

- Working to convince the private sector to provide internships and other support for YED proved to be challenging. The private sector may need the PA's encouragement or more tangible incentives to fully participate in YED programs.
- Weaker YSIs with lower implementation capacity may need extra training in program management and implementation skills.
- IYF's CSP core courses may need to be adjusted to meet local needs of local YSIs and empower them to offer more practical and market oriented skills training.
- The high attrition rates among trained YSI project staff is a cause for concern. Preventing trained staff from leaving for other jobs may not have an easy solution.
- The concept of service learning may not be easily transferable because it is not broadly practiced in Palestine.
- Internships are positively impacting graduate beneficiaries, but they need to be linked to real jobs in the market and should include some financial compensation.
- M&E skills and capabilities need to be strengthened if a diffused and multifaceted project like YED is to credibly measure impact.
- Stronger and more experienced YSIs should be persuaded to work in tandem with less experienced, smaller partners to strengthen capacities and help IYF reach YED's projected goals.
- Youth employability is closely linked to the declining macroeconomic situation, which in turn reflects the increasing uncertainties about the future of Palestine under continued Israeli occupation. These uncertainties provide a challenging environment for IYF and its partners.
- Value could be added if IYF expanded their collaborations with newly funded USAID programs, like the YDRC project being implemented by IREX, and the upcoming SIP program which includes a school counseling component.

SOW Question 1 - Points to Consider

- Involve youth more directly in capacity building and training design decision-making.
- In closer collaboration with YSIs, carefully review and revise the youth training course content and structure to better align content and methods to the real work needs of Palestinian youth beneficiaries (i.e. include more practical elements in existing training materials like Passport to Success, the I-Serve Program, and Build Your Business courses).
- Review the management training needs of smaller and weaker YSI partners and develop training specific to their project management and implementation needs. Also, provide assistance and mentor all organizations in the capacities necessary to retain staff.
- Strengthen IYF's capacity to handle the expanded load of M&E work by increasing the number of M&E staff by at least two to three extra Palestinian staff and revise existing indicators to remove some of the less measurable qualitative indicators.
- IYF's emphasis (for the coming phase III of the YED program) should be building strong university capacities to carry out credible career counseling and, if possible, to enable universities to carry out their own training in the employability, entrepreneurship, and service learning areas.
- YSIs with outreach programs like STEP mobile should be encouraged to expand their services to a greater number of marginalized rural communities, particularly with emphasis on meeting the employability needs of rural girls and women.

SOW QUESTION 2

How relevant are these objectives to the PA national development objectives and priorities, USAID's areas of interest and the needs of beneficiaries (both YSIs and youth)?

Findings

The three primary components (strengthened capacity of youth-serving institutions, enhanced employability and entrepreneurship, and increased access to practical on-the-job training opportunities) of the YED program are strongly consistent with the PA's national development objectives and top priorities as stated in the National Development Plan for 2011-2013. However, the impacts and contributions of the YED program in helping the PA indirectly achieve some of its national objectives differ from helping the PA directly through cooperation and coordination with relevant PA ministries (e.g., the Ministry of Labor, Education, Planning, and Social Affairs, the Higher Youth Council). Demonstrated in this section is how the YED objectives and activities are relevant to the PA's objectives, priorities, and efforts to reduce poverty and unemployment rates; develop a knowledge-based economy and develop human capital to meet labor market needs; and to increase the proportion of women in the labor market. However, it also shows that cooperation and coordination between the YED and the PA has been minimal.

The National Development Plan (2013) states, "Almost 30% of the population is aged 15-29 years. More than one third of them are unemployed and approximately one third are contemplating emigration. We cannot afford to lose this precious resource. The future of Palestine depends on these future leaders and members of our society. We are committed to playing a significant role in ensuring that young people feel valuable and respected...This [empowering and invigorating youth process] can only be achieved by providing our youth with better opportunities and facilities to develop their skills, fulfill their potential and participate in our political institutions."⁸ These strong statements and commitments express the PA's concerns over the situation of the Palestinian youth as well as their future. They may also explain the growing attention the PA pays to youth needs, especially after the outbreak of the Arab Spring in early 2011 when millions of angry and unemployed youth took to the streets and overthrew political regimes in Tunisia, Egypt, Yemen, and Libya.

The PA's National Development Plan includes many components and targets that are related in some way to youth employability. For example, supporting and empowering "the poor and other vulnerable citizens and their families," preparing "children and youth for a fulfilling life and productive work in Palestine," and investing in youth to "enable them to reach their full potential

⁸ Palestinian National Authority. (2011, April). *National development plan 2011-13: establishing the state, building our future*. pp 39-40.

in their homeland” are among the Plan’s strategic objectives.⁹ More specifically, the PA seeks to lower the percentage of households living below the poverty line from 22% in 2011 to 13% in 2013. It also aims to reduce the poverty gap ratio from 5% to 3% and to increase the number of households capable of establishing income generating enterprises from 2,100 to 12,000 during the same period.

The causal relationship between poverty and employment is a well-known established fact among social and economic experts. As mentioned earlier, a major contributing factor to the relatively high poverty rate in the West Bank and Gaza strip is the high unemployment rate among Palestinians. Hence, the PA is working to reduce the university graduate’s unemployment rate by 3%. On the other hand, the PA also seeks to increase the percentage of the population who have completed higher education (higher than diploma), from 14.9% to 22.5%.¹⁰ This latter objective may lead to increased poverty and unemployment rates rather than reduce them if those potential graduates lack the necessary skills, job market information, and relevant qualifications.

The PA also aims to increase the proportion of women in the labor market from 15.7% in 2011 to 17.5% in 2013, and to increase the percentage of women holding at least a BA degree from 9% to 12% during the same period.¹¹ Once again, without appropriate employability programs and effective interventions from national and international entities, these two national targets are contradictory. As mentioned earlier, females make up 58% of students enrolled in university and 40.6% of students enrolled in community colleges. At the same time, the unemployment rate among females who have completed 13 years of schooling reached 44.6% in 2012, compared to 16.3% among males.

Finally, the PA’s Plan also stresses that “strengthening the provision of technical and vocational education and training” (TVET) is “a high priority” as part of the overall strategy to develop a knowledge-based economy, develop human capital to meet labor market needs, and tackle youth unemployment. As part of the efforts to achieve this objective, the PA has planned to invest US\$8 million to provide adequate TVET educational and training facilities and workshops across the West Bank and Gaza Strip. Also, modest investments were planned to reform and develop the TVET curriculum, including the addition of new specializations, and to develop skilled TVET educators and trainers. The PA also allocated US\$31 million to be invested during 2011-2013 in vocational training facilities and employment centers that help the unemployed find productive work.

The PA, however, has failed to achieve many of the above stated national objectives. According to a rough estimate shared by the Director General of the Economic Sector Planning at the

⁹ Palestinian National Authority. (2011, April). *National development plan 2011-13: establishing the state, building our future*. pp 34-39.

¹⁰ Palestinian National Authority. (2011, April). *National development plan 2011-13: establishing the state, building our future*. pp 41-42.

¹¹ Ibid.

Palestinian Ministry of Planning, the PA has achieved only 30% of the National Development Plan for the years 2011-2013. When asked why, there were several reasons given including the impact of the unstable “political fund” from donor countries such as the U.S., and the lack of support the PA received from external donors during the last two years. Specifically, he said, “I think the National Development Plan was too ambitious since it did not study the whole Palestinian situation carefully. It was built on high and unrealistic expectations. It is a very well-known fact that the financial support we [Palestinians] receive is closely linked to the peace-process and to our political position. The decisions made by the U.S Congress with regard to financial aid to the Palestinians and the Israeli decisions to not transfer the Palestinian tax money to the PA have all contributed to this outcome. However, this September [2013], we will finish preparing the National Development Plan for the years 2014-2016 and we have learned a lot from the experience of implementing the 2011-2013 plan.”

When asked about his perspective with regard to the YED program, the Director General stressed that this program is relevant to the PA’s national objectives and touches on the two important challenges the PA faces at this stage - poverty and employment. Similar opinions were heard from other Palestinian officials. For example, the Director General of the Employment at the Ministry of Labor talked positively about the “timing and the main idea of the YED program.” However, like most other officials interviewed, he complained because such an important project was being implemented without any coordination from his ministry. He said, “First of all I would like to emphasize that we [Ministry of Labor] encourage any effort that aims at reducing unemployment regardless whether it has been done with or without coordination with us. However, since we are handling this matter at the national level we believe that in order to make any outside help more effective, a minimum level of coordination with us is necessary. At least in this way, we can make sure that any program fits our general objectives. We are not interested in intervening in the implementation of such programs or their financial aspect.”

The General Director of the Counseling and Special Education Department at the Ministry of Education had a different experience with the YED program however. She stated that, “We played an important role in choosing the councilors and supervisors who received training. I was also consulted by the program’s staff about how to implement some aspects of it.” Unlike her colleagues from the same ministry who were interviewed (the Assistant Deputy Minister and Head of Curriculum Center and the Director of Vocational Training), she seemed aware of the program and its objectives. She provided the JBS team with some interesting ideas that are worthy of consideration. Specifically, she said, “Our experience with the Career Guidance project was very good. However, there is a need to examine the impact of the program on our students [the students who received career guidance from school counselors trained through TVET, IYF’s partner]. Also they [YED’s staff] should consider providing Career Guidance to students in lower grades not only 11 and 12 grades. For example, we had a parallel experience with GIZ when worked with fifth and sixth grades students. The impact was good. Career

Guidance ideally should start at grade one. Also, there is a need to provide Career Guidance to youth with special needs.”

In the focus groups conducted with 12 school counselors who work for the Ministry of Education and received training through YED, the team learned that each one has provided Career Guidance to on average of about 70 students since the School to Career program was started in December 2012. They will pass their experience on to other counselors who will be trained by YED trainees in September 2013. JBS also heard stories about the successful impact of Career Guidance on the life of school students. This demonstrates how cooperation between YED and the PA’s relevant ministries may be useful and promising for both parties, which, at least in this context, seem to have common interests and intersecting objectives.

In conclusion, regardless of the degree to which the PA has succeeded in achieving its national objectives, the YED objectives and components are firmly in line with the current PA’s objectives. However, the lack of cooperation and coordination with most relevant PA ministries is a weak point that needs to be examined and carefully reviewed. The existing cooperation between YED and the Counseling Department at the Ministry of Education suggests that more collaboration with appropriate PA ministries could be a mutually beneficial experience.

SOW Question 2 - Conclusions

- The PA has not succeeded in achieving most of its objectives as stated in its National Development Plan for the years 2011-13.
- The PA National Development Plan for 2011-13 includes many components that are related to youth employability.
- The YED objectives and activities are relevant to the PA’s objectives, especially those aimed at reducing unemployment rates.
- There needs to be a differentiation between the contributions that the YED program can make in helping the PA indirectly achieve some of its objectives versus directly cooperating with PA.
- The Arab Spring may explain the growing attention the PA is paying to youth.
- PA officials like the timing and objectives of the YED program. However, they complain that an important project like YED has not coordinated activities with them and should do so in the future.

- The Career Guidance program was successful in impacting the lives of students.

SOW Question 2 – Points to Consider

- The lack of cooperation with most relevant PA ministries is a point of weakness that merits attention from YED staff. One way to do this could be to put more focus on working with the PA ministries of Labor and Youth and Sports. One idea might be to establish a fund to support the establishment of a *Youth Cooperative Credit Association* from which youth administered seed-money and business start-up funds can be distributed.
- The Career Guidance project, implemented by TVET League and CDIE with cooperation from the Ministry of Education, is an example that should encourage YED to develop partnerships with public sector institutions.
- YED needs to consider providing more Career Guidance to students with special needs and students in lower grades, not only those in the 11 and 12 grades.

SOW QUESTION 3

How appropriate is the existing program's results framework and related indicators for monitoring the project performance? Would the evaluator(s) recommend any changes or additions to the indicators that could enhance IYF's ability to measure YED's results and impact?

Findings

Annex 7 contains a tabled comparison between achieved/actual indicator values and the targeted/planned indicator values for each program year. There is also a comparison of the cumulative actual values to date and cumulative targeted values for 2011-2013 and 2011-2014. The following are the JBS team's observations and findings concerning the quantitative data available:

Intermediate Result 1: The Strengthened Capacity of Youth Serving Institutions (YSIs) Component

- Of the eleven indicators identified under intermediate result 1, five of them have already exceeded their cumulative target for 2011-2013. They are:
 - The number of YSIs gaining an improved capacity to support best practice programs
 - The percentage of YSI's expressing satisfaction with YED training delivered*
 - The percentage of YSI's that found CSP to be effective in developing their skills*
 - The number of formal events that organized by YSI's that involved multiple partners*
 - The number of YSI's developing strategic partnerships with multiple partnersSome have also exceeded the cumulative target for all years of the program, they are noted with a *.
- An additional six indicators are on their way to meeting the cumulative 2011-2013 target.
- A special note of recognition is that the annual cash and/or in-kind resources leveraged by YSI's were \$350,233 in FY11 when the target was only \$50,000.

Intermediate Result 2: The Enhanced Employment and Entrepreneurship Education for Targeted Youth Component

- Of the fourteen indicators identified under intermediate result 2, seven of them have already exceeded their cumulative target for 2011-2013. They are:

- o The number of youth provided access to job opportunities and entrepreneurship resources via online mechanisms*
- o The percentage of youth satisfied with YED training and/or career guidance services*
- o The number of training programs provided to youth career counselors*
- o The number of counselors and supervisors that completed training in career counseling methods
- o The number of schools, universities, or YSI's that provide career counseling services to youth
- o The number of teachers/educators/teaching assistants who successfully completed in-service training or received coaching/mentoring
- o The number of youth receiving career guidance services*

Some have also exceeded the cumulative target for all years of the program, they are noted with a *.

- The additional seven indicators are on their way to meeting the cumulative 2011-2013 target.
- A special note of recognition is that the number of youth provided access to job opportunities and entrepreneurship resources via online mechanisms has continually exceeded its target and is way above its cumulative target [10,398 youth accessed vs. 400 youth targeted for the cumulative three years].

Intermediate Result 3: The Increased Access of Youth to Practical On-the-Job Training Component

- Of the thirteen indicators identified under intermediate result 3, four of them have either met or exceeded their cumulative target for 2011-2013. They are:
 - o The number of youth participating in YED that find a job, start an enterprise, or decide to continue education
 - o The number of internship or apprenticeship opportunities created for youth that are out of school or university
 - o The number of youth entrepreneurs with business plans developed*
 - o The number of YSI's providing on-going support services to young entrepreneurs post-training

Some have also exceeded the cumulative target for all years of the program, they are noted with a *.

