



USAID
FROM THE AMERICAN PEOPLE



Youth Employability Skills Network Final Performance Evaluation

November 2016

This publication was produced at the request of the United States Agency for International Development Mission in Macedonia. It was prepared independently by Ramon Balestino and Rozalija Vasilevska.

Youth Employability Skills Network

FINAL PERFORMANCE EVALUATION

November 2016

Contracted under GS-23F-8012H, Task Order AID-I65-M-13-00001

Performance Evaluation of YES Network and Impact Evaluation of Small Business Expansion and Civil Society Projects in Macedonia

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACKNOWLEDGMENTS

Management Systems International (MSI) and the authors of this report detailing the end-of-activity evaluation of the Youth Employment Skills (YES) Network activity in Macedonia would like to express sincere gratitude to all parties involved. Representatives of USAID/Macedonia provided input and guidance at all stages of the evaluation to ensure the best possible product. Staff of the implementing partner organization (Education Development Center) remained available to the evaluation team throughout this exercise, which is particularly noteworthy given that YES had ended prior to the evaluation period.

The authors also thank the three local youth evaluation teams, who provided significant contributions during the fieldwork, analysis and report writing stages. Finally, appreciation and respect goes to all of the youth and adult respondents who gave their time and shared their experiences for this evaluation.

COVER PHOTOS (clockwise, starting with top photo): USAID-supported YES courses in a special school in Skopje; vocational education and technical school in Bitola; and a gymnasium in Bitola. Credit: Rozalija Vasilevska, MSI.

CONTENTS

Acknowledgments	i
Acronyms	iv
Executive Summary	vi
Findings.....	vi
Recommendations.....	ix
I. Introduction	1
1.1 Activity Description & Background.....	1
1.2 Evaluation Purpose & Questions.....	2
1.3 Evaluation Scope	3
1.4 Evaluation Limitations	3
II. Findings	4
2.1 Evaluation Question 1.....	4
2.2 Evaluation Question 2.....	16
2.3 Evaluation Question 3.....	21
2.4 Evaluation Question 4.....	27
2.5 Evaluation Question 5.....	30
III. Conclusions	35
3.1 Evaluation Question 1.....	36
3.2 Evaluation Question 2.....	37
3.3 Evaluation Question 3.....	38
3.4 Evaluation Question 4.....	39
3.5 Evaluation Question 5.....	40
IV. Recommendations	40
4.1 Immediate YES Follow-Up Recommendations	40
4.2 Longer-Term YES Programming Recommendations.....	41
Annex A: Evaluation Statement of Work	44
Annex B: Youth Evaluator Team Reports	51
Annex C: Cross-Reference Guide	64
Annex D: Evaluation Team & Methods	65
Annex E: Data Collection Instruments	68
Annex F: Sources of Information	103
Annex G: Selection of Regional Sample	114
Annex H: Evaluation Organizational Sample	116
Annex I: Evaluation Design	117
Annex J: Disclosure of Any Conflicts of Interest	118

TABLES

Table 1: IRI LESC Achievement	4
Table 2: Success Factors of Three LESC.....	5
Table 3: YES Grants to NGOs/DPOs 2011-2016	7
Table 4: IR2 NGO & DPO Achievement.....	7
Table 5: IR3 Progress.....	9
Table 6: YES Secondary Schools Across three Cohorts.....	11
Table 7: YES Curricula in Secondary Schools	11
Table 8: IR 4 Progress.....	12
Table 9: Activity Goal Progress.....	16
Table 10: Which KSAs Have Increased as a Result of YES? (Youth Response to Survey)	19
Table 11: High Schools with YES-Distributed ATDs	40

FIGURES

Figure 1: YES Network Results Framework (RF)	1
Figure 2 : Most Important LESC-Generated Results.....	5
Figure 3: NGO/DPO Adult Survey Respondents on Capacity-Building Results	8
Figure 4: Extent of Positive Change to Organization's Capacity as a Result of YES	13
Figure 5: Adult Survey of Youth Achievements After Completing YES Program.....	21
Figure 6: USAID/Macedonia Results Framework (2016–20).....	30

ACRONYMS

ACE	Activity for Civic Engagement
AO	Assistance Objective
AOP	Annual Operational Plan
ASID	Association of Students and Youth with Disabilities
ATD	Assistive Technology Device
BIPO	Battery of Instruments for Professional Orientation
BPO	Business Processing Outsourcing
CP	Career Planning
CSO	Civil Society Organization
DCHA	Democracy, Conflict and Humanitarian Assistance Bureau
DO	Development Objective
DPO	Disabled People's Organization
EU	European Union
EC	Economic Council
EDC	Education Development Center
ESA	Employment Service Agency
FAQ	Frequently Asked Questions
FGD	Focus Group Discussions
FY	Fiscal Year
GDP	Gross Domestic Product
GOM	Government of Macedonia
GYM	Gymnasium School
HR	Human Resources
ICT	Information Communication Technology
IIEP	Interethnic Integration in Education Project
ILO	International Labor Organization
IO	Implementing Organization
IR	Intermediate Result
JC	Job Club

KII	Key Informant Interview
KSAs	Knowledge, Skills or Abilities
LOP	Life of Project
M&E	Monitoring and Evaluation
MOBIS	Mission-Oriented Business-Integrated Services
MoES	Ministry of Education and Science
MoL	Ministry of Labor and Social Policy
MSI	Management Systems International
NESC	National Economic and Social Council
NFE	Non-Formal Education
NGO	Non-Governmental Organization
OIG	Office of the Inspector General
PIRS	Performance Indicator Reference Sheet
RF	Results Framework
SOP	Standard Operating Procedure
TOT	Training of Trainers
UN	United Nations
USAID	U.S. Agency for International Development
USG	U.S. Government
VET	Vocational Education and Training
WBL	Work-Based Learning
WRS	Work Readiness Skills
YEF	Youth Education Forum
YWD	Youth With Disabilities

EXECUTIVE SUMMARY

In September 2010, USAID/Macedonia and Education Development Center (EDC) signed a cooperative agreement (Award 165-A-00-10-00106-00) under the Equip 3 Leader with Associates to implement the YES Network activity. The effective time frame for YES implementation was September 2010 through June 2016 and USAID obligated \$6.49 million, \$300,000 of which was add-on funding from the Democracy, Conflict and Humanitarian Assistance (DCHA) Bureau to include youth with disabilities (YWD).

As set forth in the cooperative agreement, the goal of YES was to enhance the employability skills of youth in Macedonia. To meet this goal, four intermediate results (IRs) were put forward—each corresponding to specific entities: IR1, Demand-supply exchange at local level improved through private public dialogue (Local Economic and Social Councils – LESC); IR2, Capacities of non-governmental organizations (NGOs) and disabled people's organizations (DPOs) for development of employability skills in unemployed youth strengthened; IR3, Capacity of Employment Service Agencies (ESAs) for development of employability skills in unemployed youth strengthened; and IR4, Relevance and responsiveness of secondary schools (i.e., vocational education and training [VET] centers, gymnasiums [GYMs] and special schools) increased, including professional development of teachers.

As a full program comprising three training modules, career centers, company mentors, teacher externships and LESC support, YES has been rolled out to seven municipalities in time-staggered “cohorts”: Cohort 1, FY 11-12 (Strumica, Tetovo, Bitola); Cohort 2, FY13-14 (Gostivar, Prilep, Stip); and Cohort 3, FY 14-16 (Skopje). In six years, YES has partnered with local entities in these cohorts to train and support their offering of YES services. Still, it has not achieved the same intensity and success in working with higher-level institutions linked to them—namely ministries, chambers and employer associations. While in some instances the ministries and employer associations have been engaged, on the whole it was insufficient to muster the buy-in and commitment needed for higher-level effect and sustainability of results.

USAID/Macedonia contracted Management Systems International (MSI) to conduct an end of activity performance evaluation of the USAID-funded YES Network activity. The purpose of the evaluation is to provide USAID/Macedonia with an independent appraisal of the YES Network activity's summative performance and experience via five criteria: Overall Achievement; Effect on Goal; Lasting Legacy; Learning; and Programming Opportunities. The evaluation was conducted between January 15 and September 30, 2016, by three groups: (1) a core team of a technical leader and a local evaluation specialist, (2) GFK Skopje, a Macedonian survey firm and (3) three local youth volunteer male/female evaluator teams (see video [Macedonia Youth Volunteer Evaluators Experience](#)). A purposeful, non-random approach guided selection of the sample, which totaled 1,368 informants. They were drawn from three of seven YES municipalities: Bitola (Cohort 1), Gostivar (Cohort 2) and Skopje (Cohort 3). A mixed-methods approach drove primary data collection, while post-fieldwork data analysis consisted of conducting frequency analysis and triangulation.

Findings

The following findings address the five USAID evaluation questions as framed by USAID's Statement of Work (SOW). As requested by the Mission, findings under questions 1-3 are provided for each key YES entity. For these questions, the scale for overall level or extent of YES progress is low, moderate, above moderate or high.

Evaluation Question #1. What is the level of achievement under each of the four YES IRs?

IR1. LESC: The level of achievement under IR1 is evaluated as **above moderate**. YES has supported establishing or improving LESC in all seven municipalities. To varying intensities and degrees, LESC have facilitated private-public dialogue via events and outputs, targeting the LESC itself, municipal councils, youth and businesses. In spite of these efforts, the ability and motivation of members and the quality of outputs were highly variable across the visited LESC. Questions exist on LESC's current ability to function without outside support, their staying power in municipalities, their lack of connection to other LESC and the National Economic and Social Council (NESC) and their effect on youth employment.

IR2. NGOs & DPOs: The level of achievement under IR2 is evaluated as **low**. Given the Mission’s suspension of funding to NGOs early in the activity, the evaluation sees a missed opportunity to more positively affect a group of youth who need of YES services and are highly receptive to them. Under IR2, YES successfully paired NGOs and DPOs as well as trained integrated groups of youth and YWD, but on a small scale only.

IR3. ESAs: The level of achievement under IR3 is considered **above moderate**. YES has facilitated a change in ESAs’ organizational culture from passive to proactive. Thirty ESA centers across Macedonia also have new services that ESA staff can provide. However, current constraints include a 55 percent ESA youth completion rate of YES courses, a lack of capacity and ownership at ESA regional and central headquarters, lack of a formal master training cadre and numerous YES-trained facilitators nearing retirement.

IR 4. Secondary Schools: The level of achievement under IR4 is considered to be **above moderate for VETs, moderate for GYM**s and **moderate for special schools**. The full YES program was implemented in 41 secondary schools in seven municipalities. In six years, YES trained approximately 550 teachers, 6,800 students in stand-alone classes, 31,000 students in integrated classes and 141 company mentors. A small but important portion of these totals includes special school teachers and students in Stip and Skopje. Capacity building in schools, however, over-focused on replicating YES trainings and implementing YES at the school level and missed strategic opportunities to institutionalize YES at higher levels.

Evaluation Question #2. To what extent has the YES Network met its goal within targeted municipalities?

The overall extent to which the YES network met its goal of enhancing youth employability skills of youth (including YWD) is considered **moderate**. While the YES activity has over performed on the goal’s four indicator targets, numerous M&E weaknesses associated with these calculations, as well as deficiencies with the measurement of the goal, challenge the degree to which the YES Network affected the activity goal.

IR1. LESCs: The extent to which LESC

s have contributed to the YES Network goal is considered **low**. Through demand-driven trainings, entrepreneur competitions and workshops, a small number of LESCs have generated positive results that affect youth’s employability skills. However, these events occurred infrequently and on a scale too small to influence the employment skills or status of a significant population of youth.

IR 2. NGOs & DPOs: The extent to which NGOs and DPO

s have contributed to the YES Network goal is considered **low**. YES was not able to achieve a full effort with NGOs, and the work with DPOs was on a smaller scale and a compressed timeline. Based on limited data, YES achieved a moderately positive effect on basic soft and employability skills of 308 unregistered, unemployed youth and YWD across the three cohorts. The activity’s effect on NGO youth’s use of such skills in the employment process appears to be minimal; the same can be said of DPOs working with YWD with the same life circumstances.

IR3. ESAs: The extent to which ESA

s have contributed to the YES Network goal is considered **moderate**. YES facilitated a moderately positive effect on the basic soft and employability skills of 4,436 ESA-registered, unemployed youth. The activity’s effect on ESA youth’s use of such “enhanced skills” in the employment process appears to be moderate, as a portion of this group has secured employment.

IR4. Secondary Schools: The extent to which secondary schools have contributed to the YES Network goal is considered **moderate for VET**s, **low for GYM**s and **low for special schools**. In terms of sheer numbers of youth trained, the YES effort in secondary schools was the most intense, with a total near 38,000. YES facilitated a moderately positive effect on enhancing basic soft and employability skills among secondary school students (including YWD). The activity’s effect on the use of enhanced skills by students in the employment process appears to be minimal, as confirmed by limited private sector informants. A positive trend was identified in the use of enhanced skills for applying to and gaining acceptance at universities.

Evaluation Question #3. To what extent will the benefits of YES interventions be sustained by key entities?

The overall extent to which key entities will sustain the full set of YES benefits in the coming years is **moderate**. Underpinning this rating was the operational over-focus on the local entity level and replicating YES courses via teacher trainings. This has resulted in three realities that limit the ability of key entities to sustain YES benefits

absent USAID: 1) lack of policy or laws that mandate YES services and guarantee financial and human resources over time; 2) national levels responsible for or linked to YES entities do not possess the necessary will or ability to ensure full YES benefits into the future; and 3) the private sector does not have ownership or commitment to continuing to generate YES benefits.

IR1. LESC: LESC's organizational and resource sustainability to generate benefits in coming years is evaluated as **moderate**. Major challenges to sustainability include: unmotivated LESC leadership and membership; weak political will of mayors; LESC's functioning in an over-isolated, local manner; lack of legal affiliation; no consistent budget attached to LESC's annual operating plans (AOPs); and lack of full-time, dedicated staff.

IR2. NGO & DPOs: The evaluation considers the organizational sustainability to generate benefits in the coming years as **above moderate for NGOs** and **moderate for DPOs**. The resource sustainability of NGOs and DPOs to replicate benefits over time is evaluated as **low**. While their will to replicate YES courses is questionable, NGOs have solid organizational ability to replicate YES courses. DPOs initiated YES with a lower organizational capacity; while they have shown growth, their capacity to replicate YES is still emerging. YES efforts have not changed the initial low capacity of NGO or DPOs to financially sustain YES and generate benefits absent USAID.

IR3. ESAs: The evaluation considers the organizational and resource sustainability of ESAs to generate benefits in the coming years as **above moderate**. Local ESAs show sufficient ownership and adequate capacity to replicate YES services, yet the level of sustainability rests with each local entity's capacity and will to utilize and prioritize services. The 2016 AOP for Active Programs and Measures for Employment and Services of the Labor Market stipulates the delivery of YES and guarantees Government of Macedonia (GOM) resources, at least for the next year. Still, constraints limit human and financial resource sustainability of YES into the future.

IR4. Secondary Schools: The evaluation team rated organizational sustainability for **VETs as above moderate**; for **GYMs as moderate**; and for **special schools as moderate**. The resource sustainability of **VETs** to replicate benefits is **moderate**, while for **GYMs and special schools** it is **low**. VETs have strongest potential to sustain YES benefits and the National VET Center has approved YES curricula, is in possession of YES materials and has a cadre of YES master trainers. YES exists in few GYMs across the country and is mostly delivered through integrated classes, with little to no standardized guidance. Special school teachers and students value YES, but expressed concern about official boundaries to integrate YES into standard curricula. Similar to ESAs, the level of sustainability to replicate YES benefits rests with the will and capacity of each VET, GYM or special school.

Evaluation Question #4. What are the key YES-generated lessons and good practices that should inform (or potentially be scaled up in) future USAID/Macedonia activities focusing on youth?

The evaluation team identified seven YES-generated good practices: 1) building soft and employability skills with non-formal education (NFE) methods; 2) inclusion of YWD as key youth beneficiaries; 3) just-in-time, demand-driven trainings and job insertion; 4) dedicated spaces for employability services; 5) Battery of Instruments for Professional Orientation (BIPO); 6) leveraging NGO strengths to expand efforts; and 7) LESC's as supportive entities to bridge youth supply and demand. Likewise, eight lessons were recognized: 1) use a simultaneous bottom-up and top-down approach; 2) supply-side heavy youth employability activities will yield low results; 3) go beyond knowledge, skills or abilities (KSAs) in employability activities; 4) develop win-win partnerships with the private sector; 5) stabilize a monitoring and evaluation (M&E) plan from the outset; 6) solidify learning measurement methods and tools from the outset; 7) tailor programming to specific youth beneficiaries; and 8) employ a local mechanism to bridge supply and demand.

Evaluation Question #5. What are the strategic opportunities for future Mission youth programming?

USAID/Macedonia is currently a single-sector Mission that will, for the next five years (2016–2020), work on improving democratic participation and processes in Macedonia.

- **Macedonian youth trends:** Nine major country trends are affecting or influencing Macedonian youth: 1) market trends for youth employment; 2) persistent youth unemployment; 3) migration and brain-drain; 4) prolonged youth stage, or “waithood”; 5) ethnic tensions; 6) lack of trust; 7) cell phone-based communication; 8) nine national youth priorities; and 9) youth councils.

- **Youth programming options under the Mission’s new strategy:** The following are potential activities under each sub-IR of the Mission’s new results framework: **Sub-IR 1.1.1**, youth entrepreneurship, just-in-time demand-driven trainings and job insertion, private sector-based workforce learning and employment and capacity building of youth organizations; **Sub-IR 1.1.2**, inter-ethnic integration, social cohesion and service learning; **Sub-IR 1.2.2**, policy on internship and educational policy and curriculum reform (cross-cutting). Consider mainstreaming YWD as a complementary option to include in the design of any activities.

Recommendations

1. Immediate YES Follow-Up

1.1 Redistribute Unused Assistive Technology Devices (ATDs): The evaluation team is concerned about the opportunity cost of allowing available ATDs to remain unused over a long period, particularly in high schools. The following options could mitigate the potential of ATDs sitting unused until they are lost, have surpassed their lifespan (e.g., about four to five years) or no longer work:

- **Option 1.** Based on an assessment, transfer ATDs from schools not using or planning to use them to organizations expressing need.
- **Option 2.** Mandate an ongoing USAID activity or program a new activity to promote awareness, integration and use of ATDs in schools and ESAs.
- **Option 3:** Given that YES is closed, leave the ATDs in place.

1.2 Prioritize Continuation of Company Mentor Program: Continuance of the Company Mentors and Teacher Externship programs is uncertain. The following options could support their continuation and growth:

- **Option 1.** Explore a relationship with the Chamber of Commerce Working Group, the MoES (both have expressed interest in continuing the program) or the Ministry of Economy to determine how to continue the program in an effective, mutually beneficial manner.
- **Option 2.** Advocate for the Company Mentor Program to be integrated into existing employability programs of the British Council, World Bank, Swisscontact or International Labor Organization.
- **Option 3.** Given that YES is closed, leave the relationship with companies to individual YES entities.

1.3 Share YES Learning and Innovation with Donors: The Mission should gather employability program implementers (British Council, Word Bank, Swiss, ILO) to share data, information, results and materials.

2. Longer-Term YES Programming

2.1 The evaluation’s identification of growing demand for the YES employability courses among high school students represents an evidenced based opportunity for the Macedonian government to institutionalize and multiply the best of what the YES activity has manifested. GYM, VET and YWD students and teachers alike, value employability curricula, whose pedagogy are grounded in NFE and allows practice, reflection and action.

2.2 Based on the YES activity’s lessons and good practices (Q4) and in effort to actualize YES programming recommendations for youth under the Mission’s DO 1 (Q5), two summary considerations warrant emphasis:

- ✓ **Functional Considerations:** Targeting multiple youth beneficiaries may result in “mile-wide, inch-deep” results. While KSAs are necessary low-level results, youth activities should be designed to achieve higher results levels. As well, sustainability should be considered from the outset and the M&E plan’s results, indicators, measurement instruments and evaluations should each receive priority at start-up.
- ✓ **Technical Considerations:** Youth are receptive to efforts that build soft skills through non-formal education and emphasize practical experiences. Youth activities should transfer integrated soft skills including: communication; social; positive self-concept; and higher-order thinking. Finally, consider grounding youth activities with technical approaches that: 1) engage and include youth; 2) facilitate the formation or strengthening of relationships; and 3) foster a sense of belonging regardless of gender, ethnicity, sexual orientation or disabilities.

I. INTRODUCTION

I.1 Activity Description & Background

In September 2010, USAID/Macedonia and Education Development Center (EDC) signed a Cooperative Agreement (Award 165-A-00-10-00106-00) under Equip 3 Leader with Associates (GDG-A-00-03-00010-00) for the implementation of the YES Network activity.¹ One of three USAID modifications extended the activity from September 2010 to June 2016.² The Mission obligated \$6.49 million for implementation of the activity, with \$300,000 of that being add-on funding from the DCHA Bureau to include youth with disabilities (YWD).

The YES Network activity was designed to address youth³ unemployment in Macedonia, which fluctuates between 50-60 percent for youth aged 15-24.⁴ EDC originally put forward six objectives, which were changed in another USAID modification to focus more squarely on organizations the YES activity was working through.⁵ Four intermediate results (IRs), along with the YES goal, constituted the YES development hypothesis (see Figure 1).

FIGURE 1: YES NETWORK RESULTS FRAMEWORK (RF)

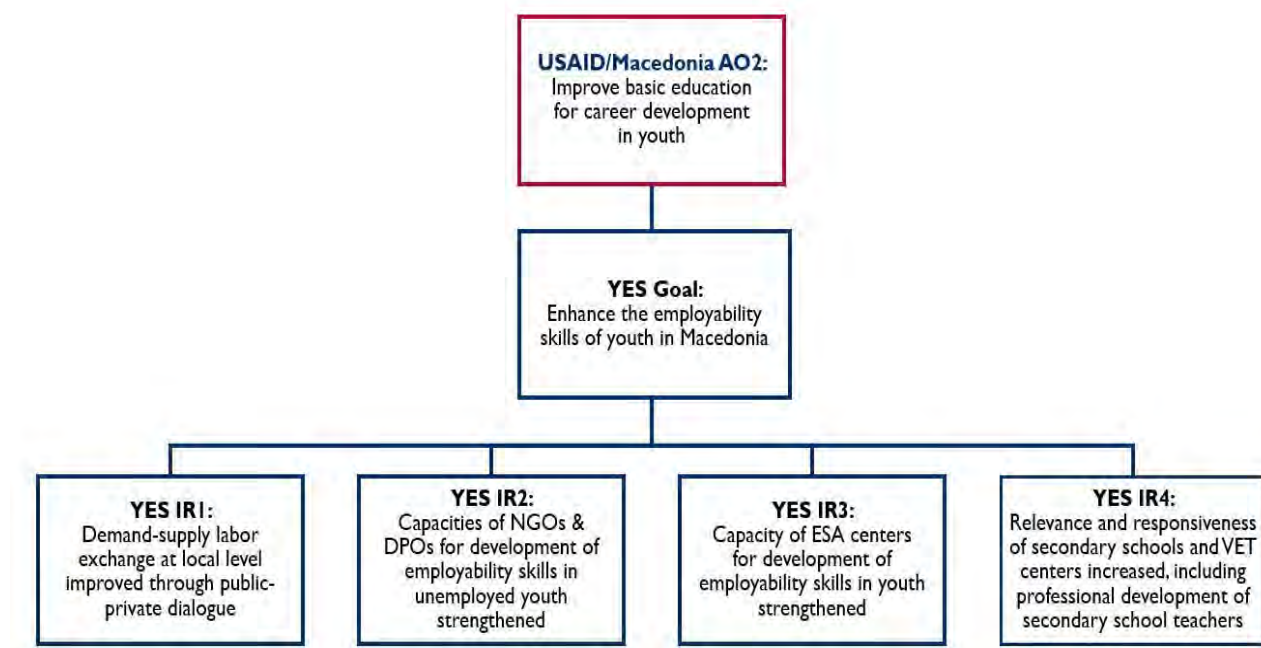


Figure 1: This RF complies with the strengthened results, per the July 2013 modification. It shows the relationship between the four major IRs, the YES goal and the Mission's Assistance Objective (AO) 2.

As implied in IRs 2-4, the YES activity built the capacity of local entities (NGOs, DPOs, ESAs) and secondary schools (i.e., VETs, GYM and special schools) to deliver employability training programs around three inter-related modules: Career Planning (CP), Work Readiness Skills (WRS), and Work-Based Learning (WBL). Also, as seen in IR1, YES has worked to support LSCs to bridge the gap between youth supply and labor force

¹ According to ADS 200, an “activity” refers to an award, such as a contract or cooperative agreement. The term “activity” will be used to refer to the USAID award for YES (in the past typically referred to as a “project”).

² Per the July 9, 2015, modification, the period of performance for YES was extended nine additional months.

³ The target youth beneficiary age for the YES Network was between 15-27 years old.

⁴ See Macedonian Action Plan on Youth Employment 2015, ILO, 2012.

⁵ Per the July 30, 2013, modification, six objectives changed.

demand. As a full program comprising three YES training modules, career center, company mentors, teacher externships and LESC support, YES has been rolled out to seven municipalities in time-staggered “cohorts”: Cohort 1, FY 11-12 (Strumica, Tetovo, Bitola); Cohort 2, FY13-14 (Gostivar, Prilep, Stip); and Cohort 3, FY 14-16 (Skopje).

Across six years, YES has partnered with local entities to train and support their offering of YES services. Still, it has not achieved the same intensity and success in working with higher-level institutions linked to them—namely ministries, chambers and employer associations. While in some instances the Ministry of Labor and Social Policy (MoL), Ministry of Education and Science (MoES) and employer associations have been engaged, on the whole it was insufficient to muster the buy-in and commitment needed for higher-level effect and sustainability.

In the case of ministries and employer associations, internal and external constraints have inhibited a deeper and more robust partnership. The constraints regarding the Macedonian government revolve around a complex political context in which the same coalition parties have governed Macedonia for the last decade. This has precipitated an increasingly divisive political culture, concerns about increasing politicization and government control over state institutions and media and a still-fragile inter-ethnic situation in the country. Also, the MoES (in particular) and MoL—both considered key YES partners—have experienced significant leadership turnover. Consequently, both have shown little political will to partner with YES. This has manifested in declarative memoranda of understanding, little to no budgetary commitments and scant involvement. Although the Mission made initial attempts to partner with the MoES in designing YES, it did so cautiously and conservatively, as claims of corruption and nepotism were encircling the agency at the time.

Similarly, constraints have limited partnerships with employers and employer associations. These are connected to the initial design of the YES activity, where the Mission made a strategic decision to focus singularly on the supply-side of building the employability skills of youth. The Mission’s idea was for YES to serve as a feeder for the Regional Small Business Development activity, whose focus was to develop start-up businesses that would employ YES-trained youth. Unfortunately, this did not work as planned; this activity started well after YES and its scope is not focused on generating employment for YES youth. This has left the YES Network with a supply-heavy mandate and limited room to engage demand-side actors—a programmatic mandate that should be an inherent part of any youth workforce initiative.

1.2 Evaluation Purpose & Questions

In 2013 USAID/Macedonia contracted Management Systems International (MSI) under Task Order AID-165-M-13-00001 to initially conduct a mid-term performance evaluation of the USAID-funded YES Network activity (see Annex A for SOW). Since 2013, Mission circumstances and the YES activity’s scope and M&E metrics have changed. Consequently, the previously envisioned formative evaluation transformed into a summative, end-of-activity evaluation with five key questions:

1. What is the level of achievement under each of the four YES Network IRs?
2. To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth (including YWD) within targeted municipalities?
3. To what extent will the benefits of YES interventions be sustained by key entities absent USAID?
4. What are the key YES-generated lessons and good practices that should inform (or potentially be scaled up in) future USAID/Macedonia activities focusing on youth?
5. What are the strategic opportunities for future USAID/Macedonia youth programming?

The YES Network activity has undergone three internal performance evaluations in FYs 12, 13 and 14. As well, the Office of the Inspector General (OIG) conducted a performance audit of YES in 2013 that focused on the Mission’s compliance with the Cooperative Agreement and pertinent USAID regulations. All of these studies guided this final evaluation’s design, data collection and final analysis.

I.3 Evaluation Scope

As Annex D further details, the evaluation was conducted by a core technical team, GFK Skopje and three local youth volunteer evaluator teams (see [Macedonia Youth Volunteer Evaluators Experience](#) and Annex B for youth evaluator team reports). The evaluation scope comprises the following:

- **Unit of Analysis:** (a) **Youth** completing at least one YES training course⁶ via NGOs, DPOs, ESAs, VETs, GYM or special secondary schools; and (b) **Adult** members of LESC as well as facilitators completing at least one full YES teacher training⁷ via NGOs, DPOs, ESAs, VET, GYM or special secondary schools.
- **Regional Sample:** The evaluation sample was drawn from three of seven YES municipalities: Bitola (cohort 1), Gostivar (cohort 2) and Skopje (cohort 3). The municipalities were carefully selected via 11 criteria that were identified and analyzed under three major areas⁸ (see Annex G).
- **Organizational Sample:** In the three municipalities, a representative sample was taken from the four local entities where adults and youth participated in the YES activity (i.e., ESA, NGO, DPOs and secondary schools). Adults and youth in three Skopje special high schools were also a key part of the sample (see Annex H for sample organizations).
- **Evaluation Criteria:** YES Network performance was evaluated according to: Overall Achievement (Q1); Effect on Goal (Q2); Lasting Legacy (Q3); Learning (Q4); and Programming Opportunities (Q5).

I.4 Evaluation Limitations

As with all evaluations, the YES Network performance evaluation was limited by methodological, data and resource constraints. The most important are:

- **Limited Fieldwork Scope:** Given time and resources, the evaluation conducted fieldwork in three of the seven YES municipalities. While primary data allowed triangulation within these three YES municipalities, the same could not take place for the other four (Strumica, Tetova, Prilep and Stip).
- **No Youth Sample of High School Graduates:** High school graduates who previously completed at least one YES course in the three municipalities were unable to be contacted. This prevented understanding the YES activity's effect on FY 11–15 youth; whether YES increased these youths' skills or employability; and any comparisons between earlier and current graduates.
- **Low Participation of Key Respondents:** Across the evaluation, four respondent groups had limited participation: (a) the majority of YES company mentors across three municipalities were unwilling to participate; (b) involvement by NGO youth and adult informants in general was low, but in Bitola the team was unable to contact any NGO youth; (c) 19 percent of the targeted ESA youth sample in Bitola were contacted; and (d) the team was unable to contact any GYM high school youth in the three municipalities.
- **Incomparable Survey Results for YWD:** A Macedonian special educator adapted the survey's length and questions to YWD respondents' needs in special schools. While such accommodations for persons with intellectual disabilities have been a common occurrence across YES, in the context of the evaluation it produced responses that the team was unable to compare against all other YES adult and youth respondents.
- **Attribution:** As this is a performance evaluation (versus an impact evaluation with a defined counterfactual), it is not possible to directly attribute changes in the knowledge, skills or abilities (KSAs) of youth or any changes in employment status as a direct and distinctive result of YES.
- **Monitoring and Evaluation (M&E) and Data Quality Weaknesses:** A further challenge to attributing YES's effect on beneficiaries is the M&E plan's results and indicators having changed across the activity. Also, the activity's results measurement and quality of data produced and reported are considered weak.

⁶ These include the three main YES programs (WRS, WBL and CP).

⁷ These include WRS, WBL, CP and/or Teacher Externships.

⁸ The areas were: municipality socio-economic and demographic indicators; YES indicators; and Mission assistance indicators.

- **Limited Comparability Across Municipalities:** Context and activity-related factors prevented comparability across municipalities, as each has its unique realities regarding schools, job markets and local government. YES implementation in municipalities also rolled out at different times and it has evolved.
- **‘Evaluation Fatigue’ Leading to Apathetic or Non-Motivated Informants:** Previous to this external summative evaluation were three internal performance evaluations (FY 12–14) and one OIG performance audit (2013). This has been the fourth study on YES over the life of the activity, which could have had negative effects on the availability of cohort 1 and 2 informants and their responses.
- **YES Closeout and Lack of Summative Information:** The YES Network activity closed June 15, 2016. As the YES closeout report was not yet final, some data is presented with the caveat that it is the “best-estimated” information that was gleaned from available sources.

II. FINDINGS

This section offers findings for the five evaluation questions. As requested by the Mission, findings under questions 1, 2 and 3 will be provided for each key YES entity.

2.1 Evaluation Question 1

What is the level of achievement under each of the four YES Network IRs?

In answering this question, major achievements and shortcomings will be highlighted under each IR as related to IR 1 (LESCs), IR 2 (NGOs and DPOs), IR 3 (ESAs) and IR 4 (secondary schools). As part of each IR narrative, the M&E plan’s corresponding indicators and life-of-project (LOP) targets are first considered.

2.1.1 IRI: LESCs

LESCs stem from the National Economic and Social Council (NESC), with the first municipal-based economic council formed in Kumanovo (predating YES). Under YES, LESCs were established or supported as tripartite organizations (local government, employer and employee associations) that engage in private-public dialogue to generate youth employment. LESCs comprise voting (tripartite) and non-voting (civil society) members. The idea was to also to ensure that youth (via youth councils) were participating as LESC members. In an activity that was supply-side heavy, LESCs were the bridge that connected YES-trained youth to the world of work.

NESC

A tripartite body established by the government and social partners to promote social dialogue and create conditions for socio-economic stability. Signatories to the NESC treaty are the government, Federation of Trade Unions, the Confederation of Free Trade Unions of Macedonia and the Organization of Employers.

As Table 1 shows, YES achieved its target of facilitating the “functioning” of LESCs in seven municipalities.

TABLE 1: IRI LESC ACHIEVEMENT

IR1: Demand-Supply Labor Exchange at the Local Level Improved Through Public-Private Dialogue			
Custom Indicator	Life-of-Project (LOP) Target	LOP Final	Evaluation Observations
Number of LESCs functioning	7	7	Target met.

The following are the major findings of IR1 as gleaned from data collection in the three municipalities and as best understood by YES Network secondary data.

- **LESCs Currently in Seven YES Municipalities:** The YES network has facilitated the formation of six new LESC (previously, in 2011, a local economic council was created in Prilep) and supported their functioning in seven YES municipalities. YES has also provided capacity building to LESC members to strategically advocate for “supply/demand exchange” to corresponding municipal councils.

FIGURE 2 : MOST IMPORTANT LESC-GENERATED RESULTS

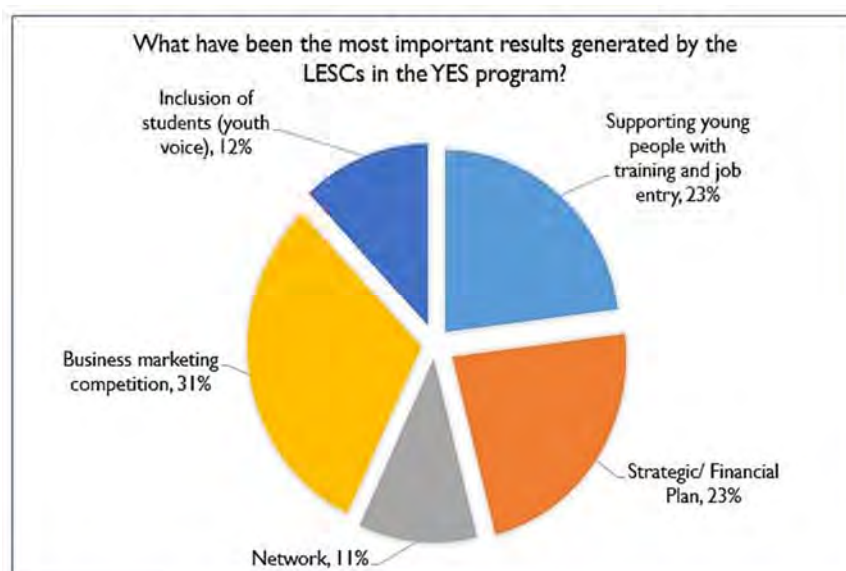


Figure 2: LESC adult respondents pointed to five major results that LESC generated to bridge the youth supply–demand gap.

- **LESC Success Factors:** The evaluation found a number of key factors that directly influence LESC success. These include: relationship with and involvement of the mayor (i.e., political will); membership commitment and creativity; engagement of non-voting membership; and strength of the municipality’s economic sector. Table 2 highlights success factors of the three LESC visited in the evaluation.

TABLE 2: SUCCESS FACTORS OF THREE LESC

LESC Visited	Relationship with Mayor	Commitment of LESC Leader and Members	Non-Voting Member Engagement	Strength of Economic Sector
Bitola	Weak	Above moderate	Young people (Bitola Youth Council) and disabled youth	Strong (ranked 2nd in gross domestic product [GDP] in region)
Gostivar	Moderate	Weak	Young people are a driving force	Weak (ranked 7th in GDP in region)
Skopje	Moderate	Moderate leadership; strong participation of non-voting members driving the LESC	Youth-focused NGOs; youth from youth councils	Strong (ranked 1st in GDP in region)

- **Importance of Civil Society:** Twenty percent of adult survey respondents identified the participation and leadership of civil society organizations (CSOs) on LESC as a good practice. CSO non-voting members play an important role in driving innovation and setting the agenda of LESC. Of the three LESC visited, the contribution of civil society actors—including youth—was seen as moderate. Skopje had the strongest level of participation from civil society and, as a result, was seen as among the more successful in advancing toward the LESC vision of generating employment opportunities for unemployed youth via public-private dialogue.

- **LESC-Focus for European Union (EU) Project:** The significance of LESC as an entity comprising social partners (government, employers and civil society), as well as its potential to bridge youth supply and demand, has promoted an EU-funded (USD \$200,000) project. Implemented by the International Labor Organization (ILO), the 2016–18 project aims to improve youth employment outcomes and the effect of LESC. Not only is this an important legacy of the YES activity, but it has potential to positively affect the sustainability of LESC, as further detailed under evaluation question 3.
- **The ‘Functionality’ of LESC Is Highly Variable:** The 2016 YES M&E Plan’s Performance Indicator Reference Sheet (PIRS) defines “functioning” LESC as having regular (quarterly) meetings, providing the municipal council with written recommendations and producing annual work plans and reports. While LESC have produced positive outputs, their quality and consistency varies. On the whole, functionality of LESC is challenged by issues that include weak LESC leadership, low motivation of LESC representatives, infrequent meetings and low participation in them, no LESC-dedicated staff⁹ and a lack of organizational vision in terms of bridging the youth supply-and-demand gap in Macedonian municipalities.
- **LESCs Do Not Possess Legal Status:** Compared to the NESC, LESC are in their institutional infancy. While all have signed agreements (memoranda of understanding) among voting members, they do not possess legal status. This restricts eligibility to solicit funding and mobilize resources. While this has motivated LESC such as Skopje to creatively carry out their mission, most are constrained by this status.
- **LESCs Still Require Outside Support:** To establish and grow LESC, YES provided capacity building that includes: facilitating the development and use of communication tools, training on growing informal networks, producing educational and promotional materials (e.g., LESC FAQ sheets), planning workshops, resource planning and EU resource-generation workshops. Currently, LESC are considered to still need assistance to initiate and lead public-private dialogue activities, properly document and submit ideas to the municipal council, establish evidence-based supply-demand initiatives and facilitate impactful dialogue that results in action. In the YES Annual Evaluation Report FY 2014, LESC were assessed as still requiring outside support; to a large extent, this is still true, as numerous LESC informants confirmed.
- **Insufficient Capacity-Building Efforts, Particularly at the Horizontal Level:** YES delivered trainings on numerous themes, yet a fuller set of techniques (i.e., assessments, coaching, mentoring) was not provided to the entities. There was also a lack of horizontal learning between LESC in terms of consistent LESC-to-LESC interchange and capacity building. While a valuable effort took place to bring LESC together at the 2016 National Public-Private Dialogue Conference, it is considered to be a one-off event. Efforts such as municipality-to-municipality study tours, mobilizing a LESC community of practice or LESC-to-LESC mentoring could have contributed to further effectiveness, growth and, as discussed later, sustainability.
- **Absence of Vertical Integration with the NESC and Lack of Policy Advocacy:** The NESC has served as the institutional model for the formation of LESC, yet no evidence exists of LESC strategically and consistently sharing information or coordinating with this national entity across the activity. Given this and the lack of horizontal coordination, LESC have operated in an isolated manner around supply-demand labor issues. Equally important, the LESC did not leverage or coordinate with the NESC to advocate for policy or legal changes that could have improved their status as legal and recognized local entities.

2.1.2 IR2: NGOs & DPOs

YES targeted its capacity building of youth-serving NGOs and DPOs to deliver WRS and WBL courses. Initially, YES focused on NGOs, which received short-term, small grants to train unemployed youth who were unregistered at ESAs. In the seven municipalities, YES trained adult facilitators to deliver these two courses.

In 2012, however, the Mission recommended that short-term grants to NGOs be discontinued, as they were considered not financially sustainable without USAID support.¹⁰ In 2013, YES received an award of another

⁹ Twenty percent of adult survey respondents pointed to a lack of dedicated staff as a key challenge of LESC.

¹⁰ The OIG performance audit recommended that support to NGOs be discontinued due to low financial sustainability.

USD \$300,000 from the DCHA Bureau to deliver the WRS course to YWD to increase their employability. Given this, YES targeted DPOs and NGOs to train inclusive groups of youth with and without disabilities.

As DPOs were known to have low organizational capacity, they were paired with NGOs, which provided management and pedagogical guidance in executing the short-term grants. The grants were provided to train mixed groups of NGO and DPO youth, promoting the social inclusion and mainstreaming of YWD.¹¹

YES rolled out to NGO/DPOs via open invitations to attend a training-of-trainers (TOT) course. Selected organizations in the seven municipalities were then invited to apply for a grant (approximately USD \$3,000) to deliver a five-day training. The grants required that the trainings include at least 20 youth, with and without disabilities, who are younger than 28 years, unemployed and registered at ESAs. Table 5 lists all YES grants provided to NGOs and DPOs in seven municipalities across the six-year activity, for a total of USD \$51,000.

TABLE 3: YES GRANTS TO NGOS/DPOS 2011-2016

NGO/DPO	Municipality	Month/Year of Grant	Total Amount
ED Planetum	Strumica	December 2011	USD \$3,000
Youth Cultural Center	Bitola	January 2012; November 2012	USD \$6,000 (2 grants)
Youth Education Forum (YEF)	Tetovo	January 2012; April 2012; January 2013	USD \$9,000 (3 grants)
Center for Education Development	Tetovo	February 2012; February 2016	USD \$6,000 (2 grants)
Association for Democratic Initiatives	Gostivar	February 2013	USD \$3,000
Youth Council	Prilep	February 2013	USD \$3,000
Lokalen Ekonomski Razvoj	Stip	March 2013	USD \$3,000
Open the Windows	Skopje	November 2013	USD \$3,000
Handimak	Gostivar	December 2013	USD \$3,000
Association of Students & YWD	Skopje	May 2014	USD \$3,000
Youth Can	Skopje	May 2014	USD \$3,000
Association of Blind People	Bitola	November 2014	USD \$3,000
Association of Parents of Children with Cerebral Palsy (APCCP)	Prilep	November 2014	USD \$3,000
Total Grants			USD \$51,000

As Table 4 shows, YES has fallen short of the indicator target of providing career-related services to unemployed and unregistered youth. Based on de-emphasizing grants to NGOs (e.g., no grants issued in 2015 and only one in 2016) and focusing on DPOs, this slight underachievement can be partially explained. As well, the IR2 result and its indicator changed as of October 2014, giving YES less time to achieve the target.