- An additional six indicators are on their way to meeting the cumulative 2011-2013 target. Two with notable issues were:

- o The number of youth engaged in meaningful internship or apprenticeship is of some concern as the actuals for both FY11 and FY12 were under target. It does appear that in FY 2013 the program is doing much better in terms of numbers [186 youth engaged vs. 270 targeted].
 - o The number of internship and apprenticeship opportunities created for youth that are in school or a university is also of some concern as the actuals for both FY11 and FY12 were under target. Unfortunately it does not appear that things are much better in FY13 [36 opportunities vs. 182 targeted]. YED might consider adjusting its target to a more achievable number which focuses only on University students who seem to have a higher interest in hands-on opportunities.
- There is one indicator of particular concern which is the number of youth completing training on youth-led community service projects and acquiring employability skills. The actuals for both FY11 and FY12 were under target and FY13 does not appear to be much better. The cumulative actual at this time is only 18 youth completing training vs. the 700 targeted. Since service learning does not seem to be of high interest to Palestinian youth, it might be better for YED to drop this indicator and focus resources elsewhere.
- There are three indicators without available data because they were added for FY13 and reports are not available on them as of yet. They are:
 - o The percentage of youth who found internships relevant to their needs
 - o The percentage of youth interns satisfied with their internship experience
 - o The percentage of youth interns reporting strengthened employability skills

SOW Question 3 - Conclusions

The cumulative values recently reported in the FY13 second quarter evaluation report do show significant positive values of most PMP indicators, suggesting that the project implementation delays caused by the USAID funding freeze are being superseded by a more productive period of successful program implementation.

The following observations are relevant for understanding the current project implementation process. These include:

- The limited number of national youth-oriented organizations available diminished IYF's ability to run and manage the project on a broader scale.

- Some activities were modified and redesigned more than once in response to meeting budget cuts and delays in implementation. This had a brief negative impact on meeting targets in a timely way. However, Annex 7 contains recently acquired FY 13 cumulative data showing an overall positive trend in YED project gains achieved during the latter half of FY 12 and the first quarter of FY13.
- Less than two-thirds of the budget initially allocated for the design phase was disbursed, which had a slowing effect both on the quantity and quality of project's output.
- Annex 7 shows that the cumulative number of beneficiaries taking part in training and gaining improved skills in FY13 has reached 5,536 of which 68% were female and 32% male. This indicator and other cumulative indicator values in Annex 7 clearly demonstrate that the gender-monitoring aspects of the YED project were being adhered to.

SOW Question 3 - Review of Indicators

YED may want to consider adding indicators that measure outputs and outcomes in the longer-term for graduates. Some for consideration include:

- Number of youth that demonstrate improved life, employability, technical, and enterprise development skills six months after YED completion
- Number of youth that find a job, start an enterprise, or are enrolled in an education program one year after YED completion

Among the evaluation's sub-indicators, some of the following may have to be re-designed to reduce the large variance between actual achievements and targeted values for the program duration, and they are the following:

- IR 2.1.5: Number of youth (individuals) participating in job fairs/open days organized by YSIs (only 1,076 beneficiaries by second quarter of FY 13).
- IR 3.1.1: Number of internship and apprenticeship opportunities created for youth that are in school or at university (only 54 opportunities created by second quarter of FY13).
- IR 3.2.1: Number of training programs organized to enhance the capacity of youth to lead community projects (only 1 training program organized by second quarter of FY13).

- IR 3.2.2: Number of youth completing training on youth-led community service projects and acquiring employability skills (only 18 completed by second quarter of FY13).
- IR 3.2.3 Number of youth-led community service projects created by YSIs (only 4 created by second quarter of FY13).

SOW Question 3 – Points to Consider

- If USAID has to follow USG mandatory vetting, budget cutting, and administrative delays in the current socio-political context, then a realistic fallback plan needs to be put in place. This might include working with other donors who are currently providing training to youth (e.g., many from the European Union) to assist if any gaps arise. In addition, YED should work closely with Universities to develop a sustainability plan for the Career Guidance and Counseling services being offered.
- More attention should be given to providing financial assistance to motivated youth entrepreneurs wanting to start up their own businesses (i.e. an accessible source of seed money).
- Greater effort needs to be made to build partnerships with public sector entities involved in youth development and employment activities in order to increase project impact and insure a broader coverage.

SOW QUESTION 4

What are the main lessons learned from the project performance thus far in terms of helping partner YSIs to design and implement projects that incorporate best practices in employability, entrepreneurship and/or service learning for youth?

Lessons Learned

Lessons learned through observations, discussions, interviews and frequent contact with Palestinian youth beneficiaries were numerous. This section of the report will reflect on the lessons obtained from understanding IYF as a leader in a capacity building and knowledge transfer process, particularly for employability, entrepreneurship and service learning for Palestinian youth. Five YED program elements were viewed to have been important facets in the best practices inculcation process. They are:

1. Management and Program Implementation

- It may be unrealistic to expect partner YSIs at different capacity and experience levels to be able to implement complex programs without additional project implementation training and more continuous management support.
- IYF's recognized and respected ability to provide strong technical leadership and support is an important positive consideration when deciding the future of the YED program in the Palestinian context.
- Long term and continuous training support is an important ingredient for Phase III if sustainability and impact of training outcomes are major objectives.
- Involving youth in the planning and YED program change process should be an important consideration if training is to gain more youth credibility and acceptance in the next phase.
- The budget freeze of 2011-2012 had a significant negative impact on program implementation. The amount of funding released to IYF for YED by April 2013 was still only 63% of the obligated total. Programs operating in these unstable political/funding environments should be flexible in adjusting to these external issues, while also having a back-up plan in place for coverage of services.

2. Training Design and Content:

- The successful transfer and adoption of training content is a participatory process and should be carried out with the consent and knowledge of YSI trainers and youth beneficiaries.
- The proper contextualization of terms like employability, entrepreneurship, and service learning into terms that are familiar to the local culture is a necessary first step for a more successful transfer of core CSP learning.
- The life skills element of the employability training was well received by beneficiaries because it has a significant practical element.
- Universities may be the best places to invest YED resources during the next project phase since career counseling and guidance are services highly needed by Palestinian youth.

3. Procedural Issues:

- A multi-approach (i.e., models) project like YED now requires a tighter, more focused coordination strategy, and clearer, more measurable outreach indicators, like the number of YED internship beneficiaries who successfully obtain full-time paid employment for more than one year, and/or the number of YED impacted graduates (male/female) progressing to full-time paid employment for longer than six months, etc.

4. Partnership Building Factors:

- Building strong and lasting partnerships, requires patience and dedicated time and effort. Special attention in this respect should be given to cultivating both private and public partnerships as equal pillars in a successful YED implementation strategy.
- Building proactive and collaborative relationships with parallel USAID programs and similar international youth projects will help to add value and maximize the project's impact on the wider Palestinian youth employment problem.

5. Accountability and Measurability Issues

- In a multi-faceted and multi-partner project like YED, more attention will be needed in building and strengthening M&E procedures and capacities. At least three full-time professional evaluators will be needed to monitor YED's complex, multi-site program activities. This should not be left for a two-staffed unit to carry out alone.

- An excessive battery of difficult to measure qualitative indicators is impeding the successful monitoring of YED's progress in a timely fashion. It is both in IYF's and partners' interests to review and rationalize the current list of indicators for alignment with the objectives set forth in the results framework.
- To measure the impact of YED training on beneficiaries, it will be necessary to create a set of long-term tracer indicators that will follow trainees for a year or two in their jobs after they graduate. This will help to gauge the impact of YED training on job recruitment and retention in the real job market.
- If the remaining project funding is to be more productively channeled into Phase III, the current project strategy should better reflect local community job market needs. Youth want skills that will get them employed in their own neighborhoods. Program design and development should include the active participation of and input from youth of both genders.

RECOMMENDATIONS

After a careful analysis of data and information culled from the document review, field interviews, focus groups, and on-site visits, the team concluded that there were two levels of recommendations to report. The first level reflects immediate recommendations that, if implemented, would help to correct some of the more easily identifiable YED program problems, which the JBS team concluded are hampering the program's effective implementation.

All the short-term recommendations listed below highlight affordable and realistic priorities, which merit the **immediate attention** of the IYF project management team.

For the short-term

1. **PRIORITY:** Add indicators that assist in assessing longer term project impact outputs and outcomes (e.g., the number of beneficiaries still in jobs a year after completing training and tracer indicators to track graduate students careers for at least six months to a year).
2. **PRIORITY:** Frequently review and re-adjust training content and methods to reflect changes in the local job market, beyond the initial needs assessment carried out within each YSI's training program. Include youth (male and female), private sector, and public sector beneficiaries in the training content review and redesign process.
3. **PRIORITY:** Improve the project management capacities of smaller, less experienced YSIs by giving special attention to improving their financial, M&E, and staff recruitment and retention management capabilities required to carry out effective project implementation.
4. **PRIORITY:** Build a measurable collaboration and coordination component incorporating activities with USAID's parallel programs and projects into the Phase III YED Implementation Plan. The JBS team recommends that special effort be made to integrate YED's activities with the work which will be by the new IREX-led YDRC expansion project; the new SIP education project; and any existing USAID local government and business strengthening programs.
5. **PRIORITY:** Make strengthening and extending the successful Sharek mobile outreach approach of YED's program activities a major thrust of YED's Phase III project implementation plan.

The long-term recommendations selected below are by definition much broader and national in scope and may require diplomatic deftness, time, and patience to achieve. They emphasize bringing together either public or international donor partners to build stronger youth training and employment partnerships by harmonizing promising elements of youth programming. These recommendations will impact some of the macroeconomic and the socio-cultural issues previously raised, that are inhibiting even a moderate impact on the employment problems affecting Palestinian youth. As such, these suggestions are for USAID consideration, but can be kick-started in some cases through activities implemented by the YED program.

For the long-term

1. Build stronger linkages with the *Arab Chambers of Commerce* in all governorates to involve more local commerce and small-businesses in the entrepreneurial and internship facets of the YED program. Evidence obtained from the JACC suggests that ACCs may be the best channel through which small businesses can be persuaded to contribute to the YED program's employability goals.
2. Work with the PA ministries of Labor and Youth and Sports to establish a fund to support the establishment of a *Youth Cooperative Credit Association* from which youth administered seed-money and business start-up funds can be distributed quickly to where they may be most needed. Youth suggestions for starting the fund included: 1) persuading local communities to contribute Zakat funds, and 2) pooling international donations for an initial tranche that could be used for this purpose.
3. Work with the PA to establish a network of *National Employment Centers* integrating the MOL's new *National Employment Information System* with nascent university *Graduate Information Data Bases* designed to link employers' needs with those of new graduates.
4. Work with the PA, local youth institutions, the private sector, international donors and NGOs, to establish a *National Roundtable for Youth Employment and Welfare*, which will help to coordinate, rationalize and integrate diverse national and international youth programs and projects, and avoid duplication of effort and a waste of scarce resources.

Specific Suggestions – YED Phase III

In addition to both the short-term and long-term recommendations made above, the team recommends that the following successful elements of the program activities be given priority in Phase III of the YED project:

1. Provide more support and resources to the nascent career guidance and counseling components already beginning to take root in most of the participating universities. Provide increased training and technical support to university Career Guidance Centers and work more closely with university staff to strengthen their in-house career counseling and management capabilities. Provide YSIs with successful track records of work with universities along with additional grant funding to consolidate, improve, and extend this aspect of their YED training activities.
2. In parallel, work with the MOE Counseling Unit to develop career counseling services in schools beyond the limited number of pilot schools already involved. Career teacher training is an important and potentially sustainable element requiring more USAID support.
3. Encourage Sharek as they share their success in providing STEP mobile services to marginalized youth in rural towns and villages. Encourage other YSIs to adopt and adapt this approach as part of their own commitment to transfer employability and entrepreneurial training to marginalized youth in their own YED activity areas.
4. Work in a more focused and proactive manner with small businesses and local chambers of commerce to establish more context appropriate employability and entrepreneurship training programs that will help youth access jobs in their local commercial sectors.
5. Review and revise training content in line with current local job market needs and emphasize the need to make the acquisition of employability skills an important first step for Palestinian youth to gain paid employment.
6. Develop closer cooperation and coordination of YED activities with appropriate public sector ministries and institutions, especially with the Ministries of Education, Labor and Planning.
7. Contract a Palestinian national institution, or a team of national researchers to carry out a series of comprehensive case studies targeting all, or selected, YSIs program implementation models to assess which of the many YED supported approaches are

worthy of replication or further USAID support. Each case-study should emphasize the cost-benefit and cost-effectiveness aspects of that approach.

8. Do not recruit more YSIs until all are operating at their full skills capacity. It makes sense to continue to work with those that have a proven track record and can get the job done well. If expanding into other rural communities becomes of interest, ensure that YSIs selected have experience in those areas.

ANNEXES

1. Bibliography
2. Scope of Work
3. Mid Term Evaluation Work Plan
4. List of Informants and Focus Group Participants
5. Key Informant Interview Sample Description
6. Field Research Instruments
7. PMP Matrix Results
8. Qualitative Data Matrices

Annex 1: Bibliography

- ABC Consulting (2011) Youth Employability Services in the West Bank, Assessment, Analysis and Recommendations, Ramallah, West Bank.
- Al Mawrid Teacher Development Center. (2011, July 14). *International Youth Foundation. Grant summary application*. Ramallah, West Bank: I. Njoum.
- Al Mawrid Teacher Development Center. (2011, October 8). *International Youth Foundation. Attachment #1: full grant application*. Ramallah, West Bank: I. Njoum.
- Bethlehem University. (2011). *International Youth Foundation. Grant full application*. Bethlehem, West Bank: P. Daoud.
- Community Development and Continuing Education Institute (CDCE-I). (2012, November 13). *International Youth Foundation. Attachment #1: grant full application*. Bethlehem, West Bank: K. Shana'a.
- INJAZ Palestine. (2011). *International Youth Foundation. Grant full application*. Ramallah, West Bank: R.R. Salameh.
- International Youth Foundation. (n.d.a). *CSP I evaluation results*. Ramallah, West Bank.
- International Youth Foundation. (n.d.b). *CSP II feedback survey results*. Ramallah, West Bank.
- International Youth Foundation. (n.d.c). *CSP II participants' feedback*. Ramallah, West Bank.
- International Youth Foundation. (n.d.d). *CSP round 1 – participant survey feedback*. Ramallah, West Bank.
- International Youth Foundation. (n.d.e). *Enhancing organizations' capacity to deliver quality youth employability programs*. Ramallah, West Bank.
- International Youth Foundation. (n.d.f). *YED contacts database*. Ramallah, West Bank.
- International Youth Foundation. (n.d.g). *YED PMP results - overall*. Baltimore, MD.
- International Youth Foundation. (n.d.h). *YED standards of excellence for youth employability, youth entrepreneurship, and service learning programs*. Baltimore, MD.
- International Youth Foundation. (n.d.i). *YED youth beneficiaries database*. Ramallah, West Bank.
- International Youth Foundation. (2011a). *Baseline capacity assessment. Al Mawrid. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program*. Ramallah, West Bank.

- International Youth Foundation. (2011b). *Baseline capacity assessment. Al Quds University. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011c). *Baseline capacity assessment. Bethlehem University. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011d). *Baseline capacity assessment. Business Women Forum. Capacity strengthening plan proposed by IYF's Youth Entrepreneurship Development (YED) program. Technical elements of youth employability, youth entrepreneurship, and service learning.* Ramallah, West Bank.
- International Youth Foundation. (2011e). *Baseline capacity assessment. Friends Boys School. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011f). *Baseline capacity assessment. INJAZ. Capacity strengthening plan proposed by IYF's Youth Entrepreneurship Development (YED) program. Technical elements of youth employability, youth entrepreneurship, and service learning.* Ramallah, West Bank.
- International Youth Foundation. (2011g). *Baseline capacity assessment. Juhoud. Capacity strengthening plan proposed by IYF's Youth Entrepreneurship Development (YED) program. Technical elements of youth employability, youth entrepreneurship, and service learning.* Ramallah, West Bank.
- International Youth Foundation. (2011h). *Baseline capacity assessment. Leaders. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011i). *Baseline capacity assessment. The League of Vocational Education and Training Association TVET League. Capacity strengthening plan proposed by IYF's Youth Entrepreneurship Development (YED) program. Technical elements of youth employability, youth entrepreneurship, and service learning.* Ramallah, West Bank.
- International Youth Foundation. (2011j). *Baseline capacity assessment. Palestinian Food Industries Association (PFIA). Capacity strengthening plan proposed by IYF's Youth Entrepreneurship Development (YED) program. Technical elements of youth employability, youth entrepreneurship, and service learning.* Ramallah, West Bank.
- International Youth Foundation. (2011k). *Baseline capacity assessment. PalVision. Capacity strengthening plan proposed by IYF's Youth Entrepreneurship Development (YED) program. Technical elements of youth employability, youth entrepreneurship, and service learning.* Ramallah, West Bank.

- International Youth Foundation. (2011l). *Baseline capacity assessment. Partners for Sustainable Development (PSD). Capacity strengthening plan proposed by IYF's Youth Entrepreneurship Development (YED) program. Technical elements of youth employability, youth entrepreneurship, and service learning.* Ramallah, West Bank.
- International Youth Foundation. (2011m). *Baseline capacity assessment. PAUC / CDCE-I. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011n). *Baseline capacity assessment. PICTI. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011o). *Baseline capacity assessment. PPU. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011p). *Baseline capacity assessment. Sharek. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011q). *Baseline capacity assessment. Taaoun. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011r). *Baseline capacity assessment. YMCA. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2011, March 31). *The Youth Entrepreneurship Development Program. A youth work program. Performance management plan.* Baltimore, MD.
- International Youth Foundation. (2012). *Baseline capacity assessment. PEFE. Technical elements of youth employability, youth entrepreneurship, and service learning. IYF's Youth Entrepreneurship Development (YED) program.* Ramallah, West Bank.
- International Youth Foundation. (2012, October). *Table #2: Youth Entrepreneurship Development (YED) Program performance management plan matrix.* Baltimore, MD.
- International Youth Foundation. (2013, March 8). *Update on YED activities. Week of March 3 – 8, 2013.* Ramallah, West Bank.
- International Youth Foundation. (2013, March 15). *Update on YED activities. Week of March 10 – 15, 2013.* Ramallah, West Bank.
- International Youth Foundation. (2013, March 22). *Update on YED activities. Week of March 17 – 22, 2013.* Ramallah, West Bank.

- International Youth Foundation, & Bethlehem University. (n.d.). *Bethlehem University students develop entrepreneurship skills*. Bethlehem, West Bank.
- International Youth Foundation, & INJAZ Palestine. (n.d.). *Aspiring entrepreneurs gain business skills*. Jenin, West Bank.
- International Youth Foundation, & Leaders Organization. (n.d.). *Aspiring young entrepreneurs compete for incubation opportunities*. Ramallah, West Bank.
- International Youth Foundation, & Sharek Youth Forum. (n.d.a). *“Start Work” program opens doors for unemployed Palestinian youth to find work*. Ramallah, West Bank.
- International Youth Foundation, & Sharek Youth Forum. (n.d.b). *“Start Work” program prepares youth for the job market*. Ramallah, West Bank.
- International Youth Foundation, & Sharek Youth Forum. (n.d.c). *Training opens job opportunities for Palestinian graduates*. Ramallah, West Bank.
- Juhoud for Community and Rural Development. Center. (2011, July 15). *International Youth Foundation. Grant summary application*. Ramallah, West Bank: T. Naser.
- Juhoud for Community and Rural Development. Center. (2013, January 30). *International Youth Foundation. Attachment #1: full grant application*. Ramallah, West Bank: T. Naser.
- Leaders Organization. (2012, January 25). *International Youth Foundation. Attachment #1: grant full application*. Ramallah, West Bank: S. Atshan.
- Leaders Organization. (2012, September 17). *International Youth Foundation. Attachment #1: grant renewal application*. Ramallah, West Bank: S. Atshan.
- The League of Vocational Education & Training Institutions (TVET League). (2012, November 11). *International Youth Foundation. Attachment #1: grant full application*. Ramallah, West Bank: Z. Jaser.
- Muhammad, S. (2010, October). *Labor Policies in Palestine*. Paper presented at the DWRC Labor Policies and Social Security Conference, Ramallah, West Bank.
- Muhammad, S. (2012). *Youth Opportunities in Jericho Labor Market*. Ramallah, West Bank: Padico Holding.
- Palestine Central Bureau of Statistics (PCBS). (2012, second quarter). *Labor Force Survey. I* Ramallah, West Bank.
- Palestine Information and Communications Technology Incubator (PICTI). (2011, September 15). *International Youth Foundation. Attachment #1: grant full application*. Al-Bireh, West Bank: H. Omar.

- Palestine Ministry of Labor. (2010, November). *National employment strategy*. Ramallah, West Bank.
- Palestine Polytechnic University (PPU). (2011, July 13). *International Youth Foundation. Grant summary application*. Hebron, West Bank: A.S. Tamimi.
- Palestine Polytechnic University (PPU). (2012, January 16). *International Youth Foundation. Attachment #1: grant full application*. Hebron, West Bank: A.S. Tamimi.
- Palestine Polytechnic University (PPU). (2012, June 11). *International Youth Foundation. Attachment #1: grant renewal application*. Hebron, West Bank: A.S. Tamimi.
- Partner for Sustainable Development. (2012, November 8). *International Youth Foundation. Attachment #1: Grant full application*. Ramallah, West Bank: J. AbuOwn.
- Sharek Youth Forum. (2011). *International Youth Foundation. Grant full application*. Ramallah, West Bank: S. Othman.
- Sharek Youth Forum. (2012, September 9). *International Youth Foundation. Attachment #1: grant renewal application*. Ramallah, West Bank: S. Othman.
- Sharek Youth Forum. (n.d.). *International Youth Foundation. Attachment #1: grant full application*. Ramallah, West Bank: S. Othman.
- USAID, & International Youth Foundation. (n.d.a). *Passport to Success life skills curriculum*. Baltimore, MD.
- USAID, & International Youth Foundation. (n.d.b). *Youth Entrepreneurship Development Program. Activity reporting form*. Ramallah, West Bank.
- USAID, & International Youth Foundation. (n.d.c). *Youth Entrepreneurship Development Program. Event evaluation form*. Ramallah, West Bank.
- USAID, & International Youth Foundation. (n.d.d). *Youth Entrepreneurship Development Program. Final evaluation form*. Ramallah, West Bank.
- USAID, & International Youth Foundation. (n.d.e). *Youth Entrepreneurship Development Program. Registration form*. Ramallah, West Bank.
- USAID, & International Youth Foundation. (n.d.f). *Youth Entrepreneurship Development (YED) Program. Approach to strengthening the capacity of youth-serving institutions*. Baltimore, MD.
- USAID, & International Youth Foundation. (2010a). *Youth Entrepreneurship Development Program. Year one work plan. October 1, 2010 – September 30, 2011*. Baltimore, MD.
- USAID, & International Youth Foundation. (2010b). *Cooperative agreement no. 294-A-00-10-00209-00. Youth Entrepreneurship Development (YED)*. Baltimore, MD.

- USAID, & International Youth Foundation. (2011a). *Youth Entrepreneurship Development Program. Annual progress report FY 2011. October 1, 2010 – September 30, 2011.* Baltimore, MD.
- USAID, & International Youth Foundation. (2011b). *Youth Entrepreneurship Development Program. Quarterly progress report. FY 2011 Quarter 3. April 1, 2011 – June 30, 2011.* Baltimore, MD.
- USAID, & International Youth Foundation. (2011c). *Youth Entrepreneurship Development Program. Quarterly progress report. FY 2011 Quarter 4. July 1, 2011 – September 30, 2011.* Baltimore, MD.
- USAID, & International Youth Foundation. (2011d). *Youth Entrepreneurship Development Program. Quarterly progress report. January 1, 2011 – March 30, 2011.* Baltimore, MD.
- USAID, & International Youth Foundation. (2011e). *Youth Entrepreneurship Development Program. Quarterly progress report. October 1, 2010 – December 31, 2010.* Baltimore, MD.
- USAID, & International Youth Foundation. (2011f). *Youth Entrepreneurship Development Program. Tamayyaz launch event summary.* Ramallah, West Bank.
- USAID, & International Youth Foundation. (2011, August). *Youth Entrepreneurship Development. Profile of the young entrepreneur in the West Bank.* Baltimore, MD.
- USAID, & International Youth Foundation. (2011). *Youth Entrepreneurship Development Program. Year two work plan. Revised. October 1, 2011 – September 30, 2012.* Baltimore, MD.
- USAID, & International Youth Foundation. (2012a). *Youth Entrepreneurship Development Program. Annual progress report FY 2012. October 1, 2011 – September 30, 2012.* Baltimore, MD.
- USAID, & International Youth Foundation. (2012b). *Youth Entrepreneurship Development Program. Quarterly progress report. FY 2012 Quarter 1. October 1, 2011 – December 31, 2011.* Baltimore, MD.
- USAID, & International Youth Foundation. (2012c). *Youth Entrepreneurship Development Program. Quarterly progress report. FY 2012 Quarter 2. January 1 – March 31, 2012.* Baltimore, MD.
- USAID, & International Youth Foundation. (2012d). *Youth Entrepreneurship Development Program. Quarterly progress report. FY 2012 Quarter 3. April 1, 2011 – June 30, 2012.* Baltimore, MD.
- USAID, & International Youth Foundation. (2012e). *Youth Entrepreneurship Development Program. Quarterly progress report. FY 2012 Quarter 4. July 1 – September 30, 2011.* Baltimore, MD.

- USAID, & International Youth Foundation. (2012f). *Youth Entrepreneurship Development Program. Year three work plan. October 1, 2012 – September 30, 2013*. Baltimore, MD.
- USAID, & International Youth Foundation. (2013). *Youth Entrepreneurship Development Program. Quarterly progress report. FY 2013 Quarter 1. October 1 – December 31, 2012*. Baltimore, MD.
- USAID, & International Youth Foundation. (2013, April 15). *Youth Entrepreneurship Development (YED) Program. Request for applications for employability, entrepreneurship, and service learning towards full capacity grants*. Baltimore, MD.
- USAID, International Youth Foundation, & Community Development and Continuing Education Institute (CDCE-I). (n.d.). *Youth Entrepreneurship Development (YED) Program. School to Career Program (Ready-Set-Go)*. Bethlehem, West Bank.
- USAID, International Youth Foundation, & Leaders Organization. (n.d.). *Youth Entrepreneurship Development (YED) Program. New Generation of Technology & Engineering Entrepreneurs Project*. Ramallah, West Bank.
- USAID, International Youth Foundation, & The League of Vocational Education & Training Institutions (TVET League). (2012). *Youth Entrepreneurship Development (YED) Program. School to Career Program*. Ramallah, West Bank.
- USAID, International Youth Foundation, & Palestine Information and Communications Technology Incubator (PICTI). (n.d.). *Youth Entrepreneurship Development (YED) Program. Path to Career Program*. Al-Bireh, West Bank.
- USAID, International Youth Foundation, & Palestine Polytechnic University (PPU). (n.d.). *Youth Entrepreneurship Development (YED) Program. Center for Entrepreneurship and Career Development (CECD)*. Hebron, West Bank.
- USAID, International Youth Foundation, & Palestine Polytechnic University (PPU). (2012). *Youth Entrepreneurship Development (YED) Program. Service Learning Program. Center for Entrepreneurship and Career Development*. Hebron, West Bank.
- USAID, International Youth Foundation, & Sharek Youth Forum. (n.d.). *Youth Entrepreneurship Development (YED) Program. Services and Training for Employment Placement (STEP) Project*. Ramallah, West Bank.
- USAID, International Youth Foundation, & Tamheed. (n.d.). *Tamheed career advising program*. Ramallah, West Bank.

Annex 2: Scope of Work

Scope of Work for MID-TERM EVALUATION of the International Youth Foundation's Youth Entrepreneurship Development (YED) Program

1. INTRODUCTION

The USAID-funded Youth Entrepreneurship Development (YED) is a four-year, USD \$15 million youth-focused program implemented by the International Youth Foundation (IYF) in collaboration with Palestinian Youth-serving Institutions (YSIs). Fitting under the USAID/West Bank and Gaza Strategic Objective "Education and Youth," the overall goal of the program is to prepare young Palestinian men and women for the job market and to provide them with the skills they need to help find employment within the private, non-governmental or public sector and to start their own enterprises. YED started on October 1, 2010 and is expected to last until September 30, 2014.