TABLE 4: IR2 NGO & DPO ACHIEVEMENT

IR2: Capacities of NGOs / DPOs for development of employability skills in youth (including YWDs) strengthened			
Custom Indicator	LOP Target	LOP Final	Evaluation Observations
Local youth NGOs and DPOs provide career-related services to number of unemployed and unregistered youth, including YWD.	383	308 (34 YWD)	Target not met. Insufficient indicator statement phrased as an activity. Insufficient indicator definition for "career-related services."

¹¹ This YES approach aimed to fulfill USAID's policy on disability, which promotes programming that: (1) avoids discrimination against people with disabilities, (2) promotes a climate of nondiscrimination and equal opportunity for people with disabilities and (3) promotes the inclusion of people with disabilities within USAID programs and in USAID host countries.

The following are the major findings of IR2, as gleaned from data collection in the three municipalities and as best understood by YES Network secondary data.

- **Reaching Marginalized Youth and YWD with Practical Training:** Through YES, 46 NGOs and seven DPOs addressed the workforce learning needs of marginalized youth. NGOs were tasked with recruiting and training unemployed, unregistered youth, while NGOs and DPOs trained unemployed youth and YWD. In total, 308 youth (34 YWD) received YES career services, which consisted of WRS and WBL trainings.

“The greatest contribution of this project was the education of youth. More precisely, it was the practical education, with practical exercises and interactive methods.”

— NGO Facilitator, Bitola

- **Positive effects of NGO/DPO pairing:** DPOs in Macedonia possess a number of organizational limitations, so they were paired with NGOs to deliver YES trainings. This spurred:
 - **New alliances.** First-time NGO and DPO alliances formed, enabling learning and awareness of each other’s youth beneficiaries, services and approaches.
 - **Social integration of youth with disabilities.** WRS trainings were delivered to inclusive groups of able and disabled youth, prompting the Macedonian Union of DPOs to comment that it had not seen such integration in its 40 years of existence.

“The lesson learned is that inclusive groups are not something I should be afraid of. Now I am more comfortable participating in inclusive trainings.”

— DPO Female Youth, Bitola

- **DPO Capacity via NGOs.** Practical transfer of NGO management approaches, service delivery capacity and training expertise to DPOs with relatively no experience delivering trainings.
- **YES Curriculum Adaptation.** WRS was tailored to inclusive groups of youth. Still, informants cited the need to further adapt training length and content (e.g., more practical exercises and less theory).
- **Integration of YWD into ESAs:** Near the activity’s end, ESAs and DPOs partnered to train facilitators to deliver WRS and WBL to groups, which included unemployed YWD in ESAs.
- **Insufficient Capacity Building:** Capacity building of NGOs and DPOs was one-dimensional, focusing on training trainers to replicate WRS. Strengthening the entities’ ability to fundraise or develop systems or partnerships to advance youth employability was under-prioritized. While YES efforts to enable trainers are important, an equally crucial effort to empower organizations as a whole was neglected (see Figure 3).
- **Light Touch with NGOs Limited Positive Effect on Marginalized Young People:** The Mission’s decision to suspend YES in NGOs limited a broader positive effect on unemployed and unregistered youth. While low financial sustainability was a legitimate concern, further strategic consideration should have been given for NGOs to continue serving this

FIGURE 3: NGO/DPO ADULT SURVEY RESPONDENTS ON CAPACITY-BUILDING RESULTS

Describe any new systems, strategies or policies that have been built into NGOs.

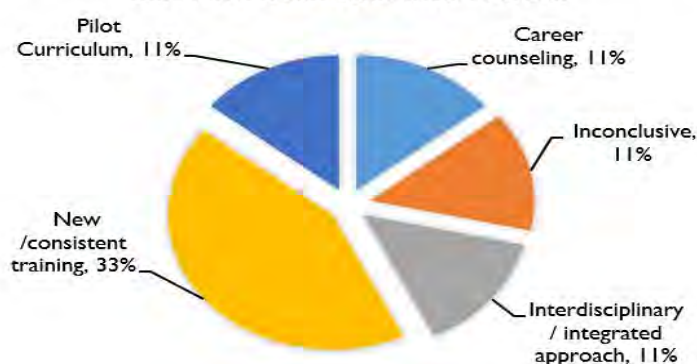


Figure 3: Of the most frequently identified responses, NGO/DPO adults most often cited training (i.e., new training, curriculum and approach) in the open-ended survey question seeking to understand results of capacity building.

group. The YES focus and pedagogy were seen as a “right fit” for the life situations and status of these youth, who perhaps most needed the YES activity.

2.1.3 IR3: ESAs

Macedonia’s ESA is a public agency under the supervision of the MoL. Responsible for job placement of the country’s registered unemployed, the ESA was another key partner through which YES reached youth. YES efforts with ESAs began in Year 2; before it, ESAs did not offer in-house trainings and staff was unable to do so. YES was brought to 30 local ESA offices in three waves: 1) ESA staff in the seven YES municipalities were trained as facilitators and job clubs were equipped; 2) ESA staff in 16 additional municipality-based ESAs were trained; and 3) ESA staff in seven more municipality-based ESAs were trained. Of the country’s 30 ESAs, YES equipped job clubs for only the seven in the first wave.

As Table 5 shows, YES has met the two IR3 indicator targets. In the first, “number of job clubs functioning,” YES has achieved its target of seven. In the second, “number of youth participating in career-related workshops delivered by ESA staff,” the YES activity slightly passed the target.

TABLE 5: IR3 PROGRESS

IR3: Capacities of ESA centers for development of employability skills in youth (including YWD) strengthened			
Custom Indicator	LOP Target	LOP Final	Evaluation Observations
Number of job clubs (JCs) functioning	7	7	Target met.
Number of unemployed youth participating in career-related workshops delivered by ESA staff	4,400	4,436	Target met. Indicator measures a low result (output) that does not measure the completion of training.

The following are the major findings of IR3 gleaned from data collection in the three municipalities and as best understood by YES Network secondary data.

- **Transformation of ESAs:** Previous to YES, ESAs were considered a registration hub: a location where unemployed people came to register their status and wait for job leads. Through YES, ESAs have achieved positive changes that include:
 - Coordination with ESA-central headquarters to bring the YES training program to all 30 local offices.
 - ESA facilitators in 30 centers able to deliver YES courses. NGO facilitators first trained ESA staff from seven municipalities. Then, these YES-trained ESA staff trained staff from the remaining 23 ESAs.
 - ESA trainers are certified to deliver YES courses to YWD.
 - ESAs feature YES-certified career counselors who can conduct individual and group career counseling (a new service of the ESA).
 - WRS, WBL and CP courses exist at all 30 ESA locations.
 - Introduction of the Battery of Instruments for Professional Orientation (BIPO).
 - Equipping job clubs in seven municipalities, which served as training and counseling rooms, with electronics and assistive technology devices (ATDs) for hearing- and sight-disabled youth.

“YES stimulated my own personal and professional development. ... It motivated me to continue developing my skills.”
— ESA Female Youth, Bitola

- **Partnering with NGOs, DPOs and Schools to Service Corresponding Youth Populations:** ESAs made a purposeful effort to work with NGOs, DPOs and secondary schools. Partnering with NGOs and being trained and mentored by their facilitators proved critical to building a cadre of YES facilitators. With DPOs,

the partnership allowed ESAs to deliver WRS and WBL training to a small number of YWD.¹² The DPO partnership also prompted ESAs to secure YWD as a separate category of training beneficiaries in the ESAs' annual operating plan (AOP). For secondary schools, the partnership has yielded “networking meetings,” where ESAs bring in owners of small or medium-sized businesses to present experiences, answer questions and motivate students. In these meetings, students also receive labor market information and ESA services.

- **Annual ESA Job Fairs:** The first ESA job fair was organized in 2013 in Prilep with secondary schools, the Economic Council of Prilep, local chambers of commerce and NGOs. It was a space for businesses and the ESA to present information and hiring needs. Unemployed youth were able to make contact with employers and discuss job opportunities. Since this first event, ESAs nationwide have adapted this practice and, together with municipalities, the ESAs have organized between seven and 10 job fairs annually across the country. According to YES reports, the Bitola and Skopje job fairs were attended particularly well by employers.
- **55% Completion Rate of YES Training for ESA Youth:** As Table 5 showed, 4,436 youth participated in WRS, WBL and CP workshops. Of those participants, YES monitoring data provided to the evaluation shows that 2,437 completed at least one full course, registering a 55 percent completion rate of ESA students.
- **Over-Focus on Operational Level:** Although YES made solid gains at the ESA center level, insufficient effort was placed on the institutional level. The focus on YES trainings and equipment at centers occurred at the cost of building capacity, momentum and ownership at: 1) ESA regional and central headquarters; 2) the tripartite management board that makes policy and budget decisions; and 3) the MoL. The over-focus has prevented other efforts toward policy change, budget or strategic priorities at higher levels. It has also limited the capacity improvement of higher-level bodies to enhance, scale up or sustain YES services in ESAs.
- **Insufficient Capacity Building:** Similar to NGOs and LSCs, capacity building in ESAs is considered to be one-dimensional, with an overemphasis on training and equipment. In the evaluation survey, 35 percent of ESA informants responded affirmatively when asked if they were aware of new strategies, policies or systems as result of YES capacity building. Fourteen percent of youth responded affirmatively to the same question. As well, the lack of a formal ESA master training cadre challenges the development of future YES trainers (see next bullet). Horizontal capacity building, with respect to sharing, mentoring or learning from other ESAs, was also a missing capacity-building approach.
- **ESA YES-Trained Facilitators Are Nearing Retirement:** As confirmed by the ESA national coordinator in Skopje, many ESA YES-facilitators will retire in the next three to five years. This signals an impending gap in human capacity with respect to delivering YES training services. The lack of a formal master trainer cadre places the duty of training new ESA facilitators in the YES curricula upon each ESA center and its capacity and will. As the ESA regional and national levels have not been empowered to train, manage or coordinate the YES services, it is unlikely that these higher levels could get involved with a national retraining effort.
- **ATDs Not Fully Utilized in ESA Job Clubs:** ESAs in the seven YES municipalities were equipped with ATDs, yet ESA and YES informants alike stated that the ATDs were not being used. YES has made a strong effort to provide the devices to ESAs so that YWD could have quality opportunities to participate. However, the presence of these devices does not appear to be bringing new YWD into the centers or motivating the small number of registered YWD to utilize them.

2.1.4 IR4: High Schools (VETs, GYM and Special Schools)

Working in secondary schools was the core focus of the YES Network and its most vigorous effort. YES was delivered via three types of high schools: VETs, GYM, and special schools for YWD (i.e., youth who are deaf or blind, or who have intellectual disabilities). GYM secondary schools have a strong academic emphasis, VET schools are oriented toward technical trades and special schools have infrastructure, ATDs, trained teachers and,

¹² Available information indicates that ESAs have trained 72 youth with disabilities since 2014.

when needed, specialized curricula for youth with intellectual disabilities. Table 6 shows the distribution of the 41 high schools that incorporated the YES program in its entirety.¹³

TABLE 6: YES SECONDARY SCHOOLS ACROSS THREE COHORTS

Municipality	Type of School			
	VETs	GYMs	Special Schools	Total
Bitola	4	1		5
Strumica	2	1		3
Tetovo	4	1		5
Prilep	4	1		5
Stip	4	1	1	6
Gostivar	3	0 ¹⁴		3
Skopje	10	1	3	14
Total	31	6	4	41

Similar to the NGOs and ESAs, YES focused on training teachers to deliver any one of three YES courses (CP, WRS, WBL). High schools offered these courses to students in a progressive manner, with CP offered to students in their second year, WRS to students in their third year and WBL to students in their fourth year.

YES courses were delivered via different methods. For VETs, the courses were either stand-alone (“free”) courses or integrated courses that weaved into established courses. For GYMs, they were stand-alone (“project activity”) or integrated courses. For Skopje special high schools, YES courses were delivered via integrated classes only. Table 7 summarizes YES curricula and total class-hours for the stand-alone courses.

TABLE 7: YES CURRICULA IN SECONDARY SCHOOLS

Secondary School	CP – 2nd Year		WRN – 3rd Year		WBL – 4th Year	
	Overview	Hours	Overview	Hours	Overview	Hours
VET (fee classes)	Students identify interests, consider abilities and seek labor market opportunities. They also make individual career plans.	72	Eight-module activity- and team-based program focusing on financial literacy, job search, soft skills and personal development and goals.	72	Four-module program that aims to improve work-based skills and knowledge via workplace learning.	66
GYM (project activity)		66		66		66
Special schools (stand-alone classes)	Inclusion guidelines for career counselors to work with physical, sensory and intellectual disabled students	72	Inclusion guidelines to adapt WRN for students with physical, sensory and intellectual disabilities.	72	Inclusion guidelines and tips incorporated into all four WBL modules.	66

In addition, YES facilitated two complementary programs in high schools:

Company Mentor Training Program: Initiated between October and December 2014, this program identified and trained businesses representatives willing to facilitate work-based learning activities for high school students or teachers in their workplaces.

Teacher Externships: Every two years, teachers were trained via a six- to eight-day business-based professional development exercise to support their work under the YES program.

¹³ According to EDC, in FY 2014-15, MoES requested YES in 11 additional VET schools in a fourth cohort of municipalities: Radovish, Kumanovo, Krusevo, Kochani and Ohrid. However, the schools received only CP, WRS and career centers. In FY 2016, the MoES requested YES in 14 more high schools in a fifth cohort of municipalities: Berovo, Valandovo, Gevgelija, Kavadarci, Ilinden, Kumanovo and Veles. This final group received only the WRS course.

¹⁴ The GYM school in Gostivar, SOU Gostivar, recently divided into two separate schools (VET and GYM). YES students from this school are counted by the project as a VET school in Gostivar.— hence the 0.

As Table 8 shows, YES met or surpassed its four indicator targets, except for the WRS and WBL under “percentage of trained secondary school teachers implementing free and integrated classes.”

TABLE 8: IR 4 PROGRESS

IR 4: Relevance and responsiveness of Secondary Schools and VET Center increased, including continuing professional development for secondary schools.			
Custom Indicator	LOP Target	LOP Final	Evaluation Observations
Number of career centers functioning	48	52 ¹⁵	Target surpassed.
Percentage of trained secondary school teachers implementing career-related activities both through the free classes and integrated in the existing subjects	50%	57.5% CP 46% WRS 47% WBL	Target surpassed for CP but not met for WRS and WBL. Indicator needs to be disaggregated by free and integrated classes to present a clearer picture.
Number of curricula developed by YES Network and adopted by the relevant institutions	3	4	Four curricula include WRS, WBL, CP, company mentors; versions adapted for disabled youth in four special schools.
Number of students completing the elective courses based on the new curricula (WRS, WBL and CP)	9,083	11,520	Target surpassed. Indicator definition insufficient. Unclear if completion is one course or all three. Unclear how LOP final number was calculated.

The following are the major findings of IR4, as gleaned from data collection in the three municipalities and as best understood by YES Network secondary data. Overarching findings for all three secondary schools will be reported first, followed by specific findings for each school type.

- YES Curricula and Career Centers in Macedonian High Schools:** The full YES program exists in 37 public high schools and four special-needs high schools (see Table 6). The YES courses, company mentoring and career centers have improved the work-readiness learning emphasis, environment and partnerships in schools. Teachers accepted and utilized the curricula; students appreciated them. Career centers were an element of this improvement, as dedicated space and basic equipment now exist in a number of schools. YES has also certified 200 career counselors¹⁶ to run the centers. Anecdotal evidence found, however, that career centers (particularly in VET schools) were often empty and not being used to their potential.
- Initial Positive Steps with Company Mentors Program:** In FY 14, YES developed the Company Mentors program to strengthen cooperation between businesses and schools. The program trained company staff (mentors) to best guide students in internships or teachers in externships. According to YES, 141 private sector representatives have been trained as company mentors.¹⁷ From the limited company mentor informants, a majority expressed appreciation of the YES trainings. In December 2015, YES began training select company mentors (66 total) to support YWD in work-based learning experiences. From this, YES added a training module to guide mentors in making accommodations in the workplace and monitoring YWD achievements. Overall, the program has spurred positive changes that included: 1) improving relationships between the private sector and schools; 2) professionalizing obligatory internships and teacher externship programs in the VET; and 3) making work-based experiences accessible for YWD. Still, the scale of the program is small relative to the numbers of YES-trained secondary school students (see 2.2.4). And also, earlier and more intense efforts to sustain this program were warranted (see 2.3.4).

¹⁵ This includes 37 VET and GYM schools and four special schools (cohorts 1-3), as well as 11 VETs in cohort 4 (see footnote 13).

¹⁶ Career counselors are typically teachers who volunteer their time. Accordingly, their level of effort and time inside the centers varies significantly. At project close, career counselor was not an official position with resources dedicated by the MOE.

¹⁷ While YES states in its quarterly reports that company mentors have been trained across all seven partner municipalities, data provided to the evaluation by YES shows that no company mentors were trained in Stip.

“The training was good, as internships needed to be regulated. It used be unorganized before: Students would go to companies just for the sake of getting a signature that they passed practical work without doing any. It used to be without any plan, specific work, without getting any direction on what needs to be done. In my opinion, this training and the whole program is a great attempt to regulate and organize the internship. But, time will show how successful it was.”

— Company Mentor, Skopje

- **BIPO to Inform Career Planning:** In FY 2014, YES developed BIPO as an orientation tool for career preferences. It comprised self-scored tests to help students explore their professional interests, values and personality traits. Trained ESA or high school staff administered BIPO at the start of the CP course. Teachers and school psychologists have also utilized BIPO online, which is available on the MoES website (www.bipo.mon.gov.mk). According to YES reports, between April and September of 2015, 220 students successfully used the online BIPO system. Additionally, YES has delivered two rounds of training to members of the Association of Career Counselors.
- **Increased Student Demand for YES Courses Across the Activity:** The YES courses’ non-formal pedagogy and practical learning made them sought-after among students. According the 2016 YES Performance Indicator Tracking Table, the number of students completing YES courses has increase linearly from 2012 – 2015. This upward trend speaks positively to the demand of these employability courses by youth. This can be attributed to the pedagogy and the subject matter—both highly valued by youth.

“Through the activities, the students understood their skills, abilities and intelligence. This is beneficial because it positively affects their life decisions.”

— VET Facilitator, Gostivar

- **Low Number of YES-Trained Teachers Implementing Stand-Alone Curricula:** According to available data, each VET school has approximately 12 YES-trained teachers and each GYM school has approximately 10 YES-trained teachers.¹⁸ Of the trained teachers who are teaching YES courses, a majority does so via integrated classes. This was confirmed as YES stand-alone classes in the three municipalities visited were limited to one series (CP, WRS and WBL) per school. As well, a high proportion of total students who completed at least one YES course did so via integrated classes.

- **Insufficient Capacity Building:** Capacity building in secondary schools is considered to be one-dimensional, with an overemphasis on training teachers. This did not yield the organizational change necessary, which many school staff saw as moderate change (see Figure 4.). YES also reached beyond teachers to train school administrators and, at times, psychologists. In the case of the former, training focused on replicating YES curricula, not on best managing, promoting or ensuring quality of the YES program. For psychologists, training appropriately certified career counselors. Sixteen VET master

FIGURE 4: EXTENT OF POSITIVE CHANGE TO ORGANIZATION’S CAPACITY AS A RESULT OF YES

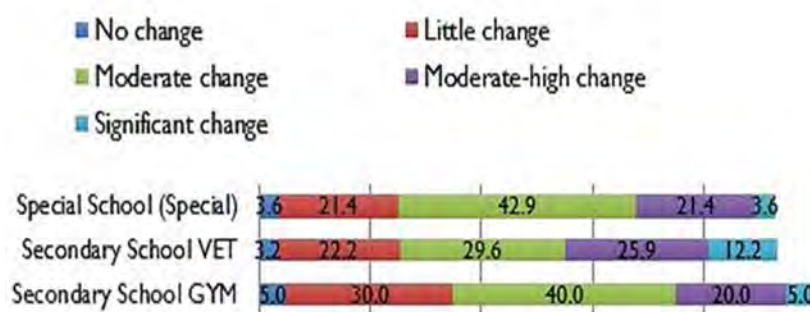


Figure 4: Secondary school survey respondents most often pointed to moderate organizational change facilitated by YES. Within the three secondary school types, VET respondents rated capacity building higher, as YES was most intensely focused in VETs.

¹⁸ In the batch of trained teachers per school, YES also typically trained a school principal and school psychologist.

trainers also exist to multiply the WRS curriculum. Still, the activity missed strategic opportunities to build capacity beyond replicating YES training at schools.

- **Over-Focus on Operational Level:** Beyond providing course-specific training, lesson plans, and new pedagogies at the school-based level, there has not been the needed effort to impart YES into higher levels of schools or at the national entities responsible for them. Examples of such efforts could include: 1) coaching school administrators to best manage and promote the YES curricula in their school or to parents; 2) working with national VET Center, Bureau of Educational Development or MoES to further incorporate YES into strategy, statutory obligations, resources or monitoring mechanisms; and 3) supporting these same national entities to transition YES into nationally mandated curricula. All of these aspects have direct implications on sustainability as well as the YES activity's ability to more effectively and efficiently achieve scale.

"A number of professors from our school passed the YES trainings and their perspective has changed. I also feel there has been progress; a lot of new techniques were introduced. But I don't think it is enough, more needs to be done."

— GYM Facilitator, Skopje

- **Limited Quality Control of YES Delivery:** Linked to the operational over-focus, no evidence indicated the presence of a quality control system to maintain a set of standards, ensure a minimum level of quality in content or delivery or to promote a consistent school-based review process. This is particularly true for integrated YES classes. In the municipalities visited, YES courses were incorporated into classes inconsistently, based on the motivation and judgment of teachers, and not guided by any set of YES-generated standards or guidelines.¹⁹ Similarly, the required hours of each major course differs across VET and GYM schools (see Table 7). Three further issues stand out: 1) administrators did not have the mandate or training from YES to best manage or monitor the delivery of YES courses; 2) teacher performance was not assessed internally or externally; and 3) no broader-level mandate from the National VET Center or Bureau of Educational Development existed to ensure quality. While the evaluation team became aware of VET advisors and master trainers observing classes in FY 2014, evidence did not show this practice continuing or how the information was used to facilitate learning and improvement.

"Educational inspectors are tasked to check the quality of the entire school. Every teacher is assessed in six areas, which are guided by indicators. This is the only way course quality can be checked. Even though current indicators are general, there are none that measure the YES curricula. So there cannot be a check on the delivery quality of these curricula."

— National VET Center Senior Staff

- **Minimal Use of ATDs in High Schools:** The YES activity distributed an ATD package to 41 secondary schools; the kit comprised: 1) a trackball, joystick and switch for youth with physical disabilities; 2) a large-button keyboard for youth with partial visual impairment or physical and intellectual disabilities; and 3) non-visual desktop reader for youth with total visual impairment. However, key YES staff stated that ATDs were not regularly used in ESAs or high schools in the seven YES municipalities.
- **VET Findings:** Bringing YES to VET schools was the emphasis of the YES activity. The YES courses were readily accepted into the schools because of the free class (elective) requirement and that the free classes were weak in terms of content and pedagogy. The following are additional findings for VET schools:
 - **YES program most intensely incorporated into VETs.** While precise information was not available, the following are best-estimated totals for the full incorporation of YES into VETs in the seven municipalities: 31 VETs with career centers; 427 teachers completed at least one training; 6,732 students completed at least one free (stand-alone YES) class; and 23,068 students completed at least one YES-integrated class.²⁰

¹⁹ One YES document was found that provides general guidance on which elements of WRS modules can be incorporated into GYM and VET courses. See <http://www.yesnetwork.mk/sites/default/files/resources/WRS/mk/Integracija-na-sodrzini-od-pvr.pdf>.

²⁰ These figures do not include the 11 additional VET schools discussed in footnote 13.

- **Partnership with National VET Center.** The YES partnership with the VET Center (a national independent agency that reports to the government and is funded by the MoES) provided valuable support that facilitated key operational advances, including: 1) approval of the three YES modules to be offered in all VET schools nationally; 2) delivery of the YES program primarily in the career centers; and 3) consent that free classes are counted in the teacher quota for subjects taught per year (not the case in GYM schools).
- **GYM Findings:** Initially, YES was brought to GYM schools because of teacher and student demand, based on VET colleagues' positive feedback on its interactive methodologies and relevant content. The following are additional findings corresponding to GYM schools:
 - **YES program moderately incorporated into GYM schools.** While precise information was not available, the following are best-estimated totals for YES incorporation into GYM schools: eight GYM schools with career centers;²¹ 82 teachers completed at least one training; 94 students completed at least one project activity (stand-alone) class; and 7,509 students completed at least one integrated class.²²
 - **YES adaptation to GYM focus.** As the YES curriculum was brought to GYM schools, it was adapted to the students' academic emphasis, real-time interests and needs and university-oriented goals. This included using the WBL interview module to focus on how to prepare for a university admission interview (versus a job interview in VET) or as part of CP, inviting universities (versus potential employers in VETs) for interviews. Teachers easily adapted YES to students' needs and interests.

"The YES program helps them make a decision in choosing a future career or university."

— GYM Facilitator, Gostivar

- **Special Schools Findings:** YES in special high schools initiated in May 2014 with one school in Stip and expanded in 2016 to three in Skopje. The Skopje special schools offer only integrated classes; however, according to informants, they will offer free classes starting in September 2016.
 - **YES program incorporated into all special schools in Macedonia.** The YES courses have been brought to all special high schools in Macedonia. The following are best-estimated totals for the YES incorporation into special schools: four special schools career centers; 42 teachers completed at least one training; and 472 students completed at least one integrated class.²³ YES delivery was nearly identical to VETs in terms of required hours (see Table 7). Both teacher and student informants in Skopje expressed appreciation for YES.

"Our school has 19 students in total (nine males and 10 females). The training was super. Everybody was very satisfied. The training helped teachers to prepare students for their future. Among the useful YES elements were rights and responsibilities and adaptation in the workplace. This is extremely important for our students. We have involved all students in this training because the number is small. We have a Braille handbook, 'Strategy for Job Seekers.' The benefits for students are that they have received training, materials and practical work. Their level of self-confidence has increased significantly."

— Special School Facilitator, Skopje

- **Skopje special schools implementing YES for a short period.** In January 2016, YES began teacher training and equipped career centers in three Skopje special high schools. In March 2016, YES course delivery began. Skopje special schools have only three months of direction under YES, as the activity closed in June 2016. While Skopje's special schools can be guided by YES success in Stip's special school "Iskra," they are just emerging into the program.

21 Two of eight are mixed schools (VET & GYM) in Gostivar and Bitola. They are counted as GYM schools in this figure.

22 These figures have been compiled and interpreted from various YES sources and may not represent final numbers.

23 Ibid.

- o **Emerging implementation challenges in Skopje.** Key Skopje informants pointed to three emerging challenges in Skopje special schools: 1) YES teacher trainings were considered as too broad and repetitious with what is already being delivered in special schools; 2) some teachers are hesitant with integrating YES into existing curricula without the approval or consent of the Bureau of Educational Development; and 3) company visits include logistical and cultural complexities.
- o **YES curricula need further adaptation for YWD** YES worked with specialists to adapt the curricula to the needs of students with disabilities. Still, teacher and student informants cited that further adaptation is needed, particularly in simplifying content (e.g., technical terminology), reducing required hours and incorporating more breaks into flow. This was identified especially for deaf students (translation of terminology is difficult) and students with intellectual disabilities. Also, in all three of the evaluation's class observations in Skopje special schools, no ATDs were used.

2.2 Evaluation Question 2

To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth (including YWD) within targeted municipalities?

In answering the question, this report will first explore progress on the YES goal via its indicators and life-of-project targets, followed by major findings under each IR.

Table 9 shows that the YES activity has surpassed all goal indicator targets.

TABLE 9: ACTIVITY GOAL PROGRESS

Project (Activity) Goal: Enhance the employability skills of Macedonian Youth.			
Indicator	LOP Target	LOP Final	Evaluation Observations
Number of persons receiving new employment or better employment (including better self-employment) as a result of participation in USG-funded workforce development programs	1,051	1,181	Target slightly surpassed. Indicator not a direct measure of goal (too high) and outside the supply-side emphasis of YES. Insufficient data disaggregation as called for in PIRS.
Person-hours of training completed in workforce development supported by USG assistance	555,423	733,673.5	Target surpassed. Indicator not a direct measure of goal (too low). LOP Target set too low.
Number of days of USG-funded technical assistance in workforce development provided to counterparts or stakeholders	1,315	1,520	Target surpassed. Standard indicator.
Percentage of youth reporting on improved level of employability skills	40%	80% -WRS 91% - WBL 79% - WBL ESA	Target surpassed. LOP Target set too low. Weak and inconsistent measurement low data quality.

On one hand, the activity's over performance on its goal indicators targets speaks positively to its achievement and progress. On the other, it calls attention to M&E weaknesses linked to these calculations that include: 1) a low goal statement (i.e., skills increase versus behavior change or higher); 2) indicators that are not direct or adequate measures of the goal; and 3) indicator targets that were set too low. Table 9 identifies these issues as relevant to each indicator.

Across the YES activity implementation, YES developed two instruments to measure progress toward the goal. However, they were both applied at late timeframes relative to the start of YES:²⁴

- **Self-Reporting Youth Questionnaires:** Developed in FY 2013, this survey was the activity's first attempt to measure the goal of enhanced employability skills in WRS and WBL as delivered in NGOs, ESAs and schools. The survey was a self-assessment that was administered at pre- and post-workshop intervals. The difference in the before-workshop and after-workshop scores was taken as a measure of employability skills.
- **Work Readiness Now! (WRN!):** Developed and field-tested in FY 2014, WRN was administered to select participants across YES. As a complement to the self-reporting survey, a pre- and post-test sought to better measure learning in WRS as delivered in ESAs and schools.

Regarding both instruments' measurement of the YES goal, the evaluation found: inconsistent instrument use across the activity; inadequate quantity and quality of information produced and reported upon; and, unrepresentative sample size of youth beneficiaries. For the latter, there was no attempt to measure, for example, the employment status of recently graduating VET students completing all three YES courses.

2.2.1 IRI: LSCs

Although LSCs did not deliver YES curricula, which would contribute to the activity goal "Enhance employability skills of youth," they did facilitate complementary opportunities for youth to learn and, in some cases, secure employment. For LSCs visited by the evaluation, these opportunities included:

Bitola: Social focus on inclusion of youth and persons with disabilities, panel organized in FY14 on "Potential of Green Jobs" and 2015 employers' forum.

Gostivar: Student business entrepreneurship competition organized in 2015 and development of a youth employment guide booklet.

Skopje: Demand-driven information and communication technology (ICT) skills training (i.e., web application, modeling and 3-D animation, graphic and web design) that led to 14 to 15 participants hired and social entrepreneurship workshop.

In Tetova, a job-specific training delivered to 20 youths focused on textiles and furniture. It resulted in five youths securing jobs in the industry. Additionally, the labor market analysis conducted by all LSCs was important for benchmarking employment needs and guiding efforts such as training, private sector partnerships, local action plans for employment and job fairs.

While these noted results did contribute to the YES goal, the evaluation found them too small-scale to affect the youth employability skills of a significant population of YES youth. Additionally, LSCs' effect on facilitating the employment of youth was even more limited.

2.2.2 IR2: NGOs & DPOs

The evaluation has limited data to produce robust findings on the effect that NGOs and DPOs had on enhancing employability skills of 308 (34 YWD) unregistered, unemployed youth completing at least one YES course. The limited youth sample allows some findings that correspond to the YES goal:

- Recruiting the youth beneficiary population was difficult and time consuming. Many youth were recruited from other NGO programs, the internet (fakuleti.mk), social media or person-to-person networking.
- DPOs worked to ready and accommodate YWD; this included mental preparation, adapting YES curricula and methods, ensuring accessibility of training spaces and providing transportation.
- NGO and DPO youth appreciated the participative methodology and interactive exercises.

²⁴ The evaluation team was not able to review either instrument in its entirety and is uncertain of either one's ability to glean valid and accurate data across time. Test results from these instruments appear in disparate locations (e.g., various quarterly reports or internal evaluations in FYs 2013 and 14) and are difficult to interpret.

- Soft skills (e.g., social, communication, confidence) were often mentioned as the key skills developed.
- Youth perceived YES as transferring employability tools or knowledge (e.g., CVs, interview, dress code) but asserted that there was more to learn.

“A good thing about YES was the details. There were eight modules.... It helped us understand what to do in certain situations, including working together on projects. A challenge in our group was working with youth with disabilities. There were deaf and blind youth, and the communication was difficult. But we became close and had a lot of fun.”

— NGO/DPO Integrated Youth, Skopje

NGO and DPO youth’s dominant response to the evaluation survey question, “Level of increase of your KSAs as a result of the YES program” was “moderate-high” (54 percent of NGO youth; 47 percent of DPO youth).²⁵ Similarly, youth’s dominant response to the evaluation survey question “Utility of YES to support you in taking the next step in your life” was “moderate-high” (46 percent for both NGO youth and DPO youth).²⁶

“A part of the youth found their place in the labor market. For youth with special needs, we reinforced their ambition to find a job.”

— NGO Facilitator, Bitola

Limited data is available on how or if having “enhanced skills” has enabled NGO or DPO youth to search for, secure or maintain jobs. YES did cite in its June 7, 2016, final presentation to the Mission that 16 percent of YWD found employment after receiving training with NGOs and ESAs.

As described, the positive effects that manifested from the NGO and DPO integration are undeniable and important. Limited data points to a moderately positive effect on basic soft and employability skills among unregistered, unemployed youth and YWD. Similarly, YES’s effect on the use of such “enhanced skills” by NGO youth in the employment process appears to be minimal. The same can be said of DPOs working with YWD with the same life circumstances.²⁷

“The YES program was adapted for disabled youth, yet this is just the first step for them toward securing employment.”

— DPO Facilitator, Bitola

2.2.3 IR3: ESAs

Similar to IR2, the evaluation has limited data to produce robust findings on the effect that ESAs had on enhancing the employability skills of the 2,437 unemployed youth completing at least one YES course. The primary data secured by the evaluation allows some important findings that correspond to the YES goal:

- ESA youth highly valued the non-formal education (NFE) methods (e.g., teamwork, games, exercises).
- Upon registering as unemployed, many youth were invited to participate in the YES training courses.
- Youth appreciated practical tools for job search: CVs, motivational letter and BIPO tests.

“I liked that ESA employees were trainers. What I liked most from the training was the tests; I got to find out my characteristics and what I am good at. Everything we learned can be used for getting a job as well as advancing in one. Another practical thing we learned was teamwork. Parts of the training were ‘Americanized’—some things may happen there, but not here.”

— ESA Male Youth, Skopje

²⁵ The scale was: no increase; little increase; moderate increase; moderate-high increase; significant increase; don’t know/NA.

²⁶ The scale was: no utility; little utility; moderate utility; moderate-high utility; significant utility; don’t know/NA.

²⁷ See: YES 2014 Evaluation Report pp. 23-24; YES FY 2016 Q1 Quarterly Report, p. 33; YES FY 2015 Q2 Quarterly Report.

- Similar to NGO youth, ESA youth perceived that YES gave them employability tools/knowledge.
- ESA youth also highly valued the focus on improving communication skills.
- ESA youth cited they now have more confidence to conduct a job search and better communicate.
- Some Bitola youth cited receiving employment training in college, but YES was more in-depth and practical.
- Numerous youth emphasized the importance of learning from others in the YES courses.
- Many youth informants asked for more and better learning opportunities via internships and practical work.

“The biggest interest of ESA unemployed youth was learning how to look for a job. I think that these youth need to practice a job interview, which we used to teach, but now not in all trainings. The emphasis of these programs should be on personal development and improving one's work readiness skills that will result in finding a job.”

— ESA Facilitator, Skopje

ESA youth's dominant response to the evaluation survey question “The level of increase of your KSAs as a result of YES” was “moderate-high” (33 percent). Similarly, youth's dominant response to the evaluation survey question “The utility of YES to support you in taking the next step in your life” was “moderate” (32 percent).

Limited data is available on how or if “enhanced skills” have enabled ESA youth to search for, secure or maintain jobs. The FY 2014 YES internal evaluation reported that 328 of 737 ESA participants found employment (~45 percent employment rate). Position types and duration of employment were not provided.

Limited available data points to a moderately positive effect on enhancing basic soft and employability skills among ESA youth. The activity's effect on the use of such “enhanced skills” by ESA youth in the employment process appears to be moderate, as a portion of this group has secured employment and thus contributed to the YES goal indicator “Number of persons receiving new employment.”

2.2.4 IR4: High Schools (VETs, Gymnasiums and Special Schools)

Again, limited available data exists to produce robust findings on the effect that YES secondary schools had on enhancing the employability skills of nearly 38,000 secondary students completing at least one stand-alone or integrated YES course (~ 30,000 VET students, ~ 7,500 GYM students and ~ 470 YWD students). Primary data secured by the evaluation indicated important findings that correspond to the YES goal:

- Students became involved with YES primarily via information from YES-trained teachers and students.
- Similar to ESAs and NGOs, NFE methods of YES courses were appreciated and sought after by the youth.

“We first got to know ourselves, our characteristics. Then we learned how to write a CV and a motivational letter to apply for a job or university. Recently there was an advertisement at the American College and requirements were a motivational letter and other documents. I am a step ahead of those who did not have work-readiness skills classes.”

— VET Female Youth, Skopje

- Youth informants saw YES curricula as relevant for improving employability and career skills (see Table 10)

**TABLE 10: WHICH KSAs HAVE INCREASED AS A RESULT OF YES?
(YOUTH RESPONSE TO SURVEY)**

Major KSA Category	Most Frequently Mentioned Improved KSAs	
1. Soft Skills	1. Communication and social skills 2. Teamwork 3. Leadership 4. Self-confidence	5. Self-awareness 6. Critical thinking 7. Public speaking / presentation 8. Responsibility
2. Employability /	1. CV and motivational letter	5. Rights and responsibilities

Major KSA Category	Most Frequently Mentioned Improved KSAs	
Career Readiness	2. Job search process and interview approach 3. Career planning (setting goals) 4. Educational choices / college selection	6. Labor market information 7. Financial literacy / management 8. Information technology

- Students wanted more interaction with employers (company visits, internships, practical experience).
- Students stated that the frequency (one time per week in some cases) and depth (simple content) of the YES courses were insufficient to produce needed learning.
- VET students cited they were overburdened taking the WRS stand-alone course because it meant having to stay for an additional one to two classes each day, then having to organize transportation home afterward.

“These classes were tiresome, at least in our school. I don’t know how it is in other schools, but we have seven classes every day and it is tiring to stay for additional one or two classes or to come before regular classes for these classes. It may sound funny, but maybe it’s better to have these classes on weekends.”

— VET Female Youth, Skopje

- High school youth without and with disabilities experienced YES similarly and have like expectations of securing a job or enrolling in a university.
- The limited group of company mentors affirmed the importance of YES as a first step in the right direction, yet many called for more to be done in the future.
- Company mentor informants pointed out that YES students had not yet completed an internship or obtained jobs at their company.
- When queried about program’s “relevance in allowing youth to enter and stay in the workforce,” a majority of company mentors informants could not answer, citing a lack of knowledge of YES.

“I am not sure about the quality of YES program in terms of transferring needed workforce skills to young people. As for the training that we received, it was really good.”

— Company Mentor, Skopje

- The director of human resources (HR) from Granit, a Macedonian firm focusing on the construction of roads, had four company mentors trained by YES and referred to it as a positive experience. Nonetheless, there was concern around sustainability of the mentor and internship program, as Granit does not have the time to establish connections with VETs, train additional mentors or organize events.
- The HR Regional Director from Kemet Electronics, a leading global supplier of electronic components, had the following observations about VET applicants involved in YES:
 - Nearly 50 percent of production operator applicants (electricians, mechanics) are VET students.
 - Students are well-versed in rights at work, but not regarding their obligations.
 - No noticeable improvements in soft skills, CVs or interview behavior of VET candidates.
 - In the last three months, approximately 100 VET students applied for an operator position and only 10 VET graduates got jobs, mainly because those 10 had relevant experience.
 - The HR director organized three company visits for 20 to 30 students per visit. Observations were: 1) youth seem uninterested and do not ask questions; 2) the VET provides little support for visits; 3) a personal link at the VET school facilitated the visit; and 4) the teacher of the VET class visiting was uninformed and disinterested.

- A typical profile of a VET candidate is: (a) mother, friend or girlfriend sends CV; (b) little interest in applying; (c) informal interview behavior; (d) receptive to recommendations on improving post-interview; and (e) when hired with no experience, high salary and position expectations.
- During an externship at Kemet, it was observed that VET teachers were not “mentally present” and seemed more interested in receiving the certificate and leaving.

The dominant response to the evaluation survey question, “The level of increase of your knowledge, skills or awareness (KSA) as a result of the YES program” was “moderate”: 34 percent of VET student respondents, 46 percent of GYM adult respondents and 39 percent of special school respondents. Similarly, VET youth’s dominant response to the evaluation survey question, “Utility of YES program to support you in taking the next step in your life” was “moderate” at 30 percent.

The evaluation did not encounter any YES-produced data on how or if “enhanced skills” have enabled secondary school youth to search for, secure or maintain jobs. Still, the evaluation survey did attempt to understand any results of current high school youth who had completed a YES course. According to high school adult informants, a strong majority of VET and GYM students who completed at least one course applied to and were accepted by a university (see Figure 5). According to these informants, the YES employment effect among VET, GYM and YWD students has been moderate, with approximately 18 percent of special school students securing a job.

These findings point to a moderately positive effect on enhancing soft and employability skills among secondary school students (including YWD). With limited available data, the activity’s effect on the use of such “enhanced skills” by students in the employment process appears to be minimal. Still, the survey does show a positive, emerging trend on the use of “enhanced skills” for applying to and gaining acceptance from universities among VET and GYM students.

FIGURE 5: ADULT SURVEY OF YOUTH ACHIEVEMENTS AFTER COMPLETING YES PROGRAM

“From My Perspective, the Majority of the Youth Who Completed the YES Program Have ...”

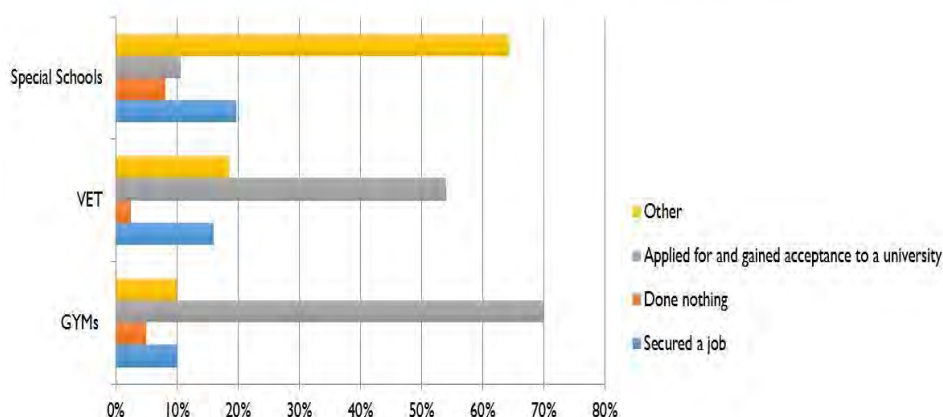


Figure 5: In the evaluation’s three municipalities, an average of 12.3 percent of high school youth self-reported that they or their peers secured employment after graduating.

2.3 Evaluation Question 3

To what extent will the benefits of YES be sustained by key entities absent USAID?

In answering this question for each YES entity, the evaluation focuses on the likelihood that the described YES benefits will continue without support from USAID/Macedonia. Sustainability will be defined as having two key characteristics: 1) **organizational sustainability**, the ability of entities to replicate functional and technical aspects of YES, and 2) **human/financial resource sustainability**, the ability of YES entities to themselves generate, leverage or depend on financial or human resources to replicate YES benefits. The evaluation rates each sustainability aspect using a scale of low, moderate, above moderate and high.