As shown in the attached results framework, the YED program is structured around the following three intermediate results or components:

Component I: Strengthened Capacity of Youth-serving Institutions

Component II: Enhanced Employability and Entrepreneurship Education

Component III: Increased Access to Practical On-the-Job Training Opportunities

To achieve its goal and results described above, YED has been working to improve employability, entrepreneurship, and service learning opportunities for unemployed young Palestinians between the ages of 14-29 by strengthening the capacity of and providing necessary technical and financial resources to local Palestinian YSIs to design and deliver high-quality, results-oriented, and sustainable initiatives to address the needs of these youth in accordance with locally tailored international best practices and standards of excellence (a copy of these standards will be shared with the selected consultant).

Training and associated activities for YED's youth beneficiaries are implemented by the program's YSI partners; IYF's role is to strengthen the YSIs' capacity to implement youth employability, entrepreneurship, and service learning projects that integrate YED's Standards of Excellence. IYF has worked with 20 YSI through two rounds of the Capacity Strengthening Process (CSP I and CSP II). Of these, eight have been awarded sub-grants to implement activities they developed and proposed to us as part of the CSP, and two others were awarded Rapid Grants at the start of the program, prior to their completion of the CSP.

Under this assignment, YED is seeking the services of qualified expert(s) to conduct a Mid-Term-Performance Evaluation. The consultant(s) will assess the project performance in consultation with the main stakeholders, identify and describe the main lessons learned to date and suggest specific improvements for each of the project's components for possible future design.

2. OBJECTIVES OF THE EVALUATION

The main objective of this evaluation is to provide IYF and USAID with an independent review of the status, relevance and performance of the project as compared to the project documents see Section 3 for a list of these documents, identify and assess the basic results and achievements of the project to date taking into consideration the adjustments made in response to USAID requests and financial uncertainties that affected the project so far; and assess its suitability for replication and scalability.

The evaluation results are envisaged to identify and describe the extent to which IYF and YSI partners have achieved the program's objectives and targeted results under each of the three main project components, identify overall achievements during the project's first two years of implementation, the lessons learned to date, and to provide recommendations for adjustments to be made to the current implementation strategy and/or activities to be added to help the project achieve its results and to expand or build upon such results in future projects.

3. SCOPE OF EVALUATION

Under this SOW, the consultant will undertake the midterm evaluation in the following three phases:

Phase 1: Document and Background Review

1. The evaluator(s) will conduct desktop review of YED documents in order to gain a fuller understanding of the program's achievements and lessons learned thus far in the implementation cycle. This background research period should last one week and be completed prior to travel to West Bank to conduct field research.

These project documents and other relevant data collected by the project and its partners will be provided to the evaluator(s) prior to the start of the background review phase and should include (but not be limited to) the following:

- YED and USAID project documents, including Cooperative Agreement, approved results framework, approved Annual Implementation Plans, quarterly and annual progress reports, etc.;
- Sub-grantee cooperative agreements and monitoring and evaluation documents;
- YED's Performance Monitoring Plan (PMP), baseline capacity assessment documents, and program data collected during the first two years of implementation;

- Palestinian National Development Plan applicable to this project and other relevant Palestinian Authority documents;
 - Other donor-produced data/reporting that is relevant to this evaluation; and
 - Other documents relevant to the evaluation.
2. Following the document review, the evaluator(s) will develop a detailed workplan for conducting the evaluation study, including a final list of evaluation questions based on the questions listed in section 4 below, a detailed methodology including a list of how these questions will be addressed, what research tools and methods will be used and why, and potential challenges to effective use of the research tools and methods (what they will not tell us and limits of the methodology). The workplan should also include a detailed timeline for conducting the research and clearly identify the support needed from the YED team, including a list of proposed site visits and/or data requested. This workplan must be submitted at the end of the document review period and approved by YED prior to travel to West Bank to undertake the research project.

Phase Two: Field-based Data Collection and Analysis

1. Conduct quantitative and qualitative field research in the West Bank. IYF has maintained a good database of the youth beneficiaries (including demographic, baseline and outcomes data, as well as contact information) that can be shared with the evaluation team for the purpose of selecting respondents. The largest concentrations of YED youth beneficiaries are located in main urban centers in the West Bank, though there is a small cohort of youth that received mobile services to rural communities, as well.
2. Analyze data and draft the performance evaluation report. The draft report should correspond to the outline and methodology described in the approved evaluation workplan. This data collection and analysis phase should be conducted over a period of two weeks. The evaluator(s) are encouraged to meet extensively with YED staff during this data collection period. The draft evaluation report must be completed and sent to YED prior to the Team Leader's departure from the West Bank.

Phase Three: Reporting the Evaluation Findings

1. Present the draft evaluation findings and recommendations to USAID representatives, IYF and other stakeholders, as requested.
2. Produce a final version of the evaluation study, accounting for comments received from IYF, USAID, and other stakeholders as requested.

4. ISSUES TO BE ADDRESSED BY THE EVALUATION

To achieve the above objectives the mid-term evaluation is to address the following issues:

- How effective was the project through the first two years of implementation in achieving its objectives and results in terms of timeliness, quality, quantity, and cost effectiveness

of the activities undertaken including project procurement, capacity strengthening and grants program (taking into consideration any adjustments made to respond to financial and operational issues YED faced)? This would include the following sub-questions, among others:

- How sustainable are the interventions to date? When USAID funding ends, what activities will continue?
 - How do the subgrants issued differ in terms of approaches/models of development? What are the benefits and disadvantages of these approaches/models?
 - How effective is the Capacity Building Strengthening support (training and mentoring) provided under the project? Are YSI partners integrating the Standards of Excellence into their work? Are there other areas of capacity development that the CSP should address?
 - Is the quality of programming different among the different subgrantees? If so, in what ways and does it affect impact? What recommendations do you have to improve the quality of services provided by the subgrantees?
 - Does the project facilitate sustainable partnerships with public and private sectors that add value to the interventions? Which types of partnerships are more and less productive and why?
- How relevant are these objectives to the PA national development objectives and priorities, USAID's areas of interest and the needs of beneficiaries (both YSIs and youth)?
 - How appropriate is the existing program's results framework and related indicators for monitoring the project performance? Would the evaluator(s) recommend any changes or additions to the indicators that could enhance IYF's ability to measure YED's results and impact?
 - What are the main lessons learned from the project performance thus far in terms of helping partner YSIs to design and implement projects that incorporate best practices in employability, entrepreneurship and/or service learning for youth?

5. PRODUCTS EXPECTED FROM THE EVALUATION

The evaluator(s) will deliver the following products to complete the assignment:

- Draft workplan due within 10 days of signing the contract. YED will provide comments to the contractor within one calendar week of receipt of the draft workplan. The final workplan must be approved by YED within one week of receiving YED comments on the draft plan.
- Draft evaluation report that answers the research questions identified in the approved evaluation workplan (due upon completion of the field research phase).

- A briefing to IYF and to YED mid-way through the evaluation and a final briefing for YED, USAID and other invited guests on the draft study (timing to be determined in consultation with IYF) after completing field work and prior to the Team Leader leaving the West Bank.
- Final version of the evaluation, accounting for comments and feedback received from YED and USAID on the draft evaluation report (due within two weeks of completion of the final briefing session).

The final report should include an executive summary that concisely state the most relevant finding and recommendations, as well as the following sections:

- Table of Contents
- Executive Summary (a summary of the purpose, project background, main evaluation questions answered, methods, findings, conclusions and recommendations of the evaluation.
- Introduction that describes the purpose of the evaluation and the target audience.
- Background - BRIEF overview of the project; project strategy and activities implemented to address the identified development problem
- Methodology- a description of methodology used, including constraints, gaps and limitations that affected evaluation.
- Findings: these should be specific to the purpose of the evaluation and specific questions asked But making sure they cover project relevance, efficiency, effectiveness, achievements of project activities, challenges faced and the way IYF addressed them.
- Conclusions and recommendations.
- Annexes: TOR, itinerary, list of people met, list of documents reviewed, instruments used in data collection, etc.

6. METHODOLOGY OF EVALUATION

The evaluation data will be gathered from relevant program documents as identified in Section 3 above, as well as through collection and analysis of field data collected from various program stakeholders, including: YSI partner staff, youth beneficiaries, external partners including government officials and private sector partners, USAID staff, IYF staff, and others as identified by the evaluator(s) and listed in the approved evaluation workplan.

The evaluation should employ a mixed-methods approach to the assessment, analyzing both quantitative and qualitative data gathered from the program beneficiaries through methods to be proposed by the evaluator(s) in the evaluation proposal and finalized in the approved evaluation workplan.

Active and open participation by all program stakeholders in the evaluation should be maintained at all times, reflecting opinions, expectations and vision about the contribution of the project towards the achievement of its objectives. All data must be disaggregated by sex, age cohort, in-school/out-of-school, and other demographics as appropriate.

7. REQUIREMENTS OF THE EVALUATION TEAM

One international expert (Team Leader) shall have experience implementing evaluations and have a post graduate qualification preferably in the social sciences with at least 10 years of relevant experience, preferably in workforce development, youth empowerment and organizational development in the developing countries. Previous involvement and understanding of USAID's procedures and monitoring & evaluation guidelines is an advantage. The consultant(s) should have strong writing skills coupled with relevant experience in results-based monitoring and evaluation techniques; fluency in written and spoken Arabic is a plus but not required.

Two local evaluators (Palestinian researchers) who will help in data collection and/or translation as needed. The local evaluators/researchers must be fluent in written and spoken English and Arabic, preferably hold a post-graduate degree in a relevant field, and have at least 5 years' experience in youth-related areas. These individuals should have experience in collecting and analyzing field data, including focus groups and semi-structured interviews, and have prior experience with USAID-funded projects in the region.

8. IMPLEMENTATION ARRANGEMENTS

The consultant should work towards timely submission of the evaluation report. The consultant will be contracted by IYF. IYF shall provide support to the evaluator(s) as they coordinate site visits and meetings in the project sites according to the approved workplan.

9. TIME FRAME/DURATION

Duration: The evaluator should propose a timeframe for implementation of the evaluation according to their earliest availability, keeping in mind that IYF prefers to conduct the evaluation as soon as possible.

The estimated level of effort for the evaluation is 35 working days for the international Team Leader, with the following breakdown:

- 5 days to review background documentation and develop the final workplan ;
- 15 days to collect and analyze field data in the West Bank with support from the local research staff;
- 10 days to develop and present the draft report to IYF and USAID; and
- 5 days to finalize the report based on IYF and USAID feedback.

The estimated level of effort for each of the two local Palestinian researchers is 20 working days each, according to the following breakdown:

- 5 working days for document review and logistical arrangements including scheduling meetings for the team leader;

- 10 days to support field-based data collection and analysis; and
- 5 days to support development of the draft report and evaluation findings presentation.

10. Reporting

Consultant will report to YED Senior M&E/Communications Manager.

11. Application Process

Interested consultants/consulting firms are requested to submit an application including the following:

1. Cover letter: explaining their interest to undertake this assignment, their relevant experience by referencing related assignments they conducted.
2. Implementation Methodology and proposed time frame for completing the evaluation, as well as an implementation plan that clearly indicates responsibilities among the team members.
3. CV(s) of proposed team members who will work on the tasks and specifically defined roles for each person who is expected to work on the evaluation.
4. Complete references for three individuals/organizations that can comment on your relevant work.
5. Budget: the budget should include costs in US dollars covering cost of proposed consultant(s) broken by LOE according to assigned tasks using the attached budget template or a similar format. (Please note that income tax rules apply to contracts.)

Applications should be submitted to Lubna Sbaih, Compliance Officer (l.sbah@iyfnet.org) and Waseem Abdulhalim, Finance and Administration Director (w.abdalhalim@iyfnet.org).

Important notes:

1. IYF is not obliged to take the least costly proposal.
2. Only short listed applicants will be contacted.
3. This agreement is funded via US government funding through an agreement with the US Agency for International Development (USAID). As such, this agreement is made on the condition that funds will be administered under the terms and conditions set forth in **Appendix B—USAID WEST BANK/GAZA MISSION ORDER #21 MANDATORY PROVISIONS**.
4. Contractor acknowledges its responsibility for all taxes levied on fees received under this Agreement by U.S., foreign, state, and/or local governments, and agrees to free, indemnify, and hold IYF harmless from any claim or liability therefore. IYF will report payment of professional fees and withhold taxes to the extent required by the Palestine Income Tax Department and U.S. Internal Revenue Code.

5. Upon contracting of winner/s, payment schedule will be according to successful delivery and approval of each milestone, and IYF has the right to breach the contract upon submission of unsatisfactory outputs after any of the milestones.

Annex 3: Evaluation Work Plan

USAID Youth Entrepreneurship Development Program, in Palestine Mid-Term Evaluation Work Plan

1. Objective

This work plan outlines the proposed schedule and research methodology for a comprehensive evaluation of the Youth Entrepreneurship Development (YED) Program. The YED program is a USAID-funded project in Palestine that aims to strengthen the capacity of youth-serving institutions; enhance employability and entrepreneurship education; and increase access to practical on-the-job training opportunities for youth. The evaluation design will address the research questions proposed in the client's SOW for the mid-term evaluation.

As outlined in the Scope of Work, the evaluation design team has two goals:

- ◎ To collect and analyse background documentary and evidence- based field information on the project in order to get a clear understanding of the intervention strategy's successes, or failures.
- ◎ To review identified outcomes and indicators for the project, along with current data collection procedures in order to assess the success of the last two years project activities in achieving the objectives outlined for the three main project components.

The research questions that the JBS mid-term evaluation team has been asked to address include but are not limited to the following (and may be added to or refined based on inputs from IYF and USAID in the initial evaluation kick-off meeting):

5. How effective was the project through the first two years of implementation in achieving its objectives and results in terms of timeliness, quality, quantity, and cost effectiveness of the activities undertaken including project procurement, capacity strengthening and grants program (taking into consideration any adjustments made to respond to financial and operational issues YED faced)?
 - a. How sustainable are the interventions to date? When USAID funding ends, what activities will continue?
 - b. How do the sub-grants issued differ in terms of approaches/models of development? What are the benefits and disadvantages of these approaches/models?
 - c. How effective is the Capacity Building Strengthening support (training and mentoring) provided under the project? Are YSI partners integrating the Standards of Excellence into their work? Are there other areas of capacity development that the CSP should address?
 - d. Is the quality of programming different among the different sub-grantees? If so, in what ways and does it affect impact? What recommendations do you have to improve the quality of services provided by the sub-grantees?
 - e. Does the project facilitate sustainable partnerships with public and private sectors that add value to the interventions? Which types of partnerships are more and less productive and why?