2.3.1 IRI: LESC

The following are key considerations to LESC sustaining YES benefits:

- **LESC Organizational Sustainability (moderate):** LESC members generally perceived the utility of the LESC positively, yet the functionality of the seven LESC is highly variable. Each has its own abilities and motivations to continue efforts and replicate or augment results. Among the LESC visited, however, the organizational ability and motivation to continue advancing benefits absent USAID support is questionable. The following organizational challenges are impediments to sustaining LESC benefits:
 - Weak political will by the mayor to support LESC or an underdeveloped relationship.
 - Unmotivated LESC leadership and infrequently participating voting members.
 - Non-participating business leaders with little incentive.
 - No voting power of civil society or youth members and lack of incentive to participate.
 - Dependence on YES for technical guidance and support.
 - Small and infrequent success in bridging youth employment as a key element of the LESC mission.
 - Lack of clarity, consensus or complete buy-in to the specific LESC mission.
 - Lack of horizontal (between LESC) and vertical (to NESC) connections resulting in isolated and independent LESC.

"I am not sure I can talk about YES in terms of transferring needed workforce skills to young people. On the other hand, sustainability is definitely a challenge. Our advantage is that the LESC is made up of key stakeholders. I think that each one of us, with his/her experience and knowledge, is able to contribute to realizing our plans. The challenge that we are facing now will be: How we will proceed without YES Network support? What will our motivation be? And most importantly, What results will we work to achieve?"

— LESC Representative, Skopje

"The role of LESC is the same everywhere: to solve socio-economic problems by providing proposals to the municipal council. So far, we had four meetings. We cannot say we have an active LESC. The problem is that we didn't strategically choose LESC members (e.g., employers, union members); instead, they were proposed centrally. YES contacted employers' organizations in Skopje and they nominate the member. LESC have been formed as a result of YES."

— LESC Representative, Bitola

Challenging some of the organizational constraints to sustaining LESC benefits is the EU project, "Social dialogue and capacity building for effective youth employment solutions". Specifically, the project will replicate LESC in six more municipalities. Thus far the project conducted an initial analysis of existing LESC and formed and equipped a General Secretariat Office staffed by a MOL member (also the General Secretary of the NESC) to further guide LESC and to facilitate vertical (NESC) and horizontal (LESC) communication. While the project's effect remains to be seen, its potential to positively influence the functionality and sustainability of current and future LESC is positive.

- **LESC Human/Financial Resource Sustainability (moderate):** In FY 2015, YES undertook two efforts to facilitate financial sustainability of LESC. The first was to train and guide LESC to develop an AOP and then advocate to secure municipal resources. YES reports cite that all seven LESC developed AOPs and five (Gostivar, Bitola, Stip, Tetovo and Strumica) secured a level of resources. The second effort was the limited training delivery of "How to Develop Applications for EU Open Calls".

"This year for the first time we prepared an annual operating plan for activities that need to be carried out by LESC Gostivar. And the Municipality of Gostivar has adopted it. ... Yet with arising problems and the LESC left to function alone, I don't think it will last for a long time. I think that some steps need to be undertaken on a national level."

— LESC Representative, Gostivar

The following have been cited as human / financial resource impediments to sustaining LESC benefits:

- Lack of legal status to secure municipal resources or funding from international organizations such as the EU or International Labor Organization.
- No guaranteed resources after 2016 for the five LESC's securing the AOP budget and no resources for the remaining two LESC's.
- Top business leaders heading up LESC's versus mid-level managers who have time and ability.
- Lack of full-time, professional staff to focus on continuous operation and strategic growth.
- Lack of capacity or motivation of LESC members to proactively advocate or secure resources.

2.3.2 IR2: NGOs & DPOs

The following are key considerations to NGOs and DPOs sustaining YES benefits:

- **NGO and DPO Organizational Sustainability (NGO: above moderate; DPO: moderate):** While the will to replicate YES benefits is questionable, NGOs are seen to possess solid organizational capacity to generate YES benefits over time—particularly associated with YES courses. NGOs already have strong organizational backgrounds in NFE and facilitation, as they were selected not only to help grow ESA facilitators, but also support DPOs and ESAs. DPOs, however, initiated YES with a lower level of organizational capacity. And, while there has been a level of functional and technical growth, DPOs are still considered to have a moderate level of organizational capacity to replicate YES efforts and generate corresponding benefits. The pool of DPOs that received small grants was limited (see Table 4), as was the intensity of the grants (approximately one per DPO). In turn, this limited the YES experience and, accordingly, DPOs' organizational capacity to achieve YES benefits.

"We can't realize the project without external support. I have to stress that we will practice everything that we saw and learned ... and the people with special needs that were present will practice. They learn in special schools and none of them has ever seen how to write CV, job interview; we are here to help them."

— DPO Female Facilitator, Bitola

- **NGO & DPO Human / Financial Resource Sustainability (low):** Weaknesses of NGOs around financial sustainability prompted the Mission to suspend funding early in the activity. When YES reinitiated with NGOs and DPOs, it occurred in a selective and small-scale manner. YES-facilitated partnerships between NGOs and DPOs have not been deep or consistent enough to heighten aspects of human or financial resource sustainability. Still, YES provided a limited number of NGO representatives with the training, "How to Develop Application for EU Open Calls." The Bitola NGO, MKC, secured a small grant from the EU to replicate YES courses in Prilep with Roma youth, but this appears to be an anomaly. Collectively, these YES efforts have not changed the initial low capacity of NGOs or DPOs to financially sustain YES efforts and generate benefits.

"Without YES support, I think that persons with disabilities would have difficulties in attending such trainings. I know that the Association of Students and Youth with Disabilities (ASID) organized van transportation for these young people to attend the YES training and that cost money. It is important for DPOs to have all types of support, including financial. It is much easier for persons without disabilities to attend capacity building events. For those with disabilities, it is extremely hard in every way, physically and financially."

— NGO/DPO Male Youth, Skopje

2.3.3 IR3: ESAs

The following are key considerations to ESAs sustaining YES benefits:

- **ESA Organizational Sustainability (above moderate):** In the evaluation survey, the dominant response to the question “Is it likely that the organization will be able to sustain the YES program benefits over the next 4-5 years?” was “moderate-high” among ESA adults (37 percent) and “moderate” among ESA youth (33 percent). Local ESAs exhibit sufficient ownership and adequate capacity to replicate YES services. YES-facilitated organizational advances include: local connections made with companies, schools and NGOs/DPOs and the expansion of ESA services (e.g., job fairs, BIPO tests, individual and group career counseling). Organizational constraints include: only seven of 30 local offices have equipment and ATDs for job club training rooms; YES capacity-building efforts have centered around YES course replication; no higher-level policy stipulates that YES courses or complementary services comprise ESAs’ mandatory services; and the ESA regional and central headquarters do not have the capacity to manage YES or mobilize a cohesive operational strategy for its replication. Clearly, the level of sustainability and replication of YES benefits in ESAs rests with each local entity and its will to utilize and prioritize its services.
- **ESA Human / Financial Resource Sustainability (above moderate):** Perhaps most important to the resource sustainability of ESAs is that the 2016 AOP for Active Programs and Measures for Employment and Services of the Labor Market targets the delivery of the YES WRS curricula to 3,000 unemployed youth and CP curricula to 1,800 unemployed youth. WRS has been present in the AOP since 2015, while CP has just been targeted in 2016 plan. With inclusion of these YES training targets, the Government of Macedonia (GOM) has dedicated resources to ensure they are reached. Equally important, YWD (18 to 29 years old) who are registered as unemployed in ESAs are listed as a separate category for WRS training beneficiaries—ensuring that resources must also go toward training this beneficiary group. Also important to ESAs sustaining YES benefits is facilitators in all 30 local offices being able to deliver YES courses.

“The adopted operational plan of the government, which allows annual resources for ESAs, is a guarantee for sustainability at least for the next year. We have trained staff, we have handbooks. ... It should be sustainable.”

— ESA Center National Coordinator, Skopje

Constraints around resource sustainability include: 1) a majority of ESA YES-trained facilitators are nearing retirement age; 2) lack of a formal master train-the-trainer (TOT) cadre to refresh current ESA facilitators or train new ones; 3) staff time and availability to deliver YES trainings and additional services (e.g., BIPO) in addition to required responsibilities; and 4) ownership is not as strong at regional and national levels and a question arises as to how long YES will remain a priority for ESAs in the AOP and its corresponding budget.

“We do not have enough human resources in the ESA, or maybe they are not well-organized. Delivering these trainings is an additional workload on all of us facilitators as we are already too burdened with our regular job responsibilities. The challenge with human resources is that each of us needs to ‘reprogram’ our other responsibilities in order to be able to hold a one-day training.”

— ESA Adult Facilitator, Skopje

2.3.4 IR4: High Schools (VETs, Gymnasiums and Special Schools)

The following are key considerations to secondary schools sustaining YES benefits:

- **Secondary School Organizational Sustainability:** In the evaluation survey, the most dominant response to the question, “Is it likely that the organization will be able to sustain the YES program benefits over the next 4-5 years?” was “moderate” for VET adults (37 percent) and GYM adults (60 percent); “moderate-high” for special school adults (42 percent); and “moderate” among VET youth (32 percent). Four constraints to organizational sustainability in secondary schools are: 1) the continuation of the Company Mentor Program;²⁸

²⁸ Evaluation informants noted that a Chamber of Commerce working group would be taking over the leadership role for the Company Mentor Program. However, while chamber representatives expressed willingness to manage the program and advocate for complementary legislative improvement (i.e., companies receive subsidies if they participate in the Company Mentor Program), no official actions occurred to facilitate or concretize this leadership transfer.

2) lack of a MoES-driven national policy that mandates YES curricula; 3) national entities responsible for secondary schools (i.e., MoES, Bureau of Educational Development, National VET Center) were not empowered to strategically manage, monitor or multiply YES services; and 4) school principals were not provided the necessary training or coaching to best manage, monitor or multiply YES within their schools. The organizational sustainability for the three high school types follows.

VETs (above moderate): The full YES program exists in 31 VET schools across cohorts 1-3. The core curricula (CP, WRS, WBL) have been approved by the National VET Center and written into the 2013 National Strategy on the Development of VETs and VET AOPs. This not only further guarantees a level of replication in the schools, it also allows VET teachers to get paid for the free classes they teach. YES curricula and materials (i.e., textbooks and facilitators guidance) were developed with VETs and given to the National VET Center at close of activity.

“YES is in our school system, in our annual programs, and with no problems we will continue. Diplomas also include a line that shows if the student has successfully completed this program.”

— VET Facilitator, Skopje

When analyzing VET organizational sustainability, the supply (i.e., teachers delivering courses) and demand (i.e., students taking courses) are important. While the supply side is addressed below, the demand-side is solid, but there are students reluctant to take extra classes due to the time and transportation burden. This can have a negative effect on future matriculation into stand-alone courses. Also, visited VET career centers did not have similar student participation, programming or innovations as the GYM career centers.

“I will be realistic and say that it will be difficult to continue YES because students are less and less interested in volunteering as well as in free activities when they need to stay for seven or eight classes to attend work readiness skills classes. It would be like you asked them to pay EUR 1,000. It would be difficult and it is not only the case in our school, but I think others where there is a lack of student interest. If it is to continue, then it will take a big effort from parents, professors and the school.”

— VET Male Youth, Skopje

GYMs (moderate): The full YES program was brought to only eight GYMs across cohorts 1-3. The dominant manner of YES delivery in GYMs is via integrated versus stand-alone classes. And little standardized guidance exists on blending YES into academic classes. A positive has been the level of GYM student participation and commitment in career centers them. An example is the career center in Skopje’s Orce Nikolov GYM, where a volunteer certification program guiding students’ work includes organizing university or company visits, instructional workshops or interview practice sessions.

Special Schools (moderate): YES exists in all special schools in Macedonia. The positives in the organizational ability of special schools to sustain YES benefits are: 1) standard curricula that has gone unchanged for quite some time, prompting an appreciation and value of YES among teachers and students and 2) the Stip school that has two years of experience implementing YES. Constraints to organizational sustainability include: (a) the need for further adaptation of the curricula to the realities of YWD—particularly for youth who are deaf or intellectually disabled; (b) maintaining relationships with or finding new companies to serve as company mentors; (c) the limited experience (approximately three months) of YES implementation in Skopje special schools before the closeout of the USAID activity; and (d) minimal involvement of the Bureau of Educational Development as the ultimate authority of curricula changes.

“The challenge is to establish new contacts with companies. For youth with disabilities, it is especially difficult because companies need to be registered as ‘protective companies’ so they can use money from a special fund to adapt the workplace.”

— Special School Principal, Skopje

- **Secondary School Human and Financial Resource Sustainability:** Constraints to human and financial resource sustainability of YES in secondary schools include: 1) a limited supply of teachers who can replicate YES services in each school, 2) incentives for teachers to continue replicating YES as stand-alone or integrated classes are moderate (e.g., only VET and special school teachers can get paid for delivering YES stand-alone classes), 3) beyond a small master trainer cadre for VETs, no entity is responsible or able to train and certify YES teachers; 4) no dedicated professional staff exists to maintain or grow YES career centers inside high schools; and 5) no national- budget exists to support secondary schools for additional staff salaries (e.g., career center or company mentor coordinators) or additional technical assistance (e.g., further curricula adaptation for YWD). Human and financial sustainability for the three high school types follow.

“If we want, we can continue with YES. But the greatest factor is the professors. If they motivate students, then they will follow.”

— VET Female Youth, Bitola

VETs (moderate): If VET teachers are teaching a full load (approximately 20 classes weekly), they are less likely to add to their workload with additional YES classes each week. However, VET teachers do get compensated for teaching YES stand-alone classes, so any YES free classes will count toward their full teaching load. Also, the cadre of 16 master trainers within the National VET enables YES to be multiplied to new VET teachers or refreshed for current ones.

GYMs (low): A limited number of teachers per GYM school are YES-trained and teaching YES courses. No dedicated cadre of master trainers exists to refresh skills or train new GYM teachers. GYM teachers must volunteer to conduct stand-alone YES courses, which will not count toward a full teaching load.

“For human resources, we have capable people willing to implement YES. The problem may be the current work overload with regular classes. ... Maybe we would not be able to systematically implement the whole program, but we definitely can continue. Since we do not have free classes, I think it would be good if the MoES approves YES activities so we can continue implementation.”

— GYM Adult Facilitator, Skopje

Special Schools (low): The number of teachers trained in Skopje special schools appears to be adequate. However, some of these teachers have concerns around the official ability and boundaries to integrate YES into standard curricula. This stems from the lack of involvement and policy action from higher levels (Bureau of Educational Development or MoES) to ensure that such efforts are supported by official mandates or guidance. Similar to GYMs, a further constraint is that special schools do not have a dedicated cadre of master trainers to train current teachers or train-up future ones. Finally, special high schools did mention a special fund for disabled students that may be accessed to support specific YES efforts.

“We cannot implement YES if it is not included in the program of Bureau for Educational Development. I changed one class from the defined curricula and had a conflict with a bureau advisor. To implement YES, professors need to change defined curricula, which is not allowed. ... The bureau defines our curricula and we cannot simply change it with new YES content. Even before YES, we taught youth how to behave at work and interact with employers. I am not saying that YES is no good, but I am suggesting that there should be coordination with the bureau. If there is no coordination, we will not be able to integrate YES into the curricula on our own. I also need the approval of directors and parents to take youth on company visits. And there should be a mentor who will be responsible for them and work with them. All this challenges the real implementation of YES. In reality, we need the participation of all sides: professors-students-companies. YES suggests we help youth become more independent when they go to a company, but it is not that easy.”

— Special School Adult Facilitator, Skopje

2.4 Evaluation Question 4

What are the key YES-generated lessons and good practices that should inform (or potentially be scaled up in) future USAID/Macedonia activities focusing on youth?

For this nearly six-year activity, ample experiences can serve as learning opportunities and models for USAID/Macedonia as well as the youth workforce field. The following are considered the YES-generated lessons and good practices that warrant highlighting:

Good Practices

- ✓ **Building Soft and Employability Skills with NFE Methods:** According to a majority of youth and adult informants, one of the activity's best practices was the focus of three YES courses on building employability and soft skills (e.g., communication, teamwork, leadership, self-confidence) in a practice-based way. Participants appreciated the NFE methods, interactive exercises and games and the opportunity to work and learn in teams. While the effectiveness of such methods is well known, their presence in YES courses as a pedagogical cornerstone enhanced the accessibility and reception of the subject matter to a range of youth groups with distinct characteristics and life experiences.
- ✓ **Inclusion of YWD as Key YES Beneficiaries:** YES efforts to adapt the program to YWD within DPOs, ESAs and special schools were successful, albeit at a smaller scale. The following highlights how each entity took measures to deliver YES to YWD that opened a doorway to social inclusion:
 - NGOs and DPOs** partnered to deliver WRS trainings to inclusive groups of youth with and without disabilities. This not only sets an important methodological precedent in terms of successfully delivering inclusive trainings, but it engenders important social learning that enables the potential to break down societal barriers and further integrate YWD.
 - ESAs** have formed partnerships with DPOs, adapted curricula and obtained ATDs to service a small number of youth with disabilities. These elements form a foundation for ESAs to scale services to disabled youth. Still, serving large numbers of YWD will not be an exercise in “offer and they will come,” but will require purposeful partnerships, outreach and relevant and accessible programming.
 - Special Schools:** YES exists in all Macedonian special schools. In particular, adaptations were made to curricula and the Company Mentoring Program. Here, YWD received a full set of YES services and this serves as a benchmark for success as well as to guide further adaptations as called for by special school staff.
- ✓ **Just-in-Time, Demand-Driven Trainings & Job Insertion (Rapid-Response Technical Training):** LSCs in Skopje and Tetova facilitated rapid trainings that were pegged to specific employment openings—one in ICT and the other in textiles and furniture. This yielded positive results in terms of relevant and timely skills transfer as well as job opportunities. The trainings also offered employers a closer look at potential candidates as they went through the process. While this particular practice occurred on a small scale, the evaluation believes it was powerful enough to warrant potential replication in future workforce programs. Of course, key factors that facilitated the success, included: 1) active partnerships or strong relationships with relevant private sector companies, 2) a real-time understanding of the labor market as it corresponds to both youth supply (skills, experience and qualifications) and market demand; and 3) a relatively active job market and economic sector that warrants such training.
- ✓ **Dedicated Spaces for Employability Services:** In ESAs (job clubs) and high schools (career centers), the evaluation sees value in establishing dedicated spaces for youth to learn employability or workforce concepts, hone skills, develop CVs and explore real opportunities in employment or higher education. Such space further legitimizes and underscores the importance of building soft and work-based skills—both from the perspectives of teachers teaching and students learning.
- ✓ **Battery of Instruments for Professional Orientation (BIPO):** The development of the BIPO tool for youth was the first of its kind in Macedonia. It was used to shed light on youths' career preferences and

personal values via three personality tests that focus on professional interests, professional values and a personality inventory. Local experts and university professors created the tests, which are available in paper and online versions in Albanian and Macedonian languages. While BIPO has the potential to be scaled up to serve greater numbers of Macedonian youth and adults, it remains to be seen how schools and ESAs will maintain and continue its use. A local NGO, Red Center, was formed by a small number of YES staff that became involved in BIPO's development and implementation (www.redcenter.mk).

- ✓ **Leveraging NGOs' Strengths to Expand Efforts:** Leveraging the organizational capacity and training expertise of NGOs to serve as mentors to DPOs and ESAs was considered a good practice to multiply YES. NGOs' expertise with NFE and facilitation allowed the transformation of ESA staff into YES facilitators at each branch. Likewise, the pairing of NGOs with DPOs enabled a new entity to become involved with YES, as well as the social inclusion of YWD (also a good practice).
- ✓ **LESCs as Supportive Entities to Bridge Youth Supply and Demand:** LESC are seen as a strategic local entity to facilitate private-public dialogue, keep a finger on the pulse of the local employment market and industry trends and generate activities that enhance or achieve youth employment. While these entities are not seen as the unique answer to bridging youth supply to demand, they can serve as a strategic and complementary ally in doing so. Still, several critical factors must be addressed to maximize LESC's potential effect, including: membership composition, legal status, relationship with key local officials, a clear sense of purpose and call to action, and a strategic connection to other LESC entities and the NESC.