6. How relevant are these objectives to the PA national development objectives and priorities, USAID's areas of interest and the needs of beneficiaries (both YSIs and youth)?
7. How appropriate is the existing program's results framework and related indicators for monitoring the project performance? Would the evaluator(s) recommend any changes or additions to the indicators that could enhance IYF's ability to measure YED's results and impact?
8. What are the main lessons learned from the project performance thus far in terms of helping partner YSIs to design and implement projects that incorporate best practices in employability, entrepreneurship and/or service learning for youth?

The JBS evaluation team will look at the questions in relation to the situation on the ground, and in relation to available literature and other country experiences, and consider whether supplemental questions could be added for nuance to the existing questions. In conjunction with this, the team will seek to determine any unintended consequences achieved to date by the project.

The objective of the evaluation is to produce a summary of the JBS evaluation team's key findings in answer to the four questions cited above and to identify overall achievements during the project's first two years of implementation. Analysis will focus on including a summary of the lessons learned to date and recommendations for modifications to be made to the current implementation strategy to better enable the project achieve its results and reach intended beneficiaries.

2. Outputs

The evaluation will produce four primary deliverables: a background document review matrix, this evaluation work plan, a midway briefing for IYF, a formal presentation of initial findings for IYF and other key stakeholders identified by the YED team, and a final evaluation report.

A. Document and Background Review

The evaluator(s) will **conduct desktop review of YED documents** in order to gain a fuller understanding of the program's achievements and lessons learned thus far in the implementation cycle. Documents anticipated for review include but are not limited to:

- YED and USAID project documents, including Cooperative Agreement, approved results framework, approved Annual Implementation Plans, quarterly and annual progress reports, etc.;
- Sub-grantee cooperative agreements and monitoring and evaluation documents;
- YED's Performance Monitoring Plan (PMP), baseline capacity assessment documents, and program data collected during the first two years of implementation;
- Palestinian National Development Plan applicable to this project and other relevant Palestinian Authority documents;
- Other donor-produced data/reporting that is relevant to this evaluation.

The research team will review relevant documents and data using standardized tools and will synthesize materials to answer key study questions. The document review will be guided by a process that includes:

- Development of a document review matrix that allows for an organized approach linking relevant data from each document to the set of evaluation questions;
- Completion of the document review matrix for all compiled documents;
- Identification of key data corresponding to the main evaluation questions; and
- Identification of important issues needing follow up during the field visit.

This background documentary research period will last one week and be completed prior to travel to West Bank. The lead evaluator will work closely with local researchers and Aguirre/JBS to complete the document review.

B. Development of a Detailed Work Plan

This Detailed Work Plan refines and finalizes the research questions to be addressed by the JBS team in the field. Additionally, the work plan outlines the data collection and analysis methods, sampling plan (with rationale), interview protocols or other measurement tools recommended (with rationale). It is noted that many of the YSI partners have central offices in Ramallah, with a few located in Jerusalem, Hebron and Bethlehem. We also understand that many beneficiaries are located in Ramallah, Hebron, Nablus, and Bethlehem. All of this has been taken into consideration when developing the work plan.

This work plan includes an outline for the structure of the final report and a discussion of limitations and potential biases identified in the research design. An updated and detailed timeline for implementation of the evaluation is incorporated, along with an explanation of the process through which all research staff will be oriented in consistent use of research tools. Finally, any support needed from the YED team, including a list of proposed site visits and/or data will be discussed.

This work plan will be submitted at the end of the document review period and sent to IYF/YED for approval prior to the field visit. The lead evaluator will work closely with the local evaluators and Aguirre/JBS to complete the work plan.

C. A Draft Outline and Presentation of the Evaluation Findings

A draft report will be written by JBS's evaluation team staff and submitted to IYF/YED prior to the Team Leader's departure from the West Bank.

A briefing on these findings will be held with USAID representatives, IYF/YED and other stakeholders to discuss overall findings and recommendations based on the field visit. A PowerPoint presentation or summary will be prepared based on these preliminary IYF/YED recommendations.

D. A Final Report of the Evaluation Findings

The report will correspond to the outline and methodology described in the approved evaluation work plan, based on the following outline:

Table of Contents

- I. Executive Summary - Summary of the purpose, project background, main evaluation questions answered, methods, findings, conclusions and recommendations of the evaluation.
- II. Introduction - Describes the purpose of the evaluation and the target audience.
- III. Background - Brief overview of the project; project strategy and activities implemented to address the identified development problem
- IV. Methodology- A description of methodology used, including constraints, gaps and limitations that affected evaluation.
- V. Findings - Specific to the purpose of the evaluation and specific questions asked, making sure they cover project relevance, efficiency, effectiveness, achievements of project activities, challenges faced and the way IYF addressed them.
- VI. Conclusions and recommendations.
- VII. Annexes - TOR, itinerary, list of people met, list of documents reviewed, instruments used in data collection, etc.

Finally, the lead evaluation consultant will produce a final version of the evaluation study, accounting for comments received from IYF/YED, USAID, and other stakeholders. Every effort will be made to complete this within two weeks of receiving feedback.

3. Field trip research methodology

Given the relatively short time allowed for the field trip under uncertain security conditions, the team intends to visit selected YSIs, including Sharek- a youth mobile service provider, universities, private and public sector sponsors and beneficiaries in Jerusalem, Ramallah, Nablus, Bethlehem and Hebron to carry out participant observations, multiple key interviews and selected focus group (FG) meetings. The field visit will focus on qualitative techniques and will also carry out an analysis of the quantitative data provided by IYF.

Research will incorporate a broad range of carefully selected key informants and beneficiaries. This breadth presents a risk in that the gathered data may lack some coherence. In order to counter this risk, the team will use a strong framework through which to gather data. The team will use the following methodologies:

- **Review of available documentation and existing M&E data** will facilitate the team in assessing the likely impacts of the project. It will also enable the team to understand the relative difficulty of data collection in the project's current West Bank precarious political and security environment.
- **Key informant interviews** will be the chief method of primary data collection. Meetings with YSI partner organizations (including university staff), youth beneficiaries, and relevant private sector partner representatives that have supported YED's work, as well as with IYF and USAID, will all be conducted using a standard interview protocol designed to elicit answers to the four main questions of interest. Some respondents will be more suited to speak on certain topics, so the interviewers will ensure that topics are

weighted appropriately. The main stakeholders who will be interviewed fall into the following categories:

- YED’s YSI partner organizations from CSP I and CSP II
- Currently enrolled and recently graduated Youth
- Selected business owners and private sector entities providing youth internships, apprenticeships, and permanent employment, including merchants, small business women owners, etc.

In addition, evaluators will meet with:

- USAID Education Office and other related staff
 - Selected YSI administrators and facilitators
 - IYF Project staff / management
 - Key government representatives from cognizant ministries (as relevant)
- **Focus group discussions** will chiefly be used for data gathering with project beneficiaries like; current YED trainees, YED graduate youth, and young entrepreneur and apprenticeship beneficiaries of the YED program.
 - **First-hand observation** of project implementation sites will take place tactfully, and as unobtrusively as possible.
 - **Analysis of quantitative data** provided by IYF/YED will be based on helping to answer key evaluation questions.

4. Interview topics

The table below outlines the major stakeholders and indicative questions and subject areas of interest that will be addressed with them as part of the research. This list is subject to expansion in interviews and through a focus group protocol, and should not be regarded as a final list.

Stakeholder Group	Questions of Interest
Youth beneficiaries; in school and out- of-school.	• How / why they enrolled in YED training courses? • What do you learn in your YED classes or employability and entrepreneurship training activities (What other projects do you participate in?) • What was the most relevant or useful information they gained from their YED classes, entrepreneurial activities, or other components? • What has been the biggest change in their lives as a result of the YED training? (Educationally? Economically? Confidence? Social Status? Interaction with family?) • How has their employability and entrepreneurial activities, helped them in their work, incomes etc., compared to before participation in YED training and activities? • Are they now better able to gain employment, start their own businesses and gain productive employment? • [For youth that have found employment] Have their incomes / consumption / assets increased? Are they able to contribute more to their household in terms of food and money?
YED Project Staff /USAID team members	• How sustainable are the interventions to date? When USAID funding ends, what activities will continue? • How do the sub-grants issued differ in terms of approaches/models of development? What are the benefits and disadvantages of these approaches/models? • Is the quality of programming different among the different sub-grantees? If so, in what ways and does it affect impact? What recommendations do you have to improve the quality of services provided by the sub-grantees?

Stakeholder Group	Questions of Interest
Selected YSI managers and staff	• How effective is the Capacity Building Strengthening support (training and mentoring) provided under the project? Are YSI partners integrating the Standards of Excellence into their work? Are there other areas of capacity development that the CSP should address? • How have they been involved in working with YED and YSI activities? • Are they satisfied with the technical assistance they have received so far from YED and IYF? Why? (Break this down by separate activities being carried out.) • What have been the most important activities carried out by the project from a YSI perspective? (How relevant have the YED objectives been to real Palestinian youth needs and priorities?) • Does the project facilitate sustainable partnerships with public and private sectors that add value to the interventions? In what ways has YED encouraged or enabled you to establish and maximize the benefit of strategic partnerships to support YED-funded activities? Which types of partnerships are more and less productive and why? • What needs to be done to increase youth employability in either the formal and informal economies, now and in the future?
Selected Business owners, merchants, small-business women, community leaders and parents.	• Has your X company or Y institution provided internship or apprenticeship training opportunities for any YED trained youth? If yes, how many interns/apprentices have you had? • Has X provided the necessary training and support for you to recruit and manage internships or apprenticeships productively, and how? (Relevant questions for employers/internship providers and employed youth/ interns). • What are the main impediments for businesses hiring young people? • What are the main employability skills required in the Palestinian workplace? • What are the main impediments to employability of youth in Palestine as you perceive them? Are those same constraints relevant to self-employment in the informal sector? • What are the limiting factors for youth employment in the formal sector?

5. Focus Group Selection Criteria

In each field location visited, the team will endeavor to carry out selected key informant interviews and at least one focus group discussion. The team will try to speak to a wide selection of YED youth beneficiaries in order to gain a broad understanding of the impacts of the YED project on different groups of youth in their different geographical and occupational contexts. With the assistance of YSI field coordinators, the JBS field evaluation team will be responsible for conducting the FG meetings, recording and analysing responses.

The tentative selection criteria for the groups are:

- Each group should comprise between 6 and 12 participants
- At least one focus group will be held in each location, or a total of four in the four geographical venues selected. The focus groups at each venue should be made up of beneficiaries divided either by age, CSP I and CSP II attendance, or YSI training affiliation.
- If possible, an equal number of all male and all female FGs will be carried out.
- An even spread of ages across all FGs is desirable.
- Proportionate numbers of students from the enhanced employability and entrepreneurship training programs, and from the on-the Job training interventions should be targeted.
- FG participants would ideally not be close friends, or members of the same family.

6. Schedule of meetings and evaluation activities

Day	Planned activities	
Mon, March 4	• Begin home review of YED main documents	• Frank • Lisa • Christy
Tues, Mar 5 – 6 Home	• Complete first reading of documents received from IYF and began a comprehensive review and developed matrix for analysis of contents pertaining to the four main mid-term evaluation questions given in the SOW	• Frank • Christy
Wed, Mar 7 Home	• Began draft of detailed work plan	• Frank • Christy
Thurs/Fri, Mar 8 – 9	• Continued with work plan and analysis of YED quantitative data	• Frank • Bader • Muhammad
Sat, Mar 10	• First draft of work plan and draft matrix of documentary review delivered to JBS	• Frank • Christy • Bader
Mon, Mar 18	• Leave Washington DC and fly to Tel Aviv via Vienna, Austria	• Frank
Tues, Mar 19	• Arrive Ben Gurion Airport, Tel Aviv, Israel and take taxi to Royal Suites Hotel (RHS) in Ramallah.	• Frank

Day	Planned activities	
Wed, Mar 20	08:30 –9:00 am. First meeting with the IYF/YED Team and with JBS field team at the IYF Office 9:00-10:00 am. IYF orientation & debriefing 10:00 am -12:00 pm. Work with JBS/ IYF teams at IYF Offices to clarify work plan, and deal with any issues 01:00- 3:00 pm. Move to Royal Suites Hotel (RSH) to continue JBS meeting	Frank and all the JBS field team
Thurs, Mar 21	8:00 am -12:00 pm. Begin interviews with key YSI partners in Ramallah	Frank and JBS team
Fri, Mar 22	Reading and work on interview write-ups and other research instruments	JBS team
Sun, Mar 24	All day: Interviews with selected YSI staff in cognizant YSI offices with oversight for YED grants and youth activities, in Ramallah	- Frank - Bader - Muhammad - Waddah
Mon, Mar 25	All day: Complete interviews in Ramallah with selected YSI institutions 3:00-5.00 pm. Prepare venue for first demonstration FGs, in Ramallah	- Frank and JBS team - Team members will accompany Frank to observe at least two informant interviews
Tues, Mar 26	9:00 am -12:00 pm. Focus Group(FG) with selected YED trainees in Ramallah 1:00-3:00 pm. FG with YED placed apprentices and on-the-job trainee interns 4:00-5:30 pm. JBS team FG debriefing at RSH	Frank and JBS team
Wed, Mar 27	- Team I travels to Bethlehem to interview and carry out FGs - Team 2 travels to Hebron to interview and carry out FGs	- Frank/Muhammad - Bader/ Waddah
Thurs, Mar 28	- Team I completes work in Bethlehem - Team 2 completes work in Hebron	- Frank/ Muhammad - Bader/ Waddah
Fri, Mar 29	- Teams travel back to Ramallah 2:00-4:00 pm. JBS team debriefing	Teams 1 and 2 return to RSH in Ramallah to debrief
Sat, Mar 30	Team 2 travels to Nablus to begin interviews and arrange FGs	Bader/ Waddah, travel to Nablus to begin interviews