Lessons Learned

- ✓ **Simultaneous Bottom-Up and Top-Down Approach:** The YES approach has emphasized the "operational" level of locally based entities (considered a bottom-up approach) and has effectively ensured that its core curricula can be replicated via capacity building of teachers and providing equipment. However, this has occurred at the cost of also working with high-level institutions responsible for these entities to heighten the positive effect, ensure sustainability and create the potential for scale. Thus, a dual approach that works simultaneously with national organizations is also necessary. Thus, a top-down approach should have complemented the bottom-up approach, and focused on supporting institutions to reinforce and multiply achievements on the ground through policies, mandatory curricula, securing human and financial resources or transferring management capacity. Such results would not have only boosted sustainability, but also reduced operational challenges.
- ✓ **Supply-Side-Heavy Youth Employability Activities Will Yield Low-Level Results:** The pitfalls of supply-side-focused activities are well understood in the youth workforce field; they center on a lack of ability to move beyond outputs (delivered trainings) or first-tier results (building KSAs). This can be clearly seen in the case of YES – a six-year, USD \$6.5 million youth employability activity – that possessed a goal-level result of enhancing youth skills. In order for USAID youth employability activities to set and achieve higher-level results (see succeeding lesson), they must have a balanced focus on supply and demand sides.
- ✓ **Going Beyond KSAs in Employability Activities:** As mentioned above, going beyond lower-level KSA results is directly linked to a youth employability activity's focus on and resources toward both supply and demand sides. To move beyond the "so what?" of lower level KSA results, it is important to ensure that they feed into middle-tier, behavior change results, which then feed into higher results, such as securing and maintaining an internship, apprenticeship, employment or continuing education. With the YES activity, a question remains as to whether youth have applied KSAs in their job search process or in the workplace. Indeed, KSAs are a foundation of any youth employability activity; but results need to move higher toward behavior change and even higher toward securing and maintaining jobs or increasing income.
- ✓ **Win/Win Partnerships with the Private Sector:** Although the YES mandate was to work principally on the supply side via training youth, a win/win partnership between YES and the private sector was lacking. The Organization of Employers of Macedonia confirmed this, citing that it engaged in the early design of YES, but was not involved afterward. To some extent, the low turnout of Company Mentor Program participants as evaluation informants (even after multiple contact attempts) also exemplified this. For workforce or employability efforts, mutually beneficial alliances with the private sector are crucial to achieve

higher-level results. Partnerships that incentivize private sector participation will allow more active, innovative and co-constructive efforts across USAID activities.²⁹

- ✓ **Stabilizing the M&E Plan from the Outset:** As mentioned, the OIG audit in FY 2013 deemed the YES activity's initial M&E plan "deficient." The findings showed that it was "*missing required elements (i.e., data reporting schedule, evaluation questions and data collection methods), had unclear indicator definitions and targets and did not have measures to track key project components.*" In response, the activity strengthened its M&E Plan in FY 13, 15 and 16. While strengthening the plan was a correct response, significant changes over numerous time periods challenges the measurement of results. In the case of the final YES M&E plan (FY16), there are still significant weaknesses in results and corresponding indicator statements and definitions. These are each pointed out in the "Evaluation Observation" column of tables 1, 4, 5, 8 and 9. Ideally, the M&E plan should be solidified at the activity's outset to ensure that: the "right results" are in place, adequate indicators measure them and the implementer can consistently and efficiently collect high quality and reliable data over time. This will allow the activity to most optimally manage, monitor, plan and report.
- ✓ **Solidifying Learning Measurement Methods and Tools from the Outset:** The goal of YES was to enhance the employability skills of Macedonian youth, so the measurement toward this achievement should have received priority from the outset. Such measurement should strive to go beyond a self-reporting, perception-based instrument typically found in questionnaires. The YES team became aware of this and eventually developed a pre- and post-test to more accurately measure the goal. However, it's piloting and succeeding implementation, which began well after the activity started, limited its widespread use and synthesized reporting across the activity. Optimally, such tools should be developed before the activity kicks off and be methodologically grounded with known models such as Kirkpatrick's four levels of learning evaluation (reaction, learning, behavior and impact).
- ✓ **Tailor Programming to Specific Youth Beneficiaries:** The YES Network activity was offered to distinct youth target beneficiary groups, including: 1) high school students with and without disabilities, 2) unemployed and ESA-registered youth and 3) unemployed and unregistered youth with and without disabilities. Clearly, these groups possess distinct characteristics and life circumstances. While YES courses were slightly modified in some cases (i.e., special schools, DPOs, GYMs), it remained relatively uniform as a program across all youth groups. The evaluation team has concerns about YES being spread too widely across the mentioned youth groups. Consequently, YES yielded "mile-wide and inch-deep" results. It is understood that USAID activities must reach a significant number of beneficiaries; however, this should not prevent the designation of a specific youth beneficiary group. A deeper achievement of results could have occurred if the YES target beneficiary group was more contained (e.g., VET students). In turn, this could have enabled YES curricula, capacity-building efforts and overall technical approaches to be more tailored to the specific needs, realities and life situations of these beneficiaries and the institutions they were part of.
- ✓ **Local Mechanism to Bridge Supply and Demand:** Connections made for the Company Mentor Program were largely based on established relationships. Overall, teachers did not seem to be overly motivated to form contacts with companies. Both teachers and company representatives confirmed this. Thus, within an employability or workforce activity, it is important to have a dedicated "bridging mechanism" that is uniquely tasked to: 1) identify and facilitate labor market supply and demand matches, 2) identify and incentivize strategic private sector partnerships, 3) train company representatives and support work-based learning experiences and 4) manage and improve relationships between supply-side (e.g., schools) and demand-side entities. A local entity serving in the role is crucial for effectiveness as well as sustainability. The Company Mentor Program is perhaps the most vulnerable aspect of the YES activity with respect to its ability to continue functioning in the absence of USAID.

²⁹ Win/win partnerships are alliances that are formed and based on the complementary interests and objectives of those involved. See <https://www.usaid.gov/gda>.

2.5 Evaluation Question 5

What are the strategic opportunities for future USAID/Macedonia youth programming?

USAID/Macedonia is a single-sector Mission that will work for the next five years (2016-2020) on improving the country's democratic participation and processes. Figure 6 shows the Mission's new results framework that will inform programming, as well as guide measurement of achievements.

FIGURE 6: USAID/MACEDONIA RESULTS FRAMEWORK (2016–20)

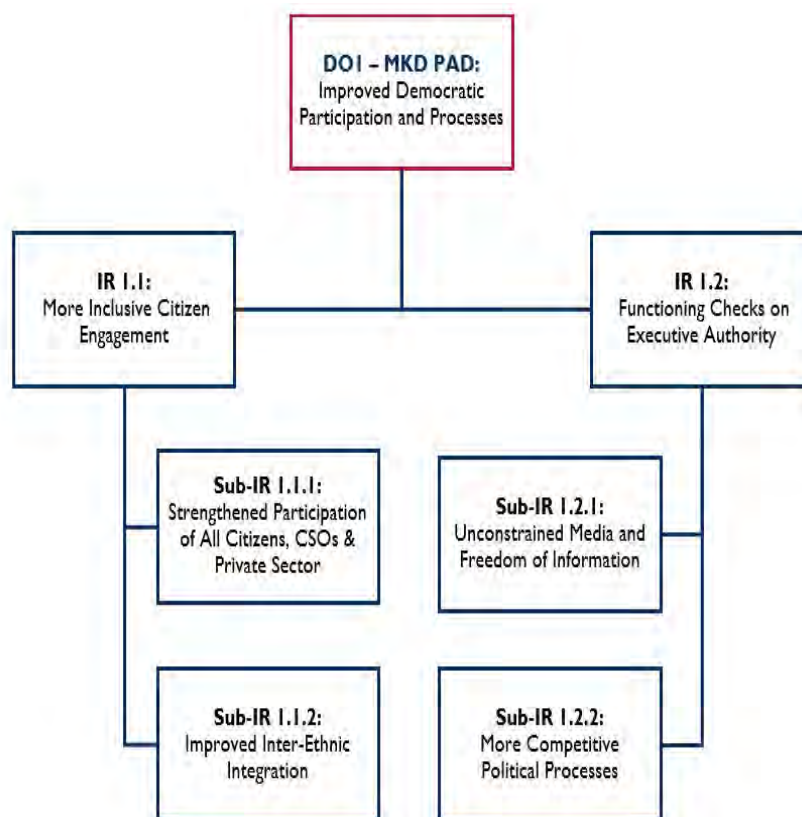


Figure 5: The RF positions the Mission's overarching strategy via its development objective (DO) and corresponding results at intermediate (IR) and sub-intermediate (sub-IR) levels.

USAID activities under the first IR focus on increasing the engagement of citizens in civic life and political processes by empowering individuals, civil society organizations (CSOs) and the private sector (sub-IR 1.1.1), as well as strengthening inter-ethnic relations (IR 1.1.2). USAID activities under the second IR will focus on promoting an independent media (IR 1.2.1), as well as facilitating opportunities for increased debate and involvement of parties and citizens in political processes (IR 1.2.2). The inclusion of vulnerable groups such as youth, women, people with disabilities and ethnic groups will cut across IR activities; however, youth is a particular focus area under sub-IR 1.1.2

The response to the final evaluation question will be presented under two areas: youth trends in Macedonia and corresponding youth programming options under the Mission's new development objective 1 (DO1).

2.5.1 Youth Trends in Macedonia

The following trends can be considered to spark, guide or justify youth programming in Macedonia. As rigorous analyses were not conducted, deeper research on any trends that may inform future programming is advised.³⁰

- ✓ **Market Trends for Youth Employment:** Key private sector informants identified Macedonian market trends with potential to employ youth or serve as platforms from which to launch youth businesses. Those considered most opportune for employment of youth, include: information technology, tourism (rural, environmental, cultural, adventure), construction, chemical technology, engineering (civil, electronic, agricultural) and business processing outsourcing (BPO). Informants highlighted critical skills that national and international employers will seek: multi-lingual ability, management (business, project, financial), soft skills, computer literacy and cultural competence (ability to work across cultures and ethnicities).
- ✓ **Persistent Youth Unemployment:** Informants often pointed to this consistent and persistent trend among youth. According to the World Bank, in 2014 the unemployment rate for youth (15-24) was 50.8 percent—nearly twice the rate for adults (approximately 28.5 percent) during the same time. Low youth employment can be attributed to numerous factors, including difficulty finding a first job, absence of experience, a skills mismatch between youth supply and market demand and high number of youth participating in informal economy. Informants cited that the jobs most frequently secured by youth are public sector-based and dependent on political affiliation.
- ✓ **Migration and Brain Drain:** Well-known across the country and highly linked to the preceding trend, highly talented, trained or educated youth are leaving the country in search of better economic opportunities. The evaluation team heard that up to 50 percent of university graduates leave the country in search of higher-paying jobs or to continue their education abroad. Informants pointed to the Southeast and East of the country as areas where this trend is most prominent among youth.
- ✓ **Prolonged Youth Stage (“Waithood”):** Based on the youth unemployment situation in particular, young people spend a prolonged period waiting to achieve milestones typically associated with becoming an adult, including independence from parents, a long-term job, getting married, renting or buying property, starting a family or otherwise gaining recognition as adults. The effects of this phenomena feed into a cycle that can have negative consequences for youth and the society they are part of. The concept of ‘waithood’ is typically associated with African youth; however, Macedonia’s high unemployment rate prompts the evaluation team to consider this trend important and worthy of further exploration and understanding in Macedonia.
- ✓ **Ethnic Tension:** Youth are a key group of actors driving the current political unrest and dissatisfaction in Macedonia. There are fears that ethnic tensions could be revived as a result of the political protests. While Macedonia has maintained relative success in facilitating coexistence between diverse ethnic populations comprising Macedonian, Albanian, Turkish, Roma and Serbian groups, ethnic tensions do exist and persist. If programming toward this, the evaluation team recommends more rigorous research to ground and focus target beneficiaries, approaches or technical scope.
- ✓ **Lack of Trust:** Complementing the above is a trend cited by informants with respect to a lack of trust among and between youth. This is manifesting in three ways: 1) inward toward youth themselves, 2) between one another (inside and outside ethnicities) and 3) toward key institutions like the media and government. Such distrust is seen to cause apathy among youth and limits realization of full potential. If programming toward this, research is recommended to identify beneficiaries, approaches or technical scope.
- ✓ **Cell Phone Communication:** Young people are at the forefront of the technology revolution. Indeed, they communicate in different ways, representing a significant paradigm shift. Traditional communication mechanisms (e.g., computers, email, TV, newspaper, radio) are being replaced by smartphones, social media platforms (e.g., Snapchat or Instagram), blogs and chat rooms. Youth use these instruments efficiently and effectively to conduct activities that range from communicating with peers to organizing and mobilizing protests. Thus, a gap exists between traditional adult expectations and this reality that youth are driving.

³⁰ Before programming against any of the identified trends, it will be important to understand how or if such trends affect the specific youth demographic (e.g., age, gender, culture, region) that will be targeted.

Programming should therefore empower youth to leverage these strengths and, at the same time enable adults to understand the value of new technology and its strategic use to innovate and do things differently.

- ✓ **Nine National Youth Priorities:** As of February 2016, the Agency for Youth and Sports has adopted a 10-year youth strategy³¹ that calls for priority actions under nine key areas: youth participation, local youth work, youth information, employment, education, culture, sport, health and quality of life. The strategy represents the national priorities of Macedonian youth aged 15-29 years.
- ✓ **Youth Councils:** Macedonia's youth councils exist at national, regional and municipal levels. They give voice to youths' needs and goals and serve as platforms to advocate and lobby, unite youth organizations, provide material support, build capacity, raise awareness, organize events or trainings and network. At the national level are two well-established councils: the National Youth Council of Macedonia and the Youth Council of the U.S. Embassy. Evaluation informants pointed to the importance of these councils to elevate youth's status in society and bridging the lack of trust. If programming toward this, further investigation should focus on organizational needs, areas of priority and approaches to work within and between levels.

2.5.2 Potential Youth Programming Options Under USAID/Macedonia's DO1

The following youth programming options are presented under USAID/Macedonia's DO1, Improved Democratic Participation and Process. The activities are prioritized by the frequency with which informants identified them in key informant interviews (KIIs), focus group discussions (FGDs) and surveys.

Sub-IR 1.1.1: Strengthened Participation of all Citizens, CSOs and Private Sector

- ✓ **Private Sector-Based Workforce Learning & Employment Activity:** Numerous adult and youth informants (particularly in ESAs and secondary schools) called for a program that follows-up on the YES activity, but is much more focused on gaining and securing employment. Many emphasized the need for more practical, work-based learning, internship or apprenticeship experiences.

Under sub-IR1.1.1, this could take the form of mobilizing win-win partnerships that would take place inside or be led by companies themselves. All good practices and lessons cited under Evaluation Question 4 should be carefully thought through if considering this option. Those aspects of the YES activity that could be replicated and scaled up in such a program could include employability and soft skills transfer via NFE, BIPO testing and career guidance, company visits, job fairs or internships.

"We need a program with more practical work, to make conditions for practical work, more training on how to use our own skills in practice."

— ESA Female Youth, Bitola

- ✓ **Just-in-Time, Demand-Driven Trainings & Job Insertion:** While more understanding is needed in terms of the scalability potential of this "good practice," the employment outcomes of this LESC-driven effort in two LESCs were positive. Both youth and adults pointed to the merit of having a flexible, market driven training mechanism that mobilizes as needs arise in key industries that can absorb youth.

Under 1.1.1, this could be an effort driven by a private sector partnership. Key considerations can include: 1) defining the youth profile to ensure that trainees are qualified and available for employment; 2) a comprehensive and intense market analysis mechanism to allow such opportunities to be identified; 3) mapping the active and opportune markets, as this activity would be responsive to market-driven needs versus creating them; and 4) a logistics element that can rapidly organize and mobilize the trainings.

"Youth don't need new programs. ... There are many of those. Youth need jobs."

— ESA Male Youth, Bitola

31 See: National Youth Strategy 2016 – 2025, National Agency for Youth and Sports, Skopje: Macedonia, Feb. 2016

- ✓ **Youth Entrepreneurship Activity:** Numerous informants, particularly youth from NGOs and DPOs, pointed to this programming option as a viable alternative for employment.

“I would put emphasis on opening [one’s] own businesses. In our country there is a situation where everyone would like to work in public administration, and the economy is not focused on creation of new value. The main goal needs to be creation of value, a product or service.”

— NGO/DPO Male Youth, Skopje

While the Mission may be moving away from entrepreneurship development in its new strategy, the following can still serve as programmatic considerations under sub-IR 1.1.1:

Identifying and selecting youth entrepreneurs: Entrepreneurship development is not for all youth. An appropriate personality and competency test (similar to BIPO) can allow youth to self-select into an activity.

Relevant and Practice-Based Education: Entrepreneurship curricula should balance between facilitating: 1) soft skills (e.g., communication, teamwork, conflict resolution), 2) startup concepts (e.g., business plan, applying for a license, mobilizing investment) and 3) financial literacy (e.g., opening a business checking account, applying for a small business loan, reinventing profits). Within the curricula, emphasis should be upon visiting established small and medium-sized businesses as well as linking established entrepreneurs to youth to serve as mentors or coaches. Overall, the training should be both comprehensive and deep enough to provide adequate support (~ 100 hours).

Start-Up & Continuing Support: Linked closely with education, this would facilitate aspects like business incubation and coaching or mentoring beyond the start-up phase. To do so, an entrepreneur support structure can be based on partnerships that enable practice and experience, facilitate access to information and resources and spur motivation (see USAID “Hubs” below). Chambers or business associations can serve an important role in facilitating linkages between new and seasoned entrepreneurs, generating investment, providing guidance on navigating laws and regulations or advocating for credit access. As a key voice for businesses, they can also advocate for reforms needed to support and encourage entrepreneurship.

USAID Centers for Business Innovation: USAID and the Swiss Government are co-financing a five-year (2012–2017) small enterprise development activity. Implemented by the Center for Entrepreneurship and Executive Development--CEED Macedonia, a “hub” provides entrepreneurs’ information, professional support and advice, opportunities to network and access to potential customers, investors and markets.

A key component of sub-IR 1.1.1 is the private sector and, according the Mission’s strategy, activities that focus on this element should seek to provide entrepreneurs accessible resources and establish information channels and partnerships across the first year to two years of the business. Thus, USAID youth programming under this sub-IR could take the form of a youth entrepreneurship selection and support activity, based on a central partnership with a chamber of commerce or employer association. Ideally, it could also mobilize other private sector partners to facilitate investment and provide on-going strategic support for youth-driven small businesses.

“We need a program that decreases unemployment through self-employment—one that empowers youth to start their own business and encourages bigger businesses to invest in smaller ones. This would result in business development and opportunities for young people to realize their own ideas. It’s important to build youth capacity and improve their skills and knowledge for business start-up, and also to link youth with the so-called business angels who are ready to invest.”

— NGO/DPO Male Youth, Skopje

- ✓ **Capacity Building of Youth Organizations:** Adult and youth informants discussed the importance of youth organizations in Macedonia (particularly youth councils) that are focusing on empowering youth to most optimally participate in and contribute to Macedonian society. Under sub-IR 1.1.1, this option could contain a capacity-building effort for key national, regional or local youth organizations. The focus could be

to strengthen personnel, systems and operations of youth-focused or youth-led organizations such as the Agency for Youth and Sport, CSOs, DPOs or youth councils. Using approaches such as organizational development, change management or USAID's Human and Institutional Capacity Development, the effort could engage and empower youth to drive it. It could consist of major components that include: 1) an organizational assessment/benchmarking, 2) organizational strengthening action plan, 3) implementation and monitoring and 4) follow-up assessment and benchmarking. Critical to such an effort would be to work simultaneously at national, regional and local levels to achieve scale and sustainability. It would also be important to consider regional realities when selecting and working with youth-focused or youth-led organizations. This option should be seen as complementary to a larger activity, versus a stand-alone.³²

Sub-IR 1.1.2: Improved Inter-Ethnic Integration

- ✓ **Inter-ethnic Integration / Social Cohesion:** As mentioned, the level of distrust or dislike between Macedonia's diverse ethnic populations exists and persists. The Mission is currently funding a US\$ 6.2 million, five year (2011-16) activity, Interethnic Integration in Education Project (IIEP), that builds awareness, delivers diversity training and provides technical assistance and incentives to a wide range of education sector stakeholders. In the past, the World Bank and the Millennium Development Goals Fund have funded youth projects focusing on inter-ethnic dialogue and social cohesion. For future programming in this area, it will be critical to continue to strategically work through key organizations (e.g., schools, youth councils or NGOs) and focus efforts on relevant themes, such as participation in society, inclusive education or equal employment opportunities. Also, following on the footsteps of IIEP, programming toward a specific demographic group of youth (i.e., education level, age, socio-economic status) is important. While any such activity would be a strategic fit under sub-IR 1.1.2, this programming option could also be combined with youth organization capacity-building effort mentioned under sub-IR 1.1.1.³³
- ✓ **Service Learning:** Informants also called for potential activities that mobilize youth around volunteer service learning. Under 1.1.2, service learning could be tied to an inter-ethnic cohesion effort or linked to the youth organizational capacity-building option mentioned under sub-IR 1.1.1. Any such youth service learning effort should possess specific learning objectives that are achieved through practical and experiential learning. Optimal youth service learning projects meet the needs of both young people and the communities they serve. In the case of youth, a focus on improving soft and personal skills would be relevant. And, in learning lessons from YES, any activity that strives to empower youth should go well beyond improving KSAs to changing behavior. The current historical moment demonstrates how young people can be a force for change through political dissent and a call for improved governance. Thus, it is both opportune and important to program service learning activities that allows youth a productive and positive platform for civic engagement.³⁴

"Macedonia needs a program focused on volunteer work and getting work skills related to these activities."

— ESA Female, Bitola

Sub-IR 1.2.2 More Competitive Political Processes

- ✓ **Policy on Internship:** Numerous adult informants from the private sector and schools pointed to the non-existing legal framework around internships as an important policy gap and obstacle for unemployed youth. Internships are not regulated in Macedonia's Labor Code (last updated in February 2016) or as a separate law. There was movement in 2012 to better regulate internships in law, particularly related to undeclared

³² In making the programming recommendation, the evaluation team is aware of the Activity for Civic Engagement (ACE), which will be awarded during or after September 2016. ACE has an overarching objective of supporting civil society through strengthening the influence of CSOs and sustained youth engagement. This programming option should be considered complementary or supplemental to ACE.

³³ Ibid.

³⁴ Ibid.

workers whom various companies were employing as interns to keep wages low and avoid paying benefits. Yet, these talks resulted in no action.³⁵ The Volunteerism Law is currently filling the void around internships. This law was last updated in 2015 and states that volunteers (older than 15 years) can work only in public or independent sector organizations. Still, volunteers do not have access to the private sector or the same status as interns in an organization. Equally important, they typically cannot utilize these experiences as first-time, formal jobs for their CVs. With this in mind, there is an urgent need to rectify the policy gap and make internships more widely utilized among companies and organizations (via incentives) and accessible to young people. Based on sub-IR 1.2.2's focus on policy, such an activity would offer a practical and necessary effort toward improving this gap. Empowering and mobilizing youth and adult champions to advocate and lobby for change around this issue could prove to be a win-win effort for both unemployed youth and Macedonia.

- ✓ **Educational Policy / Curriculum Reform:** To a large extent, the YES activity revealed the need for educational reform with respect to revising outdated curricula, integrating employability elements into curricula and enhancing pedagogy. Teachers and students alike called for the need for more permanent changes in schools such as permanently integrating soft or life skills development into curricula, more frequently using NFE techniques or having dedicated career counselor staff at schools. Following up on the YES experience, an activity (or an activity component) that mobilizes students and teachers to productively advocate for educational policy reform could feed into sub-IR 1.2.2 and at the same time facilitate a higher level of sustainability toward YES achievements.

“The problem that needs to be solved is the rigidity of current regulations in relation to curricula. We cannot change or introduce new contents. That may be an activity of a future youth program: to include all stakeholders and implement this in VET schools.”

— VET Female Facilitator, Skopje

“Empower youth with soft skills training and build awareness in the education system to prevent migration. ... The goal would be to fix education through building capacity around social activism and policy advocacy in schools.”

— Executive Director of YEF, Skopje

Cross-Cutting

- ✓ **Mainstreaming YWD into Options:** One of the key best practices of YES was adding in YWD as a key beneficiary of the activity—both through special schools and DPOs. What this has shown is that servicing YWD in such an employability effort is possible and beneficial. Still, it is highly recommended that rather than backing YWD into an already-functioning activity, program them into an activity at the design stage. Any one of the previously mentioned activity options can be YWD-inclusive. However, learning from YES, the adaptations must be thought through for each disability category that the activity plans to include. YWD are also not a homogenous group and their specific strengths and challenges should be programmed to, based on the priority they are receiving as a target beneficiary.

III. CONCLUSIONS

The following conclusions were derived from the information reported in Section II: Findings. For questions 1-3, conclusion responses will be provided for each of the four IRs. Under the first three questions, the overall level or extent of YES progress will be rated on a simple scale of **low**, **moderate**, **above moderate** or **high**.

³⁵ Via the YES Network, USAID offered to support the MoL and the Vice Prime Minister for Economic Affairs to help finalize a draft law on internships. USAID offered a memorandum of understanding that provided technical support in the preparation of the law, which would be accompanied by training for labor inspectors, the development of M&E systems and quality assurance protocols for internships. Despite this and the joint lobbying of the U.S. Chamber of Commerce and U.S. Embassy, the GOM respectfully declined, stating that the current legislation allowed for sufficient internships.

3.1 Evaluation Question I

What was the level of achievement under each of the YES Network IRs?

3.1.1 IRI: LESC

The level of achievement that YES has facilitated under IR1 is evaluated as **above moderate**. YES has supported establishing or improving LESC in all seven municipalities and thus fulfilled the lone indicator target, “Number of LESC functioning.” To varying intensities and degrees, LESC have facilitated private-public dialogue via events and outputs, targeting: the LESC itself, municipal councils, youth and businesses. In spite of these efforts, the ability and motivation of members and the quality of outputs were highly variable across the LESC visited by the evaluation team. From a review of YES reports, it appears the same is true for the other LESC as well. Overall, the evaluation questions LESC’s current ability to function without outside support, their staying power in municipalities, their lack of connection to other LESC and the NESC and their ultimate effect on youth employment.

3.1.2 IR 2: NGOs & DPOs

The level of achievement that YES has facilitated under IR2 is evaluated as **low**. This takes into consideration that YES has fallen slightly short of its indicator target of providing career services to 308 youth, only a small portion of the total unemployed, unregistered youth and YWD in the seven target municipalities. Given the Mission’s suspension of funding to NGOs early in the activity, the evaluation sees a missed opportunity to more positively affect a group of youth who need these services and are highly receptive to them. Under IR2, YES successfully paired NGOs and DPOs as well as trained integrated groups of youth and YWD; however, this occurred on a small scale.

3.1.3 IR3: ESAs

The level of achievement that YES has facilitated under IR3 is considered to be **above moderate**. The YES activity has met its two indicator targets: “Seven job clubs functioning” and “4,436 youth participating in ESA-delivered career workshops.” YES has facilitated a level of change in ESAs’ organizational culture from passive to proactive. Thirty ESA centers across Macedonia also have new services that ESA staff can provide. However, current constraints include a 55 percent ESA youth completion rate of YES courses (or 2,473 completing at least one course/4, 436 ‘participating’), a lack of capacity and ownership at ESA regional and central headquarters, lack of a formal master training cadre and numerous YES-trained facilitators nearing retirement.

3.1.4 IR4: Secondary Schools

The level of achievement that YES has facilitated under IR4 is considered to be **above moderate for VETs, moderate for GYM**s and **moderate for special schools**. The activity surpassed nearly all indicator targets, except for slightly missing two (WRS and WBL) under “Trained teachers implementing career-related services.” The full YES activity was implemented in 41 secondary schools in seven municipalities. Over six years, YES trained approximately 550 teachers, 6,800 students in stand-alone classes, 31,000 students in integrated classes and 141 company mentors. A small but important portion of these totals includes special school teachers and students in Stip and Skopje. Capacity building in schools, however, was over-focused on replicating trainings and implementing YES at the school level. And, as a result, strategic opportunities were missed to institutionalize YES at higher levels via policies, mandatory curricula or guaranteeing human (career counselor positions) or financial resources for the activity’s enhancement or continuation.

3.2 Evaluation Question 2

To what extent has the YES Network met its goal of enhancing the employability skills of youth (including YWD) within targeted municipalities?

The overall extent to which the YES network met its goal of enhancing youth employability skills is considered **moderate**. The YES activity has over performed on the goal's four indicator targets, which include: 1,181 youth receiving new employment; 733,000 person-hours of training; 1,520 days of U.S. Government technical assistance; and an average of 83 percent of WRS and WBL youth reporting improved level of employability skills. Still, the evaluation finds numerous M&E weaknesses associated with these calculations, as well as deficiencies with the measurement of the goal. Collectively, these factors challenge the degree of which the YES Network affected the employability skills of youth targeted by the activity.

3.2.1 IRI: LESCOs

The extent to which LESCOs have contributed to the YES Network goal is considered **low**. Through demand-driven trainings, entrepreneur competitions and workshops, a small number of LESCOs have generated positive results that affect youth's employability skills or employment status. Yet, these events occur infrequently and on a scale that is too small to influence the employment skills or status of a significant population of YES youth.

3.2.2 IR2: NGOs/DPOs

The extent to which NGOs and DPOs have contributed to the YES Network goal is considered **low**. YES was not able to achieve a full effort with NGOs, and the work with DPOs was conducted on a smaller scale and on a compressed timeline. Based on limited data, YES achieved a moderately positive effect on basic soft and employability skills of 308 unregistered, unemployed youth and YWD across the three cohorts. Similarly, the activity's effect on use of such skills by NGO-youth in the employment process appears to be minimal; the same can be said of DPOs working with YWD with the same life circumstances.

3.2.3 IR3: ESAs

The extent to which ESAs have contributed to the YES Network goal is considered **moderate**. YES facilitated a moderately positive effect on the basic soft and employability skills of 4,436 ESA-registered, unemployed youth. The activity's effect on the use of such "enhanced skills" by ESA youth in the employment process appears to be moderate, as a portion of this group has secured employment and thus contributed to the YES goal indicator target, "Number of persons receiving new employment."

3.2.4 IR4: Secondary Schools

The extent to which secondary schools have contributed to the YES Network goal is considered **moderate for VETs, low for GYMs and low for special schools**. In terms of sheer numbers of youth trained, the YES effort in secondary schools was the most intense, with a total near 38,000. YES facilitated a moderately positive effect on enhancing basic soft and employability skills among secondary school students (including YWD). The activity's effect on the use of enhanced skills by students in the employment process appears to be minimal as confirmed by limited private sector informants. A positive trend was identified in the use of enhanced skills for applying to and gaining acceptance at universities. Secondary school results contributed most to the YES goal indicator target "Person-hours of training completed."

3.3 Evaluation Question 3

To what extent will the benefits of YES interventions be sustained by key entities?

The overall extent to which the full set of YES benefits will be sustained by key entities in the coming years is **moderate**. Underpinning this rating was the operational over-focus on the local entity level and replicating YES courses via teacher trainings. This has resulted in three realities that limit the ability of key entities to sustain YES benefits absent USAID: 1) lack of policy or laws that mandate YES services and guarantee financial and human resources over time; 2) national levels responsible for or linked to each YES entity do not possess the necessary will or ability to ensure full YES benefits into the future; and 3) the private sector does not have ownership of or commitment to continuing to generate YES benefits. Nonetheless, the recently initiated World Bank and British Council projects focusing on strengthening VET curricula, present a window of opportunity to further integrate YES advances and good practices into VETs.

3.3.1 IRI: LSCs

The evaluation considers the organizational sustainability of LSCs to generate benefits in the coming years to be **moderate**.³⁶ Major challenges to LSCs' organizational sustainability include unmotivated LSC leadership and membership; weak political will of mayors and LSCs functioning in an over-isolated, local manner. The human / financial resource sustainability of LSCs is also considered **moderate**. The major challenges to resource sustainability include lack of legal affiliation that constricts resource mobilization; no consistent budget attached to LSC AOPs; and lack of full-time, dedicated staff.

3.3.2 IR2: NGOs and DPOs

The evaluation considers the organizational sustainability to generate benefits in the coming years as **above moderate** for NGOs and **moderate** for DPOs. While their will to replicate YES courses is questionable, NGOs have solid organizational ability to replicate YES courses. DPOs initiated YES with a lower organizational capacity and while there has been growth, their capacity to replicate YES is still emerging.

The human / financial resource sustainability of NGOs and DPOs to replicate benefits over time is evaluated as **low**. Their original weaknesses around financial sustainability prompted the Mission to suspend YES funding early in the activity. When YES reinitiated with NGOs and DPOs, it occurred in a selective and small-scale manner. Collectively, YES efforts have not changed the initial low capacity of NGO or DPOs to financially sustain YES and generate benefits absent USAID.

"NGOs need financial support the most. Finances are the biggest problem. No matter how skillful and knowledgeable, we still need finances to be able to do something more."

— NGO Male Youth, Skopje

3.3.3 IR3: ESAs

The evaluation considers the organizational sustainability of ESAs to generate benefits in the coming years as **above moderate**. Local ESAs show sufficient ownership and adequate capacity to replicate YES services, yet the level of sustainability rests with each local entity's capacity and will to utilize and prioritize services. The human / financial sustainability of ESAs to replicate benefits over time is also considered **above moderate**. The 2016 AOP for Active Programs and Measures for Employment and Services of the Labor Market stipulates the delivery of YES and guarantees GOM resources, at least for the next year. Still, a number of constraints limit human and financial resource sustainability of YES into the future.

³⁶ The evaluation team learned from one YES informant that the International Labor Organization (ILO) has intentions of creating six more LSCs using the YES methodology, but the team did not interview the ILO to confirm.

“We believe that most natural place for continuation of these types of trainings is in the ESAs.”

— ESA Facilitator, Gostivar

3.3.4 IR4: Secondary Schools

Similar to ESAs, the level of sustainability to replicate YES benefits rests with the will and organizational capacity of each VET, GYM or special school. This includes a continued student demand for YES services. The following highlights the organizational capacity elements in each school type.

“I think YES will continue, but it may not be as it is now. I also think that some facilitators will continue and some will not. Although to minimal extent, the program will continue in our school for the next generation.”

— VET Female Youth, Skopje

- **VETs (above moderate):** YES focused most intently on building its services into these schools. The National VET Center has approved the YES core curricula, is in possession of all materials and has an affiliated YES master trainer cadre of 16 trainers. Student informants cited dwindling motivation to matriculate in stand-alone classes held before or after school.
- **GYMs (moderate):** The full YES program exists in only a small number of GYMs and is mostly realized via integrated classes, yet there is little standardized guidance on the integration of YES into a school-based course. A positive is the student enthusiasm and commitment in the visited career centers.
- **Special Schools (moderate):** The full YES program exists in all four special schools in Macedonia. Teachers and students value YES courses, although they expressed an emerging concern around the ability or boundaries to integrate YES into standard curricula. Although Skopje schools have only three months under YES, the Stip special school, which has been implementing YES for two years, can be tapped for guidance.

The human and financial sustainability of VETs to replicate benefits is **moderate**, while GYMs and special schools are **low**. Constraints to human and financial resource sustainability of YES in secondary schools center around teachers' will and ability to replicate YES courses and the lack of national mandates and resources to guarantee YES benefits into the future.

3.4 Evaluation Question 4

What are the key YES-generated lessons and good practices that should inform (or potentially be scaled up in) future USAID/Macedonia activities focusing on youth?

For this nearly six-year activity, ample experiences can serve as learning opportunities and models for USAID/Macedonia as well as the youth workforce field. The evaluation team identified seven YES-generated good practices: 1) building soft and employability skills with NFE methods; 2) inclusion of YWD as key youth beneficiaries; 3) just-in-time, demand-driven trainings and job insertion; 4) dedicated spaces for employability services; 5) BIPO; 6) leveraging NGO strengths to expand efforts; and 7) LESC as supportive entities to bridge youth supply and demand.

Likewise, eight lessons were recognized: 1) simultaneous bottom-up and top-down approach; 2) supply-side heavy youth employability activities will yield low results; 3) going beyond KSAs in employability activities; 4) win-win partnerships with the private sector; 5) stabilizing M&E plan from the outset; 6) solidifying learning measurement methods and tools from the outset; 7) tailoring programming to specific youth beneficiaries; and 8) local mechanism to bridge supply and demand.

3.5 Evaluation Question 5

What are the strategic opportunities for future USAID / Macedonia youth programming?

USAID/Macedonia is currently a single-sector Mission that will, for the next five years (2016-2020), work on improving the democratic participation and processes in Macedonia. The response to the final evaluation question is organized into two areas:

- **Macedonian youth trends:** Nine major country trends are currently affecting or influencing Macedonian youth: 1) labor market driven by foreign investment; 2) persistent youth unemployment; 3) migration and brain-drain; 4) prolonged youth stage -“waithood”; 5) ethnic tension; 6) lack of trust; 7) cell phone-based communication; 8) nine national youth priorities; and 9) youth councils.
- **Youth programming options under the Mission’s new strategy:** The following are potential activities under each sub-IR of the Mission’s results framework. **Sub-IR 1.1.1**, youth entrepreneurship: just-in-time, demand-driven trainings and job insertion; private sector-based workforce learning and employment; capacity building of youth organizations. **Sub-IR 1.1.2**, inter-ethnic integration and social cohesion; service learning. **Sub-IR 1.2.2**, policy on internship; and educational policy and curriculum reform (cross-cutting). Mainstreaming YWD can and should be considered as a complementary option to be included in the design these activities.

IV. RECOMMENDATIONS

This section provides prioritized considerations organized in two recommendation categories: immediate YES follow-up and longer-term programming. The follow-up actions address critical gaps that challenge the YES legacy or sustainability (Q1-3), while the longer-term recommendations synthesize and prioritize key YES learning (Q4) and strategic youth programming opportunities (Q5).

4.1 Immediate YES Follow-Up Recommendations

The YES activity has closed and staff and resources are no longer in place. Thus, the recommendations in 4.1 assume that, if considered a priority, an ongoing USAID activity or a flexible contracting mechanism (e.g., MOBIS) can address them.

4.1.1 Redistribute Unused ATDs

The evaluation team is concerned about the opportunity cost of allowing available ATDs to remain unused over a long period, particularly in high schools. Table 11 shows all 41 high schools where ATDs were distributed.

TABLE 11: HIGH SCHOOLS WITH YES-DISTRIBUTED ATDs

Municipality	Name of School	Total
Bitola	SOTU “Gjorgji Naumov”; SOZU “Kuzman Shapkarev”; SOEU “Jane Sandanski”; SOU “Taki Daskalo”; SOU “Josip Broz Tito, OSMU Dr. Jovan Kalauzi	6
Strumica	SOU “Nikola Karev”; SOU “Jane Sandanski”; SOU “Dimitar Vlahov”	3
Tetovo	OSEU “8mi Septemvri”; OSSU “Gjorce Stojcheski”; SSOU “Kiril Pejcinovik”; OSMU “Nikola Shtejn”; SSOU “Mosha Pijade”	5
Prilep	SOU “Gjorche Petrov”; SOU “Mirche Acev”; SOEPTU “Kuzman J. Pitu”; SOU “Orde Chopela”; SSOU “Riste Risteski Richko”	5
Stip	SOU “Slavcho Stojmenski”; DSU “Iskra”; SOU “Kole Nehtenin”; SOU “Dimitar Miraschiev”; SOU “Jane Sandanski”	5
Gostivar	OSTU “Gostivar”; SOU “Gostivar”; SOEPTU “Gostivar”	3
Skopje	SOU “Koco Racin”; SOU “Brakja Miladinovci”; SOU “Dimitar Vlahov”; SOU	14

Municipality	Name of School	Total
	“D-r Pance Karagjozov”; SOU “Mihajlo Pupin”; SOU “Vasil Anteski-Dren”; SOU “Lazar Tanev”; SOU “Boro Petrusevski”; SOU “Zdravko Cvetkovski”; SOU “Vlado Tasevski”; SOU “Orce Nikolov”; Naum Ohridski; Partenija Zografsk; DURDMOV “Dimitar Vlahov”	
	Total	41

The following options could mitigate the potential of ATDs sitting unused until they are lost, have surpassed their lifespan (e.g., about four to five years) or are no longer working:

- **Option 1.** Conduct a rapid assessment of the ATD needs of DPOs and other organizations serving youth with sight and hearing disabilities. Similarly, conduct a rapid assessment of all high schools that have received ATDs to gauge their current and forecasted use of the devices. Based on the assessment, transfer ATDs from schools not using or planning on using them to organizations expressing need.
- **Option 2.** Mandate an ongoing USAID activity or program a new activity to promote awareness, integration and use of ATDs in schools and ESAs. This can include efforts targeted to staff, students or the larger community. This option is longer-term and will require a systems-based approach that encourages awareness and motivates further cultural change.
- **Option 3:** Given YES is closed, leave the ATDs in place. However, this option will not maximize ATD use.

4.1.2 Prioritize Continuation of Company Mentor Program

Continuance of the Company Mentors and Teacher Externship programs is uncertain. The following options could enable the continuation and growth of the program.

- **Option 1.** Explore a relationship with the Chamber of Commerce Working Group, the MoES (both have expressed interest in continuing the program), or the Ministry of Economy to determine how to continue the program in an effective, mutually beneficial manner.
- **Option 2.** Advocate for the Company Mentor Program to be integrated into existing employability programs implemented by the British Council, World Bank, Swisscontact or the International Labor Organization.
- **Option 3.** Given that YES is closed, leave the relationship with companies to individual YES entities. However, this option will likely not sustain or grow the Company Mentor Program.

4.1.3 Share YES Learning and Innovation with Key Donors

The Mission should organize an event with key employability program implementers (i.e., British Council, Word Bank, Swiss, ILO) to share data, information, results and materials. Donors visited by the evaluation expressed a desire to build on results and lessons of the YES project.

4.2 Longer-Term YES Programming Recommendations

4.2.1 Leveraging YES Momentum in High Schools

The evaluation’s identification of growing demand for the YES employability courses among high school students represents an evidenced based opportunity for the Macedonian government to institutionalize and multiply the best of what the YES activity has manifested. GYM, VET and YWD students and teachers alike, value employability curricula, whose pedagogy are grounded in NFE and allows practice, reflection and action.

4.2.2 Considerations to YES-Generated Programming Recommendations

Based on the YES activity's lessons and good practices (Q4) and in effort to actualize YES programming recommendations for youth under USAID/Macedonia's DO 1 (Q5), two summary considerations warrant emphasis:

- ✓ **Functional Considerations:** Targeting multiple youth beneficiaries may result in “mile-wide, inch-deep” results. While KSAs are necessary low-level results, youth activities should be designed to achieve higher results levels such as change in behavior, context or systems. As well, sustainability should be considered from the outset via a sustainability plan that strives to institutionalize activity-generated benefits (e.g., policies, laws, official curricula) and mobilize partnerships with higher-level and diverse entities (e.g., supply and demand side). Finally, the M&E plan's results and indicators, measurement instruments, and the number and type of evaluations should all receive the utmost priority at the start of the activity.
- ✓ **Technical Considerations:** As mentioned, youth are receptive to efforts that build soft skills through non-formal education and emphasize practice. As a foundation, youth activities should transfer integrated soft skills including: communication; social (e.g., teamwork); positive self-concept (e.g., self-confidence); and higher-order thinking (critical awareness). Beyond this, activities should facilitate relevant opportunities for youth to practice and use new skills. Finally, consider grounding youth activities with technical approaches that: 1) engage and include youth as change agents and decision-makers; 2) facilitate the formation or strengthening of peer-to-peer and adult-to-youth relationships; and 3) foster a sense of belonging regardless of gender, ethnicity, sexual orientation or disabilities.³⁷

³⁷ For resources on youth inclusion, participation or the “positive youth development approach,” see USAID's Youth Power website: www.youthpower.org/youthpower-issues/topics.

ANNEXES

ANNEX A: EVALUATION STATEMENT OF WORK

Contract No.: GS-23F-8102H Order No.: AID-165-M-13-00001

- PART III- STATEMENT OF WORK

B YES NETWORK PERFORMANCE EVALUATION

1. PURPOSE OF YES NETWORK PERFORMANCE EVALUATION

The overall purpose of this Performance Evaluation will be to provide answers to USAID Macedonia of what the program has done, how it has been implemented, whether expected results are occurring, and other management and design questions, collect data and compare it with the baseline collected by the project, and produce a comprehensive evaluation report. The evaluation report should present a set of findings through comparing data from the initial phase of the project with the data collected during the evaluation of the five-year USAID project Youth Employability Skills (YES) Network and the results it has had in the area of workforce development in the selected regions.

2. BACKGROUND OF YES NETWORK PERFORMANCE EVALUATION

Youth unemployment in Macedonia is estimated to be over 50%. A major contribution to this problem is the weak link between skills supplied through the education system and those demanded by employers in the modern workforce. This project, in close coordination with other USAID/Macedonia projects (mainly in the Economic Growth sector), specifically aims to address this underlying cause.

The negative impact of the workforce supply and demand imbalance was confirmed through a detailed needs assessment funded by USAID/Macedonia in spring 2009 (Workforce Assessment Report).¹ The report confirmed that Macedonia faces sharp challenges to economic growth and the development of a modern skilled workforce. Long-term joblessness is the most dominant feature of Macedonia's labor market, with many of the unemployed having no education or incomplete primary or secondary education. The employment rate for young people is extremely low, as are employment rates for women in general and young women in particular. In addition, there is a lack of both educational and economic opportunities available to some ethnic minorities and disadvantaged groups.