Day	Planned activities	
Sun, Mar 31	8:00 am -12:00 pm. Group 2 completes interviews in Nablus and carries out FG 1:00- 4:00 pm. Group 1 carries out more interviews with YSIs and PSs in Ramallah	Groups 1 and 2 continue research tasks in Ramallah and Nablus
Mon, Apr 1	8:30 am -12:00 pm. All JBS group members meet with the IYF/ YED team leader to review progress and fill in gaps, etc. - Will discuss outreach to private sector representatives	- Frank and all the JBS team - Sarah and IYF team
Tues, Apr 2	9:00 am -12:00 pm. Meet with IYF to share first field findings and discuss tentative conclusions, etc.	- Frank and JBS Team - Sarah and IYF staff
Wed, Apr 3	8:00 am 3:00 pm. JBS team carries out selected interviews and on-site visits in Ramallah to fill in data gaps, etc.	Frank, Bader, Muhammad
Thurs, Apr 4	8:00 am -4:00 pm. JBS team to visit participating university YED training centres to interview key informants on YED training methods and curriculum issues	Frank and Bader
Fri, Apr 5	Rest Time-off/ Write-up time	
Sat, Apr 6	8:00 am -12:00 pm. JBS team discusses specific task assignments for the analysis and write-up of qualitative and quantitative data in the RHS 1:00-4:00 pm. Team disburse to work on individual data analysis tasks	Frank and whole JBS team
Sun, Apr 7	8:00- 11:00 am. JBS team meets at RHS to review work carried out on data analysis and to assign time- sensitive writing responsibilities for first draft of the report	Frank and all members of the JBS team
Mon, Apr 8	JBS team members work on writing tasks	Frank and JBS team members
Tues, Apr 9	JBS team work on report tasks	Frank, Waddah and JBS team work with Waddah's office on logistical support
Wed, Apr 10	8:00-10:00 am. JBS team meets at RSH to review progress	Frank and JBS team members tasked with writing assignments meet

Day	Planned activities	
Thurs, Apr 11	8:00 am -12:00 pm. First drafts of analysis and written assignments with tables and graphs shared and commented on. At RHS, (or in Waddah's Office?)	Frank and team members assigned tasks
Fri, Apr 12	Rest day and final individual work on Report	
Sat, Apr 13	Draft of report outline assembled for editing and proof reading	Frank, Waddah and Bader
Sun, Apr 14	- Final draft completed with some tables and near finalized annexes - Short Power Point Presentation prepared summarizing main findings, recommendations and YED strengths and weaknesses	Frank, Bader and Waddah
Mon, Apr 15	8:30 am -12:00 pm. Collate, review and print final version of draft documents. Review and edit final PP presentation during a dry run of presentation at IYF 1:00-3:00 pm. Presentation and discussion of draft field evaluation results and recommendations to the IYF/ YED team, and the USAID AOTR - Team leader reviews and records comments and observations provided by IYF/YED team and USAID	- Frank, Bader and Waddah - IYF evaluation team dry run - JBS, IYF teams and USAID's YED AOTR at IYF Office
Tues, Apr 16	12:00 pm. JBS team leader leaves for Tel Aviv to overnight to catch morning flight to the U.S.	Taxi from Ramallah to Israel
Wed, Apr 17	JBS Team Leader leaves to return to Washington DC	Taxi from Hotel to Ben Gurion Airport, in Tel Aviv
Thurs, Apr 25	Final draft with all changes and additions incorporated sent to IYF	- Frank - Christy
Sun, Apr 28	IYF provides final remarks and observations on final draft	IYF team
Mon, Apr 29	JBS team carries out any last changes on final report draft	- Frank - Christy
Tues, Apr 30	Final corrected and completed version of report transmitted to IYF and USAID	- Frank - Christy

Annex 4: List of Informants and Focus Group Participants

Institution	Name of Participant	Position	Research Method	Evaluator Name	Place of Meeting	Date of Meeting	District
IYF/YED	Waseem Abd Al Hali	Finance Manager	Interview	Frank	IYF office	3/25/2013	Ramallah
	Mohammed Al Mbaid	Country Director	Interview	Frank, Bader, Waddah, Muhammad	IYF office	3/20/2013	Ramallah
	Sarah Auten	Senior M&E	Interview	Frank, Bader, Waddah, Muhammad	IYF office	3/20/2013	Ramallah
	Jalil Hazboun	Program Officer	Interview	Muhammad	IYF office	3/25/2013	Ramallah
	Afnan Mahmoud	Program Officer	Interview	Muhammad	IYF office	3/25/2013	Ramallah
	Ruba Musleh	Program Officer	Interview	Muhammad	IYF office	3/25/2013	Ramallah
	Husam Qaradeh	Senior Technical Advisor	Interview	Waddah	IYF office	3/25/2013	Ramallah
	Lubna Shyoukhi Shaih	Compliance Officer	Interview	Frank	IYF office	3/25/2013	Ramallah
Ahliya University	Stephany Rodriguez	Project Coordinator	Interview	Muhammad	Ahliya University	3/27/2013	Bethlehem
	Khaled Shanaa	Executive Director	Interview	Muhammad	Ahliya University	3/27/2013	Bethlehem
AIMAWRID Teacher Developing Center	Ismail Njoun	Director	Interview	Frank, Bader, Waddah	AIMAWRID office	3/27/2013	Ramallah
Al Quds Open University	Ghassan Al Deek	Acting director	Interview	Frank, Muhammad	Abu Deis campus	4/3/2013	Jerusalem
	Sameh Arekat	Student activity coordinator	Interview	Frank, Muhammad	Abu Deis campus	4/3/2013	Jerusalem
	Ali Iriqa	E learning unit	Interview	Frank, Muhammad	Abu Deis campus	4/3/2013	Jerusalem
	Ahmad Nada	Program coordinator	Interview	Frank, Muhammad	Abu Deis campus	4/3/2013	Jerusalem

Institution	Name of Participant	Position	Research Method	Evaluator Name	Place of Meeting	Date of Meeting	District
An-Najah National University (Sharek Group)	Naira Hamdi Alkoni	Guidance and Psychology	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Riham Abu Habla	Journalism Department	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Dalia Hale Igrieh	Biology -Biotechnology	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Ola Bani Odeh	Public Relation/Media	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Israa Abdel Fattah Sabih	Civil Engineering	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Samar Sweileh Swaileh	Pharmacy	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Aadin Ibrahim Zafar	Biology -Biotechnology	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
An-Najah National University (Leaders)	Raji Sa'ed Alkoni	Accounting	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Zaina Sad Eddin	Computer Engineering	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Rowan Rtrot	Computer Engineering	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Shuroq Ahmed Salahat	Computer Science	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
An-Najah University Alumni Unit	Rafe Daraghma	Director	Interview	Frank, Waddah, Bader	An-Najah University	3/31/2013	Nablus
Arab American University (Leaders)	Noor Farid Abu Alrub	Computerized Information Technology	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Noor Musa Amer	Computerized Information Technology	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Iyad Jerwan	Communication Engineering	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
	Saleh Abu Shahin	Communication Engineering	Focus group	Frank, Waddah, Bader	An-Najah National University	3/31/2013	Nablus
Bethlehem University	Mujdouleen Aodeh	Beneficiary	Focus Group	Frank, Bader	Bethlehem University	4/8/2013	Bethlehem

Institution	Name of Participant	Position	Research Method	Evaluator Name	Place of Meeting	Date of Meeting	District
	Leena Abed-Rubo	Beneficiary	Focus Group	Frank, Bader	Bethlehem University	4/8/2013	Bethlehem
	Fadi Musleh	Beneficiary	Focus Group	Frank, Bader	Bethlehem University	4/8/2013	Bethlehem
	Haneen Musleh	Alumni Relation Officer	Focus Group	Frank, Bader	Bethlehem University	4/8/2013	Bethlehem
Business Women Forum	Doa Wadi	Executive Director	Interview	Frank , Bader, Waddah	BWF Office	3/24/2013	Ramallah
EFE Offices Ramallah	Darin Zaidan	EFE Program Manager	Interview	Frank, Waddah, Muhammad	EFE Offices Ramallah	3/28/2013	Ramallah
Injaz	Hisham Akkawi	Operational Officer	Interview	Muhammad	Injaz Office	3/24/2013	Ramallah
	Marleen Bosheh	Trainer	Interview	Bader	A phone interview	3/31/2013	Ramallah
	Mohammad Khader	Financial Officer	Interview	Frank	Injaz Office	3/24/2013	Ramallah
	Randa Salameh	General Manager	Interview	Bader	Injaz Office	3/24/2013	Ramallah
Jerusalem Chamber of Commerce	Naela Juweiles	Deputy director	Interview	Frank, Muhammad	Jerusalem Chamber of Commerce office	4/3/2013	Jerusalem
Juhoud	Bahaa Alkhateeb	Project Coordinator	Interview	Bader	Juhoud Office	3/23/2013	Ramallah
	Diana Makhoulf	Project Coordinator	Interview	Bader	Juhoud Office	3/23/2013	Ramallah
	Taghreed Naser	Director	Interview	Frank	Juhoud Office	3/23/2013	Ramallah
Korean-Palestinian IT Institute	Khalid Barham	Director	Interview	Frank, Waddah, Bader	Korean-Palestinian IT institution	3/31/2013	Nablus
Leaders	Shadi Atshan	Director	Interview	Bader, Frank, Waddah, Muhammad	Royal Hotel	3/21/2013	Ramallah
	Rasha Ali	Project Coordinator	Interview	Bader, Frank, Waddah, Muhammad	Royal Hotel	3/21/2013	Ramallah

Institution	Name of Participant	Position	Research Method	Evaluator Name	Place of Meeting	Date of Meeting	District
Ministry of Education	Reema Keilani	General Director of Counseling and Special Ed.	Interview	Bader	A phone interview	4/10/2013	Ramallah
Ministry of Education and Higher Education	Osama Eshtayeh	Director of Vocational Schools Department	Interview	Frank, Bader	Ministry of Education	3/27/2013	Ramallah
	Jehad Zakameh	Assistant Deputy Minister and Head of Curriculum Center	Interview	Frank, Bader	Ministry of Education	3/26/2013	Ramallah
Ministry of Labour	Samer Salameh	Director General	Interview	Frank, Bader	Ministry of Labour	3/26/2013	Ramallah
Ministry of Planning	Amer Nour	Director of Economic Sector Planning	Interview	Frank, Bader	Ministry of Planning	3/26/2013	Ramallah
Palestine Polytechnic University	Ashwaq Abu Rmeeleh	Beneficiary	Focus Group	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
	Riham Abu Suker	Beneficiary	Focus Group	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
	Aseer Al-Shwaikee	Beneficiary	Focus Group	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
	Shureehan Futaftah	Beneficiary	Focus Group	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
	Rneem Mussri	Beneficiary	Focus Group	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
	Dana Nimer	Beneficiary	Focus Group	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
	Mu'yed Nutsha	Beneficiary	Focus Group	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
	Fadi Sweiti	Coordinator of Almuni Unit	Interview	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
	Aiman Tamimi	PPU Vice President	Interview	Bader, Frank	Palestine Polytechnic University	4/8/2013	Hebron
Palestinian	Fahed Lubbadah	Head of Training and Development Department	Interview	Frank, Bader, Waddah	Jawwal headquarters	3/27/2013	Ramallah

Institution	Name of Participant	Position	Research Method	Evaluator Name	Place of Meeting	Date of Meeting	District
Cellular Communications Co, Jawwal	Nuqhem Abu Rmaileh	Head of Personal Section	Interview	Frank, Bader, Waddah	Jawwal headquarters	3/27/2013	Ramallah
Palestinian Food Industries Association	Fuad Akra	Technical Director	Interview	Frank, Bader, Waddah	PFIA office	3/27/2013	Ramallah
PCTI	Jihad Issa	Program Coordinator	Interview	Frank	PCTI Office	3/24/2013	Ramallah
	Hassan Omer	Director	Interview	Muhammad	PCTI Office	3/24/2013	Ramallah
PSD	Bader Al-Hudhud	Program Officer	Interview	Bader	PSD Office	3/24/2013	Ramallah
Sharek	Ala' Bsharat	Beneficiary from Tomoun village	Interview	Bader	An-Najah University	3/31/2013	Jenin
	Ola Buni Oudeh	Beneficiary from Tomoun village	Interview	Bader	An-Najah University	3/31/2013	Jenin
	Deema Shuhrour	STEP Trainer	Interview	Bader	A phone interview	3/31/2013	Nablus
	Joseph Slowey	Project Coordinator	Interview	Frank, Bader, Waddah, Muhammad	Sharek Office	3/21/2013	Ramallah
TVET	Munjed Al-Hosainee	Trainer	Focus Group	Bader	TVET Office	4/7/2013	Ramallah
	Ziad Jaser	Executive Director	Interview	Bader	TVET Office	3/23/2013	Ramallah
	Shireen Shaheen	Programs Coordinator	Interview	Frank	TVET Office	3/23/2013	Ramallah
	Abeer Nujeeb	Civic Education Trainer	Focus Group	Bader	TVET Office	4/7/2013	Jericho
Bint-Aluzwar School	Amal Deick	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Ramallah
Al-Ruja' Al-Loutheria School	Aneeta Dulleh	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Ramallah
Fatemah Al-Zuhra' School	Maisa' Ghadeh	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Jericho

Evaluation of USAID/YED Project

Institution	Name of Participant	Position	Research Method	Evaluator Name	Place of Meeting	Date of Meeting	District
Azeezeh Shaheen School	Munal Hussouneh	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Ramallah
Dier Qudees Secondary School	Yousif Khawajah	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Ramallah
Khurbetha Bani Hareth School	Nisreen Kunaan	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Ramallah
Al-Nweebe'eh School	Hawazen Mubalee	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Jericho
Al-Yatteem Al-Arabi School	Adaleh Mus'ood	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Jerusalem
Sinjel Secondary School	Amjed Quwareeq	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Ramallah
Beiteen Secondary School	Raed Simureen	School Counselor	Focus Group	Bader	TVET Office	4/7/2013	Ramallah
USAID	Fadi Khoury	USAID AOTR	Interview	Frank, Waddah, Muhammad	IYF office	3/28/2013	Jerusalem
	Karen Exel	USAID's Jerusalem Director	Interview	Frank, Waddah, Muhammad	IYF office	3/28/2013	Jerusalem
	Kurt Bassam	USAID Deputy Dir	Interview	Frank ,Waddah, Muhammad	IYF office	3/28/2013	Jerusalem
Wajdi University College	Emad Hamadeh	Dean	Interview	Frank, Muhammad	The Wajdi college	4/3/2013	Jerusalem
YDRC- Albeirah	Muhaned Munsour	Media Coordinator	Interview	Frank, Bader	YDEC office	4/4/2013	Ramallah
	Raya Abu Zeid	ICT coordinator	Interview	Frank, Bader	YDEC office	4/4/2013	Ramallah

Annex 5: Key Informant Interview Sample Description

The KIIs included present principal informants who play key roles in the management and organization of each of the YED program, and other relevant stakeholders. These informants included present senior-level USAID staff; selected senior PA personnel; YSI coordinators, managers and technical staff; and other principal stakeholders.

Based on the evaluation's objectives, the sample of KIIs also included the private-sector, researchers, officials from selected PA ministries, and senior YSI and NGO personnel. The team contacted the individuals by telephone and email to explain the evaluation and request their participation. A possible source of bias is that the evaluators identified and constructed the list of interviewees with the help of IYF and participating YSIs. However, the team mitigated the bias by arranging meetings independently with YSI and NGO staff in each location to obtain additional leads.

Key informants were generally receptive in all five governorates visited, with individuals offering to make time for an interview at very short notice and, in some cases, on weekends, or local public holidays. The process of interviewing numerous individuals was facilitated by clustering the interviews in one location, such as at the YSI offices, ministries or at a private sector service provider's center. This was time-efficient because the team was able to conduct several interviews without wasting time on travel. Unplanned events like President Obamas' visit to the West Bank and the riots triggered by the death of a senior Palestinian official in an Israeli prison caused delays and forced the team to re-arrange schedules in Hebron and Bethlehem.

Despite these constraints, the JBS team conducted 52 KIIs and five focus groups (FGs) attended by 24 participants in the five governorates. Seven key informant interviews included members of the USAID Jerusalem team, the AOTR, and seven IYF YED senior program staff. The distribution in the total number of key informant interviews conducted in each governorate is shown in the table above.

	Interviews	FGs
Ramallah	35	1(12)
Bethlehem	2	1(4)
Hebron	2	1(7)
Jerusalem	10	XX
Nablus	5	2(15)

Annex 6: Field Research Instruments

INTERVIEW SCHEDULE For Selected YSI Managers and Staff

VENUE: DURATION: DATE:

INTERVIEWER: INFORMANT: Name.....

Title/Role.....

1. How effective is the CSP (TA and mentoring support) under this project?
2. Are your YSI partners integrating the Standards of Excellence into their work? (Explain)
3. Are there any other areas of capacity building that need to be addressed? (Explain)
4. How has your YSI been involved in working with YED and other YSI activities?
(Provide details)
5. Are you satisfied with the quality and timeliness of the TA you have been receiving from YED and IYF? (Explain)
6. What were the most important activities carried out by the project from your YSI's point of view?
7. How relevant has YED objectives been to meeting the real employability needs of Palestinian youth? (Explain)
8. Does the project successfully facilitate sustainable partnerships with public and private sectors? (Explain how.)
9. In what way has YED helped you to establish and strengthen strategic partnerships in support of youth employability skills, entrepreneurship development, or youth internships and apprenticeships?

10. Which partnerships are more productive, private ones, or public ones, and why? (explain)
11. What needs to be done now, or in future, to encourage youth employability either in the formal or informal sectors, in Palestine? (Provide details)

INTERVIEW SCHEDULE
IYF/ YED PROJECT STAFF and USAID AOTR & TEAM

VENUE:

DURATION:

DATE:

INTERVIEWER:

INFORMANT: Name.....

Title/Role.....

1. Please tell us about your experience with IYF (Briefly)
2. How sustainable are the YED interventions to date? (Comment in detail).
3. When USAID funding comes to an end, which activities are most likely to survive and continue? (Suitability)
4. Are there a difference between the sub-grants issued by IYF and any other grants offered in Palestine in terms of approach and use for youth development purposes?
5. What are the benefits and/or shortcomings of these different approaches?(explain using examples)
 - At the organizational Level
 - At Programming level
 - Organization Target Group
6. How does the quality of programing vary between YED Sub-grantees? (Give examples)
7. What's the impact of IYF on your organization? Please provide examples if possible.
8. How efficient are IYF interventions?
 - In regard to Time
 - Budget
 - Risk
 - Load
 - Human Resources used in the grants / training

Focus Group Discussion Results Youth Beneficiaries

Institution				Participants
Place	Time	Date	Day	

How / why they enrolled in YED training courses?

What do you learn in your YED classes or employability and entrepreneurship training activities (What other projects do you participate in?)

What was the most relevant or useful information they gained from your YED classes, entrepreneurial activities, or other components?

What has been the biggest change in their lives as a result of the YED training? (Educationally? Economically? Confidence? Social Status? Interaction with family?)

How has their employability and entrepreneurial activities, helped them in their work, incomes etc., compared to before participation in YED training and activities?

Are they now better able to gain employment, start their own businesses and gain productive employment?

[For youth that have found employment] Have their incomes/consumption/assets increased? Are they able to contribute more to their household in terms of food and money?

Annex 7: PMP Matrix Results for YED Projects Years 1-3

Sources used for this table are the YED PMP Results document (for FY11 and FY12); YED Q2 report and YED PMP database updated 4/30/13 for FY13. Note that data used for Year 3 are only through the second quarter and do not reflect a full year of implementation.

IR1: Expanded capacity of youth-serving organizations (Component 1)

Indicator Name	FY11		FY12		FY13		Cumulative 2011-2013	Cumulative 2011-2013	Cumulative 2011-2014
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
R1: Percentage of YSIs (as a result of YED capacity building intervention) capable of implementing minimum standards in effective programming in employment, entrepreneurship, and community services	36%	10%	47%	30%	0	20%	47%	50%	80%
R 1.1.1: Number of training programs delivered for YSIs addressing employability models, best practices and policies	12	12	4	5	0	4	16	20	20
IR 1.1.2: Number of YSIs completing CSP as an organization	8	17	6	6	0	2	14	16	16
IR 1.1.3: Number of YSIs gaining an improved capacity to support in a sustainable manner best practice programs in employment, entrepreneurship, community service, and development of internship programs	5	5	11	11	0	---	16	15	16

Evaluation of USAID/YED Project

IR 1.1.4: Percentage of YSIs expressing satisfaction with training delivered by YED	94%	85%	97%	90%	0	95%	96%	95%	95%
IR 1.1.5: Number of YSIs developing new training modules or improving existing modules on youth employment, entrepreneurship, and service learning	NA	NA	4	3	3	6	7	10	12
IR 1.1.6: Percentage of YSIs reporting that CSP allowed them to incorporate or consider new ideas and approaches	93%	90%	91%	90%	0	95%	92%	95%	95%
IR 1.1.7: Percentage of YSIs that found CSP to be effective in developing their professional skills	94%	90%	97%	90%	0	95%	96%	95%	95%
IR 1.2.1: Number of formal events organized by YSIs that involve partners from public, private or civil society sector	6	6	52	16	68	---	126	38	42
IR 1.2.2: Number of YSIs developing strategic partnerships with the public, private or civil society sector to serve youth	3	1	3	4	3	---	9	7	10
IR 1.2.3: Amount of cash and/or in-kind resources leveraged by YSIs	\$350,233	\$50,000	\$140,230	\$203,362	\$1,358,257	\$2,509,537	\$1,848,720	\$3,000,000	5,000,000

IR2: Enhanced employment and entrepreneurship education (Component 2)

Indicator Name	FY11		FY12		FY13		Cumulative 2011-2013	Cumulative 2011-2013	Cumulative 2011-2014
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
IR 2: Number of youth (individuals) taking part in training and gaining improved life skills, employability, technical, service learning, career guidance and enterprises development skills	1,118	900	993	1,050	3,425	4,897	5,536	7,000	10,000
						Male	1,790	3,500	5,000
						Female	3,746	3,500	5,000
IR 2.1.1: Number of sub-grants awarded to YSIs to address improving access for youth to market skills, employability and entrepreneurial training	3	3	4	4	7	12	14	19	22
IR 2.1.2: Number of training programs held on life skills and employability	2	2	3	3	1	3	6	8	9
IR 2.1.3: Number of training programs held on life skills and entrepreneurship	1	1	2	3	2	4	5	7	8
IR 2.1.4: Number of training programs held on life skills and service learning	NA	NA	NA	NA	1	4	1	4	4

Indicator Name	FY11		FY12		FY13		Cumulative 2011-2013	Cumulative 2011-2013	Cumulative 2011-2014
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
IR 2.1.5: Number of youth (individuals) participating in job fairs/open days organized by YSIs	160	400	479	465	427	1,361	1,066	2,000	2,400
						Male	461	1,000	1,200
						Female	605	1,000	1,200
IR 2.1.6: Number of youth provided access through online means of communication to job opportunities and entrepreneurship resources including research, advice and private sector linkages	NA	NA	4,009	125	6,389	---	10,398	400	500
IR 2.1.7: Percentage of youth participants satisfied with YED-funded training and/or career guidance services provided	NA	NA	NA	NA	98%	85%	98%	85%	90%
IR 2.1.8: Percentage of youth trainees reporting increased leadership skills	NA	NA	NA	NA	Not available	80%	Not available	80%	85%
IR 2.2.1: Number of training programs provided by the program or YSI partners to improve the skills of youth career counselors	NA	NA	3	1	5	0	8	3	6
IR 2.2.2: Number of counselors and supervisors (individuals) in schools, colleges and universities or YSI completing training in career counseling method	NA	NA	20	3	66	40	86	60	150

Indicator Name	FY11		FY12		FY13		Cumulative 2011-2013	Cumulative 2011-2013	Cumulative 2011-2014
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
						Male	39	30	75
						Female	47	30	75
IR 2.2.3: Number of schools, colleges, universities, or YSIs providing career counseling services to youth	NA	NA	1	2	33	22	34	23	65
IR 2.2.4: Number of teachers/educators/teaching assistants who successfully completed in- service training or received intensive coaching or mentoring with USG support	NA	NA	NA	NA	82	22	82	22	Not available
						Male	37	Not available	Not available
						Female	45	Not available	Not available
IR 2.2.5: Number of youth receiving career guidance services	NA	NA	NA	NA	2,594	600	2,594	600	900
						Male	693	300	450
						Female	1,901	300	450

IR3: Increased access for youth to practical on-the-job training (Component 3)

Indicator Name	FY11		FY12		FY13		Cumulative 2011-2013	Cumulative 2011-2013	Cumulative 2011-2014
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
IR 3.1: Number of youth engaged in meaningful internship or apprenticeship	15	30	115	150	186	270	316	400	650
						Male	146	200	325
						Female	170	200	325
IR 3.2: Number youth participating in YED programs that find a job, start an enterprise or decide to continue education	109	8	124	100	154	67	387	300	400
						Male	213	150	200
						Female	174	150	200
IR 3.1.1: Number of internship and apprenticeship opportunities created for youth that are in school or a university	7	15	11	50	36	182	54	200	310
						Male	30	100	155
						Female	24	100	155
IR 3.1.2: Number of internship and apprenticeship opportunities created for youth that are out of school or university	8	15	104	100	150	88	262	200	340

Indicator Name	FY11		FY12		FY13		Cumulative 2011-2013	Cumulative 2011-2013	Cumulative 2011-2014
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
						Male	119	100	170
						Female	143	100	170
IR 3.1.3: Percentage of youth who found internships relevant to their needs	NA	NA	NA	NA	NA	80%	Not available	80%	80%
IR 3.1.4: Percentage of youth interns satisfied with their YED-facilitated internship experience	NA	NA	NA	NA	NA	80%	Not available	80%	80%
IR 3.1.5: Percentage of youth interns reporting strengthened employability skills	NA	NA	NA	NA	NA	80%	Not available	80%	80%
IR 3.2.1: Number of training programs organized to enhance the capacity of youth to lead community projects	1	1	0	0	1	3	1	4	4
IR 3.2.2: Number of youth completing training on youth-led community service projects and acquiring employability skills	18	25	0	18	0	682	18	700	1,000
						Male	2	350	500
						Female	16	350	500
IR 3.2.3: Number of youth-led community service projects created by YSIs	2	1	2	2	1	48	3	50	1
IR 3.3.1: Number of training programs held to increase entrepreneurship skills of youth	1	1	2	3	1	4	4	7	8

Indicator Name	FY11		FY12		FY13		Cumulative 2011-2013	Cumulative 2011-2013	Cumulative 2011-2014
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Target
IR 3.3.2: Number of youth entrepreneurs with business plans developed	15	5	192	85	55	---	262	150	200
						Male	126	75	100
						Female	136	75	100
IR 3.3.3: Number of YSIs providing on-going support services to young entrepreneurs post-training programs	NA	NA	1	1	2	1	2	2	4

Operational Standard Indicators*

Indicator Name	FY11		FY12		FY13		2011-2024
	Cumulative Actual	Cumulative Target	Cumulative Actual	Cumulative Target	Cumulative Actual	Cumulative Target	Cumulative Target
Number of USG-assisted Organizations and/or Service Delivery Systems Strengthened Who Serve Vulnerable Populations	5	5	13	14	7	40	85
Number of people benefiting from USG-supported social services	1,311	1,360	5,808	3,213	13,225	11,325	15,200
<i>Males</i>	<i>507</i>	<i>679</i>	<i>2,778</i>	<i>1,600</i>	<i>5,201</i>	<i>5,662</i>	<i>7,600</i>
<i>Females</i>	<i>804</i>	<i>681</i>	<i>3,030</i>	<i>1,613</i>	<i>8,024</i>	<i>5,663</i>	<i>7,600</i>

* Note: all data for this table taken from YED PMP in Geo MIS Q2 FY 2013

Annex 8: Qualitative Data Matrices

Data included in this chart is based on the field team's notes during the visit. They offer some insights into views expressed through interviews and focus groups. They are not conclusions necessarily, but rather data points used for triangulation and analysis.

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
1.How effective was the project through the first two years of implementation in achieving its objectives and results in terms of timeliness, quality, quantity, and cost effectiveness of the activities undertaken including project procurement, capacity strengthening and grants program (taking into consideration any adjustments made to respond to financial and	● Small YSIs thought IYF coordinators were effective, helpful and participatory. ● In some cases IYF training materials were perceived to be value-added. ● Some thought IYF was too demanding on YSIs in the SEs and bureaucratic procedures areas. ● A number of YSI informants said not all the CSP I-II training was relevant to their own training, or PAL youth needs. ● Some YSIs thought EFE was the competitor to beat in terms of youth training successes. ● Entrepreneurship is in vogue among NGOS, but many young grads want paid jobs and don't want to set-up their own businesses. ● High staff turnover rates in YSIs is creating a skills vacuum and leaving YSIs unable to deliver services. ● IYF grants are a small part of the	● In all FGs held student participants knew little or nothing about IYF, or YED. ● Learning practical skills like EFL, critical thinking, business planning and life skills were valuable. ● Internships which were only attachments to U offices weren't very helpful. ● Some of the learning they did was online and virtual and not very useful. ● Students at Us trying to get real jobs in Ramallah couldn't do them because of clashes with U course schedules. ● Some were paid for doing internships with real companies, but only enough to cover travel expenses. ● FG participants all agreed	● The CSP training was useful for proposal writing. ● The private sector won't participate without incentives. ● IYF training was useful for networking. ● IYF SEs were complicated and difficult to apply. ● Restricting age range to 15-29 was unrealistic. ● Few private companies asked or received TA from IYF. ● Smaller NGOs were very grateful for IYF help. ● IFY help in improving financial management and M&E was praised. ● More TOT training and longer CSP courses were requested.	● The MOL, MOE and MOP have heard about the IYF/YED project and want to know more. ● Youth employment is a key goal in the new NPA and the PA is working with the EU, GIZ, the UN and other donors to set up five training Centers of Technical Excellence for youth entering the job market. ● In PAL there are cultural impediments to accepting technical training. ● PAL education is outdated and out of line with current job needs. ● Too many PAL students do humanities and don't want to do science and engineering degrees. ● Some international donors

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
operational issues YED faced)?	program support received by the larger YSIs like INJAZ, Leaders, PICTI, BWF and SHAREK. - When requested IYF program staff provide support quickly and efficiently. - MOUs signed with universities, the MOE and the MOYS are effective ways of engaging partner participation. - Open days have proved to be an effective way of bringing parents, graduates, the Priv. S and universities together for networking. - Career counseling with university backing is proving to be especially effective in helping youth meet their job needs. - Many thought attending CSP training was helpful for networking with potential partners. - Macro-economic and political events continue to erode any progress made in youth employment in PAL. - The IYF/ YED skills learned during training will only be sustainable over the long term if the PA ministries become involved.	that more real jobs with real companies while studying would be the best option. - A number of women students thought that obtaining job experience was more important than being paid. - One graduate participant with an IT company said it was difficult to break into the PAL market because of IT monopolies and laws that favored big IT businesses. - The majority agreed that without seed money setting up a business can be practically impossible for youth. - LEADERS courses seem to select trainees using methods that don't favor rural women. - Those who attended SHAREK-START training thought the experience was good and very helpful for learning how to work with other people in the work place. - Much of the training	CSP training needs to be carried out by qualified trainers consistently	don't integrate their youth programs with PA-NDA needs. - USAID vetting procedures are preventing collaboration with the PA and some of the best donor youth programs. - A major obstacle impeding youth business development is a lack of seed funding. - Important MOL and MOE youth training initiatives deserve USAID support. - Micro projects will like YED will have very little impact on the youth employment without tackling the macro problem of an annexed economy. - The entrepreneurial aspect of YED may be the single most important contribution of YED. - Youth run cooperatives could be one answer for providing credit and technical support to PAL youth.

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
	● YSIs and vocational training centers will continue to exist despite projects like IYF's YED. Some YSIs not happy with IYF's numbers game. Too much focus on output and not enough on quality outcomes. ● CSP I had a broad and useful content but failed to take into consideration immediate local job needs. CSP capacity building is viewed as too top-down and generic. ● Using donor funded grants to incubate youth business development may have long term negative consequences once donors leave. ● Leverage funds are an important aspect of sustainability, but this aspect needs stronger PA support for businesses to provide more support. ● The IYF grant making process is efficient and effective, but may be too slow. It takes about 8 months from start to finish to obtain a grant. ● YSIs like Sharek's focus on the needs of marginalized rural youth, especially girls, is important and needs more emphasis.	experienced by students lacked sufficient hands-on practical experience. ● Students completing training with LEADERS and SHAREK were not given enough information about the job market. ● STEP courses were very helpful for graduate women because it gave them confidence and prepared them for the real world of work. ● About 50% complained about the brevity of training courses and wanted longer courses with more practical experience, especially internships. ● In the Najah U group all trained participants had yet to obtain jobs. ● Two had graduated in engineering and psychology and were still jobless! ● Those looking for internships in Nablus were		● There is a need for PA to carry out private sector reforms and to insure that the PS pays its proper share of taxes.

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
	● Silatech's Tamheed training was well received by PPU and other beneficiaries. ● YSIs lauded GIZ's contribution to national youth training and employment and suggested IYF learn from their example. ● M&E assistance from IYF was positively received, but small YSIs needed more attention and help- in this area. ● Smaller partners complained that excessive reporting and meetings were impeding project implementation. ● Grant management in YSIs needs to be better integrated with program implementation. ● Currently there are 8 grantees. Five are performing well and three need extra help in managing their grants. ● All grantees receive 1to1 assistance from IYF. ● Close support and monthly meetings with the USAID AOTR are beneficial for the project's success. IYF's grant management unit is well staffed and has 6 persons including 3 experienced grant managers. ● The service learning concept is difficult	disadvantaged due to the lack of job opportunities. ● 4 thought they needed to go back to study because they had studied the wrong subjects and couldn't find jobs. ● When asked if they would choose teaching as an alternative none thought teaching would be a good option since it was paid badly and there were too many applicants for too few jobs! ● At PPU students thought the CV writing, interviewing, business management plan aspects were most helpful for finding a job. But none present had a job, except one who was teaching. ● At PPU, several had switched from degrees in technical subjects to management and secretarial work training because of market demand. ● The women present at PPU		

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
	to understand and not easily received within the Pal culture.	all stated that being a woman in Hebron was a handicap for finding work because the town was traditional. Some had graduated but were not encouraged to work. The engineering students had applied for work in the Gulf but were turned down 1 in 10 only get work there. ● 51% of girls in Hebron get married by the age of 18. ● Some men present can't get married till they can find jobs to pay for marriage. They are frustrated by having no work. ● When women graduates do find work they are paid less than men, but do the same jobs. ● In Hebron much of small business and trade has been destroyed by cheap Chinese goods which now flood the market. ● Women are as good as men and generating their own		

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
		businesses if they are given the chance, but women have a harder time getting credit to start. ● The whole entrepreneurship element needs supervising from beginning to end, or it won't work. ● Without access to seed money and loans youth won't succeed in generating their own businesses. ● There is a need to think creatively about credit for youth. ● PPU youth suggested something like a Youth owned and run Cooperative Credit Lending Association. ● PPU grads listed the following training problems: Training too intense, but also too short; Training needs to be timed clear of exams; Training time management poor; Training materials delivered		

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
		late, or not at all; Training courses they want to attend often run in parallel. ● At Beth U. grads thought life-skills, service learning and business plan development were very useful. ● BU Academic Deans welcomed the YED courses, and saw the need to fill a gap. ● At BU the alumni association played an important role connecting grads to jobs. ● With MOL & GIZ help they were about to establish a new Career Center. ● The YED courses helped students think out of the box and change their attitude toward jobs. A BU grad who won the business plan prize was about to start an online computer service company, but lacked the credit to get started. ● BU thought the public		

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
		sector should also get involved in internships since they needed better educated and trained staff. ● Small business start-ups were hampered by a poor economy and Pal's occupied status. ● YED training should more strongly emphasize gender rights and gender equality in business. ● If BU were offered another grant they would take it and use it to strengthen service learning and career counseling. ● Rural youth aren't able to take advantage of internships because many jobs are in far-away towns.		

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
2.How relevant are these objectives to the PA national development objectives and priorities, USAID's areas of interest and the needs of beneficiaries (both YSIs and youth)?	● YSI program coordinators in Sharek, INJAZ, Leaders and universities like Bethlehem, Nablus, Al Quds, all stated that they worked with PA ministries when collaboration was needed. ● YSIs with educational programs were closely involved with the MOE since the education ministry was responsible for education policy, legislation and control. ● Sharek and Leaders thought the PA should be more involved in youth employment and that a closer coordination between YED and PA ministries is desirable if the problem of youth unemployment is to be resolved nationally. ● The development of school level career guidance and counseling services needs to be coordinated through the MOEHE's new Counseling Unit, and the local education authorities. ● Us advised the PA convene a National youth Employment Donor Roundtable to coordinate all donor programs under one umbrella. ● The grant placement process needs to	● Graduate respondents and FG participants thought it was important to work more closely with the PA, especially now that the new NDP prioritizes youth employment. ● BU and Nablus FG participants thought it important that the PA change legislation to encourage small business development in the IT and ICT sectors. ● AQL YED's major objectives are relevant to the PA's new policies promoting youth employment and work force training. ● Graduates considered the gender aspect of the YED training important but needs to be highlighted.	● Manufacturers need to work with the PA to insure standards and legal compliance. ● Commerce and jobs won't grow without PA help in accessing EU markets. ● Companies are starting internship training in response to the PS's call for the PS to contribute to employment. ● The MOL is working with the PS to develop a system of national employment centers. ● The PA is especially relevant in setting national standards and monitoring quality and relevance of youth employment and training programs.	● The PA is beginning to realize the importance of the Priv. Sec. contribution to employment and economic growth but has still to carry out legal reforms. ● There is a need to carry out legal reforms to free the economy and to encourage small businesses to grow. ● Current administrative reforms in the PA may help to free-up the economy in favor of the Priv S. Many donors and NGOs have jumped on the entrepreneurship bandwagon and need to be better coordinated by the PA.

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
	be shortened and made more efficient if YED YSIs are to meet their implementation objectives.			
3.How appropriate is the existing program's results framework and related indicators for monitoring the project performance? Would the evaluator(s) recommend any changes or additions to the indicators that could enhance IYF's ability to measure YED's results and impact?	● Some YSIs thought the PMP emphasized numbers before quality. Many of the numerical targets aren't realistic given the current political, economic and social problems created by the Israeli occupation. ● Long term indicators need to be strengthened, if the sustainability of YED training and other youth development activities are to be emphasized. ● BU, Al Quds U, An-Najah U, PPU, Sharek, INJAZ and LEADERS all testified to about 9 months of delays in their implementation plans due to the stoppage of USAID funding in 2012. ● PPU claimed that the suspension of IYF funding caused some delays, but was worked around; resulting in falling short of only 50 trainees from their goal. ● More emphasis on outcome and less on output indicators may help YED to strengthen the qualitative aspects of the project's objectives.	● None of the youth interviewed were familiar with the YED project, or IYF's supervision of YED's implementation plans.	● Private sector YSIs like PICTI was working to meet the PMP goals and seemed to be meeting their YED obligations. Private companies taking on YED interns were, when working with Us like Najaz, PPU, and Al Quds monitoring internships in keeping with Us requests and YED's standards.	● The PA ministries visited were not familiar with YED's objectives, or implementation plans.

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
	Only PPU stress the need to develop stronger internship service tracking procedures and stressed the need for clearer PMP indicators to do this.			
4.What are the main lessons learned from the project performance thus far in terms of helping partner YSIs to design and implement projects that incorporate best practices in employability, entrepreneurship and/or service learning for youth?	- USAID funded youth projects need to work together, if they are to make any lasting impact on the youth employment problem in PAL. - USAID's vetting policies may be impeding YED's and other USAID funded projects from gaining the support needed to maximize impact and build the strong partnerships needed to deal with the national youth employment problem. - M&E services need to be strengthened to the lowest level in the training chain, if YED's training is to make a long term difference in the way YSI's impact youth employment. - Training that is tailored to real PAL market needs is more effective than generic cutter training approaches brought in from abroad. - Training that is skills intensive needs to be of longer duration than it is now.	- Youth benefitting from YED grant driven training want more emphasis put on practical hands-on training and internships. - University students want a more flexible approach to training to enable them to do their course work and do internships. - Us need more trained career guidance staff to meet the growing student demand for career guidance services in all Us in PAL. - U graduates said that youth were not included in the design, planning and delivery of training programs, and should be in future. - BU, Nablus and Al Quds graduates thought it was	- More companies should be persuaded to provide paid internships. - PA tax inducement-s to the PS for taking on interns, or apprentice-ships may work. - Graduates may have to realign their career priorities to fit the demands of a real market.	- The impact of YED training and other support activities would be improved if IYF worked in trying to support the PA's NDP youth employment strategies. - USAID may be more effective if youth employment and other youth training programs were more closely aligned to the PA's new NDP. - Requests from PA DGs in the ministries of Labor, Education and planning for closer cooperation with USAID in the youth training and employment areas, would be welcomed. - USAID help in the development of school career counseling services received a special request from the MOEHE's new DG

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
	● A case study training approach may help to make university graduate career and employment training more immediate and relevant. ● Create an easier less bureaucratic access to seed-funding for youth businesses by working with the PA to create a National Youth Credit Cooperative, managed and run by youth. ● Smaller YSIs may need additional technical and financial support to be able to meet their YED project's service delivery targets. ● IYF's training support should not only be up-front but long term and for the duration of the project. ● The key elements of employability, entrepreneurship and service learning should be taught at the high school level before university, for sustainable outcomes. ● To maximize grant impact YED should be used more flexibly to meet actual local job market needs, or to fill training gaps in the actual labor market. ● The following missing elements in the	- important to stress the need to give youth a real voice in national decision making process to strengthen the democratic process. ● The current PA was still led by the "old guard" who are reluctant to cede decision making to the new younger national majority. ● Labor market information should be shared more widely by the PA and businesses to enable NGOs and youth to find jobs.		- for School Counseling Services. ● YED pilot programs can only be taken to scale successfully with support from the PA and ministries like the MOE and MOL.

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
	YED design may need to be addressed if there is a next phase: develop a youth economic development plan; emphasize more accountancy training; focus on needed technical skills training; training in land ownership and management; allow training to be given to a broader age range of trainees. ☉ There may be a need to rethink the relevance and impact of the 3 major CSP components before entering Phase III. How relevant is entrepreneurship training and attendant activities, for the PAL context? Financial management procedures need to be more strongly emphasized in the initial training. ☉ Smaller YSIs still need more project management training to be effective implementers of the YED agenda. ☉ CSP training strengthened YSIs knowledge and understanding for the need to train in entry skills. ☉ Rural partners complained that the CSP training was biased toward formal sector markets and needs to include more on informal sector jobs.			

SOW Question	YSIs Assessments and Involvement	Youth Beneficiaries Assessments and Focus Groups	Partner and Private Sector Assessments	Public Sector Assessment
	● The MOU signed between Najah U and LEADERS has proved very productive and well received. ● A Najah U Alumni Career Center is impressive and was started in 2005 supported by Alumni and now serves 33% of Najah U students. The IYF supported Tamheed Counseling Certificate was appreciated in helping align individual characteristics to job needs. ● 92.7% of Najah U. students surveyed through the University's guidance program thought just finding a job was not enough, they wanted a better quality of life too. ● Some YSIs said they had had proposals for grants turned down without any clear explanation. ● Sharek's STEP mobile youth service reaches youth in remote rural areas with training and services and currently has 73% women participants. ● LEADERS led Website Sales Sites training at Al Quds is well received and an important innovatory aspect of part of graduate business training at the Al Quds IT Center of Excellence.			