The education system and the market economy are two separate spheres in the Republic of Macedonia. Although there has been talk of the need to strengthen the link between these two sectors, little has been done in practice. As a result, the formal education system, from primary through secondary and university, continues to struggle for market relevance in its educational offerings and pedagogy, while employers are unified in their criticism of it. Frequent criticism includes the high dropout rate and graduates who lack both practical experience and the knowledge and attitudes required for effective workers. Job growth is slow and inhibits preparation of future workers to a great extent.

The government of Macedonia's response to these challenges has been uneven. As with any country on the path to EU membership, there are laws, policies, and frameworks affecting both the supply and demand sides of the labor relationship. Unfortunately, little coordination occurs in planning or implementing the activities among relevant ministries, further limiting the effectiveness of efforts to prepare potential workers to enter the workforce. The producers of curricula, the teachers of teachers, the vocational schools and universities, and the employer community are slow to recognize problems and implement subsequent recommendations for improvement. More help is needed in this arena to provide all stakeholders with data that define and chart the path for the workforce. Moreover, with very few local exceptions, no effective institutional arrangements exist to bridge the gap; little career counseling is done at any level, there is a lack of "soft skills" training, and almost no true labor exchange "mediation" exists. The Employment Service Agency (ESA) is responsible for labor mediation but is ineffective and has until recently been largely reduced to registering unemployed to obtain health benefits.

On the flip side, the private sector does not take an active role in training its incumbent workforce or reaching out to students who represent future employees. High-school and university students in Macedonia do not have the same opportunities for internships, mentorships, work-study and entry-level job experiences in the public and private sectors that exist in Europe and the United States. Even though the Laws on Secondary Vocational Education and on Higher Education in Macedonia mandate that students devote a certain percentage of time to practical learning

¹ The full assessment report with detailed recommendations is available at <http://macedonia.usaid.gov/Documents/Macedonia%20WFD%20report%20April%202009.pdf>.

opportunities, there are no formal mechanisms to assist students in achieving this. Finally, many of Macedonia's laws, regulations, and practices inhibit job creation. Employers find it difficult to hire part-time employees or students in the summer. Current employment regulations also make it cumbersome to establish sensible internship opportunities that would provide the practical skills and experience valued by employers.

3. Problems addressed by the YES Network Project:

The USAID/Macedonia Education Office has identified the following challenges to be addressed through this project's design and implementation:

a. Supply of adequately skilled workforce

Employers constantly complain that the new workers they hire rarely possess adequate levels of technical skills and require extensive on-the-job training by the company. Also, new staff rarely exhibit soft skills during interviews, nor possess an adequate curriculum vitae (CV), experience with teamwork, and an ability to communicate with supervisors and colleagues. The majority of employers believe that secondary schools are outmoded and preparing students for obsolete jobs.

To improve the relevance of the technical skills of students and their practical exposure to work, after September 2012, YES Network will implement a Work-based Learning program in selected municipalities to enable secondary school staff and public Employment Services Agency staff to organize company visits, job-shadowing, company internships, in-school practical work, summer work, and teach youth about student entrepreneurship.

In order to strengthen soft skills of secondary school students and young unemployed registrants of ESA, the project has trained secondary school staff and public Employment Services Agency staff to deliver Work-readiness Skills training. The curriculum covers topics like financial fitness, communication skills, workplace ethics, job-seeking skills, leadership and teamwork, personal development, and decent work environment. Together with the Advisors from the VET Center and high-school staff, mainly from VET schools, it has been adapted and approved for use in instruction. In 11 secondary VET schools in Strumica, Tetovo and Bitola, around 700 youth are already taking the elective over the course of the 2011/2012 school year and it lasts for 72 hours. The program was also adapted for use by ESA and in the 3 employment centers in Tetovo, Bitola and Strumica have started delivering the 5-day course to groups of young unemployed people looking for work. Another large challenge the project is on the sustainability side: how can the Work-readiness Skills' modules be integrated into existing *mandatory* secondary education subjects (such as communication skills in *Mother language and communications*). YES is working hand in hand with the VET Center and the BDE in order to complete this task.

Finally, to enable secondary schools and ESA to provide career coaching services to youth, YES intends to use two different approaches:

- A) for schools, together with the Ministry of Education, the project will create the **curriculum**, handbooks and training manuals for professional school Career Counselors; train selected members of the school staff who will provide Career Counseling in secondary schools; define the **competencies, standards and accreditation procedures** for the profession of Career Counselor; apply procedures, standards and an accreditation process for licensed Career Counselors; and Create a **system for continuous professional development** of school Career Counselors. The project is planning to set clear criteria and select from *existing* staff of the schools to receive the training and become Career Advisors as it is not realistic to expect at this time that new positions will be opened for schools to provide this service to students. USAID and the project intend to work with the Ministry of Education to find a way to formally appoint the individuals who become certified Career Counselors to serve as such by, for e.g., allowing them to have fewer classes in addition to a set number of hours per week during which they would perform the duties of individual or group career coaching, or training. Other scenarios may also be devised as the activity develops.
- B) For ESA, YES intends to also train and certify staff that will serve as career advisors, but this must be done in close collaboration with the EU-funded "Further Modernization of ESA" project. The same issue of motivation of existing staff to perform extra duties remains to be resolved in collaboration with ESA leadership.

b. Local labor exchange/job-matching capacity

The Employment Service Agency with its 8 regional offices and 22 local offices is the central job mediation

institution on the Macedonian labor market. Recently the issuance of the health insurance coupons was moved from ESA to the Health Fund, decreasing the pressure for front office ESA staff to perform this time-consuming activity which is out of the scope of any public employment service agency. Thus more staff of ESA can be dedicated to the Active Labor Market Measures than to the passive registering of the unemployed. The ALMM include internships and training of registered unemployed in technical skills that are in demand, for self-employment and business start-up, languages and IT as generally sought skills by employers, etc.

The YES Network is supporting ESA to introduce soft skills training (the work-readiness skills curriculum) as one of the ALMMs, and to facilitate increased numbers of internships that could lead to employment. Also, the project has offered ESA support in their outreach and communication activities so more employers and unemployed are aware of the Agency's services and can benefit from their matchmaking function.

The project is also planning to support the ESA's Department for Analysis of the Labor Market in improving the methodology, promotion of findings and dissemination of a user-friendly report of the Annual Labor Market [Skills Demand] Survey [and Forecast] that ESA undertakes.

c. Collaboration and public-private partnerships

There are very few mechanisms in place to engage in regular dialogue or to build substantial partnerships between the supply and demand sides of workforce i.e. the education sector and private sector employers.

To enable dialogue between local stakeholders involved in the supply, demand and matching of workforce with the labor market, YES has been working with the municipalities of Strumica, Tetovo, Bitola, Stip, Gostivar and Prilep in the first and second year of project implementation to assist the Municipal Councils to form a Local Economic and Social Council (LESC) as the Municipal Councils' advisory body, or, in the case of Prilep, to enable the Economic Council, an advisory body of the Mayor, to cover issues in the social and employment area as well. Till the start of the third year of project implementation, LESCs have been inaugurated and are operational in Strumica and in Tetovo. In Strumica, where the first LECS was formed, the Council is actively working to serve as a forum for local stakeholders to openly debate and provide recommendations to the local government, for tackling various economic and social issues, including youth employment. The benefits for the Municipality of having such an advisory and consultative body are that it enables wide public discussions and input from the private sector and other social partners into the policy and decision-making processes at the local level. Thus the local Economic and Social Council will serve not only as a platform for dialogue and link between the local government and other local stakeholders, but will also serve as a corrective of the decision made by the local government.

Bitola has shown to be less proactive about the establishment of the Local Economic and Social Council than initially expected by the project: though the Municipal Council has reached a decision to establish the LESC, the Mayor has not rubber-stamped this decision yet neither has he appointed the municipality representatives of the council so that the council can start to operate. YES Network is considering alternatives for tackling this lack of understanding for the importance of public-private dialogue. In Stip and in Gostivar, the LESC are expected to be established shortly (especially in Stip, where the decision to form a LESC has been reached recently by the Municipal Council), whereas in Prilep, initially, the Economic Council will serve as a social and economic one that will tackle youth employment; should this prove to be effective, there will be no need for a LESC to be established. Raising the awareness of local communities of the importance of social dialogue, especially as it pertains to workforce issues, is a long process which YES Network has initiated in order to assist local governments in genuine development of a dialogue rather than simply forming Economic and Social Councils. A National Conference on Public-private dialogue was also organized in October 2011 in which representatives of 6 municipalities included in the project phases 1 and 2 learned about the Croatian experience with ESCs, networked, and made plans for moving forward.

For more details, attached are the Portfolio Review document with progress to date and results oriented indicators and the Performance Management Plan of the project.

4. EVALUATION TASKS FOR THE YES NETWORK PROJECT

The contractor will employ mixed methods, both qualitative and quantitative, to evaluate elements of the YES Network Project.

In particular, the evaluation will focus on examining the effectiveness of YES Network in achieving its primary goals to:

a. Build public-private dialogue to better match the skills required in the labor market with those developed in schools by:

- Supporting public-private dialogue under the leadership of municipal governments;
- Encouraging ongoing dialogue among community leaders, especially between educators and employment trainers on the one hand and employers on the other by establishing Economic and Social Councils;
- Establishing Youth Councils to support the advancement of youth; and
- Stimulating and fostering private sector leadership in the dialogue.

b. Improve the “supply” of future workers by creating Youth Employability Skills networks that will:

- Pair public ESAs with NGOs to deliver work readiness curricula workshops to youth and thereby strengthen ESAs capacities for preparing the youth for future employment. Career Centers in the schools will collaborate with ESA for obtaining updated information about the needs of the local labor market. Build the capacity of ESAs, secondary schools, and youth-serving NGOs through training and coaching so that they can:
 - better deliver work-readiness training for youth,;
 - provide relevant career coaching for youth, and
 - follow through with job placement, further training, and internships for students and out of school youth within the private sector.
- Revive Career Centers at secondary schools and Job Clubs at ESAs so they can provide career counseling for youth; and
- Furnish Career Centers and Job Clubs with resources and materials on work-preparedness, and information on the current status of the local labor market.

The specific tasks for this evaluation are:

- a. Conduct a mid-term data collection of the YES Network to measure whether or not it is achieving its two primary objectives: 1) improve municipal-level public-private dialogue on workforce skills needs, and 2) enhance the quality of the supply of workforce at the local labor markets.
- b. Baseline data to be reviewed and analyzed for the regions where YES Network has already started implementing activities.
- c. Compare the data collected and reviewed under 1. and 2. in a comprehensive evaluation report that would show USAID the results that the project has in achieving the two objectives listed above.

5. EVALUATION METHODOLOGY FOR THE YES NETWORK PROJECT

The contractor will utilize a variety of data collection and analysis methods determined in part by data collection challenges including cost, time, and issues of validity and reliability.

Performance Evaluation: The contractor is required to conduct a performance evaluation of YES Network activities aimed at strengthening the vital connections between labor market needs and skills developed through the educational system, and at improving the quality of the “supply” of future workers in Macedonia. Through the review of project agreements, work-plans and reports, and from interviews with USAID and partner staff (implementing partner and regional counterparts), the contractor will determine the project outcomes to be evaluated and associated outcome indicators to be measured. The contractor shall then design a mixed approach to measure the outcome indicators. Interviews, focus groups, questionnaires or direct observation are some of the methods to be used during the field work of the evaluation. Sample size will likely be in the range comparable to the units of measurement used for internal Monitoring and Evaluation of the YES Network. The contractor is encouraged to utilize the most suitable design(s) for this task.

Evaluation Questions: This Statement of Work provides tentative questions subject to revision after discussions between the contractor and the USAID team.

- a. Are the linkages among workforce stakeholders (secondary schools ESAs, the private sector, municipal leadership, NGOs, and Youth Councils) **more** effective as a result of project interventions?
 - To what extent are those linkages decreasing the supply-demand gap?

- Are the schools proactive in reaching out to companies?
- Are companies responsive to the needs of the schools vis-à-vis workforce preparation?
- How sustainable are those linkages?

b. Are youth developing relevant skills as a result of project activities?

- To what extent are youth prepared for the labor market after being exposed to project activities?
- Are employers satisfied with the performance of youth placed in their companies?
- Are employers helping youth develop additional skills?

USAID/Macedonia will provide additional key issues/areas to the contractor at the time of the award. The contractor will meet with USAID/Macedonia and YES Network project staff for input, as well as with the National Vocational Education and Training (VET) Center, Head Office of the Employment Services Agency (ESA), the Ministry of Education and Science (MoES), the Ministry of Labor and Social Policy (MoLSP), and managers of relevant branch offices of ESA, and most importantly, municipal authorities from the 6 municipalities where YES Network is active, representatives of schools, members of the Economic and Social Councils or Economic Councils (where such exist), representatives of employers and employers' associations at the local level who represent the demand side of workforce, as well as youth who are in secondary schools, both VET and gymnasias, and unemployed registrants with ESA. USAID will provide the contractor with the project Cooperative Agreement, Performance Measurement Plan, Annual Work Plans, Quarterly Reports, etc. Outcomes must be linked to specific activities of the implementing partners.

Illustrative examples of outcomes to be evaluated include:

The evaluation team shall create a sampling methodology based on best practices for statistically representing the population from which the sample is drawn. The contractor shall propose sample sizes, confidence level, and expected confidence interval for the questionnaires in its proposal, but the final details will be completed by the contractor after the award is made and upon clearance from the.

The questionnaires will be supplemented (or substituted) with field observations, key informant interviews and additional data collection on the activities of local Economic and Social Council, Career Centers at secondary schools and Job Clubs at the local branches of the Employment Services Agency.

The evaluation team will meet with USAID/Macedonia within the first weeks of the Task Order for an in-briefing and to obtain more detailed information about program activities and objectives for the purpose of identifying and finalizing outcome level indicators and individual and/or focus group questionnaires. The implementing partner will be expected to provide self-collected monitoring data and other project documentation to the evaluation team. However, it is expected that the Contractor team conducting the performance evaluation will minimize disruption of the regular activities of the YES Network and not cause any delays of program or monitoring and evaluation activities.

6. DELIVERABLES FOR THE PERFORMANCE EVALUATION OF THE YES NETWORK PROJECT

The anticipated deliverables for the performance evaluation of YES Network Project are as follows. All reports shall be submitted in English.

a. Final Work Plan

A Work Plan for the performance evaluation of the YES Network Project as part of the comprehensive Work Plan for all three evaluations under this Task Order, as required in Section III.A.7.(a).

b. Two briefings for USAID at the end of the first and second weeks after the start of the evaluation effort on the field including written materials.

c. Evaluation Design Report (including questionnaires) for Performance Evaluation - YES Network Project

In accordance with the milestone schedule indicated in Part I, Section D, the lead evaluator will present to the COR

a detailed evaluation design matrix, including the key question(s), and for each question the methods used to address it, sources of information, the type of evaluation design, data analysis plan, and draft questionnaires and other data collection instruments, planned sampling methods including size and locations, arrangements for employing local staff for data collection, data analysis plans detailing how data will be presented, and known limitations to the evaluation design. The final design, including all evaluation questions and sub-questions, requires COR's approval.

d. Inception Data Collection Report for Performance Evaluation - YES Network Project

The Inception data collection report will focus exclusively on the data collected by the implementer during the field work. The report could be a matrix that includes data tables with information by key demographic groups and regions, as well as any detected data gaps that could limit the evaluators' ability to answer the evaluation questions. Data disaggregation requirements will be discussed at the in-briefing with USAID. A narrative description of the data is not required. However, the report should include a narrative introduction and description of the methodology.

e. Draft Evaluation Report for Performance Evaluation - YES Network Project

The draft evaluation report should include all of the elements of the final report as described below, in draft form.

f. Final Evaluation Report for Performance Evaluation - YES Network Project

The evaluation final report should include an executive summary, introduction, background of the local context and the projects being evaluated, the main evaluation questions, the methodology or methodologies, the limitations to the evaluation, findings, conclusions, recommendations (if applicable) and lessons learned (if applicable). It should incorporate analysis of the field data collected and the comparison with the data collected by the project at its inception.

The executive summary should be up to 4 pages in length and summarize the purpose, background of the project being evaluated, main evaluation questions, methods, findings, conclusions, and recommendations and lessons learned (if applicable).

The evaluation methodology shall be explained in the report in detail. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (e.g., selection bias, recall bias, unobservable differences between comparator groups, etc.).

Evaluation Findings: (no more than 15 pages), which provides analysis and answers the questions listed in this Statement of Work for the evaluation of the YES Network Project.

The annex to the report shall include:

- The Evaluation Statement of Work
- A cross-reference guide listing the evaluation questions and specifying on which page the questions are answered in the report.
- Team composition and study methods (2 pages maximum)
- Any "statements of differences" regarding significant unresolved difference of opinion by funders, implementers, and/or members of the evaluation team
- All tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides
- All data collected during the evaluation as it is the property of the United States Agency for International Development
- Sources of information, properly identified and listed (including a list of documents consulted and of individuals and agencies interviewed.)
- Disclosure of conflicts of interest forms for of all evaluation team members, either attesting to a lack of conflict of interest or describing existing conflict of interest
- The evaluation design

Upon approval of the final content by USAID/Macedonia, the Contractor will be responsible for editing and formatting the final report, with approximately 30 calendar days to do so. The Contractor will make the final evaluation reports publicly available through the Development Experience Clearinghouse within 30 calendar days of

final approval of the formatted report. A final copy will be submitted to USAID's COR of the YES Network Project.

Criteria to Ensure the Quality of the Evaluation Report for Performance Evaluation - YES Network Project

Draft and final evaluation reports will be evaluated against the following criteria to ensure the quality of the evaluation report:

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by USAID/Macedonia.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides will be included in an Annex in the final report.
- Evaluation findings will assess outcomes and impact on males and females.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical and specific, with defined responsibility for the action.

OTHER REQUIREMENTS for the Performance Evaluation of YES Network Project

The Evaluation team shall demonstrate familiarity with USAID's Human Subject Protection Policy and USAID's Evaluation Policy (<http://www.usaid.gov/evaluation>). The Evaluation team shall provide adequate training for its staff on questionnaire methodology, USAID's survey regulations, other relevant regulations, and data collection plan.

Safeguarding the rights and welfare of human subjects involved in the survey research supported by USAID is the responsibility of the Contractor. USAID has adopted the Common Federal Policy for the Protection of Human Subjects, Part 225 of Title 22 of the Code of Federal Regulations (<http://www.usaid.govb/policy/ads/200/200mbe.pdf>). Recipient organizations must familiarize themselves with the USAID policy and provide "assurance" that they will follow and abide by the procedures of the Policy.

All records from the evaluation (e.g., interview transcripts or summaries) must be provided to the COR. All quantitative data collected by the evaluation team must be provided in an electronic file in easily readable format agreed upon with the COR. The data should be organized and fully documented for use by those not fully familiar with the project or the evaluation. USAID will retain ownership of the survey and all datasets developed.

ANNEX B: YOUTH EVALUATOR TEAM REPORTS

From March 25th through April 28th 2016, MSI conducted an evaluation of the YES program in Macedonia. As part of the field research, the evaluation team enlisted a team of youth volunteer researchers, comprised primarily of graduate students in the three municipalities of focus (Skopje, Bitola, Gostivar). In their roles as assistant researchers, the youth volunteers attended key meetings and discussions, recorded information during focus group discussions, administered a survey, produced a video ([Macedonia Youth Volunteer Evaluators Experience](#)) and helped with data entry and cleaning. The youth assessor reports are intended to provide context-specific insights from the perspective of youth who are familiar with the challenges that face their age group.

SKOPJE YOUTH RESEARCHERS

Nadica Mandalova nadica.mandalova@gmail.com

Boris Djartov boris.djartov@gmail.com

I. Introduction

Toward answering the question of USAID/ Macedonia regarding the effects of the YES Network project, we, the two volunteers had this opportunity to join the MSI (Management Systems International) YES Network – Evaluation team and answer this question. Also the team participated on professional training organized from GfK- Survey Company, to learn how the surveys and focus groups are facilitated. In period 8-11 April, the team has the opportunity to attend on several surveys and focus groups discussions conducted by GfK. In order to complete this task, in the period 22-28 April, 2016 we visited target institutions to obtain information which will enable us to answer the required questions. In the reported period, we have visited the following institutions, and participated in the semi-structured interviews (SSI) and class observations (CO):

1. Local Economic and Social Council (LESC) of The City of Skopje (SSI)
2. NGO – “Youth Can” (SSI)
3. Special Secondary Schools: “Partenija Zografski” and “Ss. Naum Ohridski” (SSI + CO)
4. Secondary Schools: VET school “Boro Petrusevski” and Gymnasium “Orce Nikolov” (SSI + CO)
5. Survey (GfK) in VET secondary school “Dimitar Vlahov”
6. Focus Group Discussions in special secondary school “Dimitar Vlahov”

II. Findings

Note: We would like to emphasize that Objective 3: ESAs and Objective 5: VET Center Advisors are not included in this Report as we did not visit those institutions as per our Agenda.

Question 1:

What is the level of achievement under each of the following YES Network objectives?

- Objective 1: LESCs
- Objective 2: NGOs & DPOs
- Objective 3: ESAs
- Objective 4: High Schools (VET, Gymnasiums & Special secondary schools in Skopje)
- Objective 5: VET Center Advisors

After visiting our target YES Network objectives, the general opinion regarding the goals of the project, which we observed, is **very positive**.

For LESC's Skopje – Settled in late 2013 and start of operation in 2014, LESC's Skopje is a new institution which obviously needs further assistance. From the interview we had with Biljana Chuchkova member and secretary of LESC's Skopje, we had a chance to uncover the good cooperation between YES Network project and LESC's Skopje. Receiving assistance, recommendations, expertise and training were key to LESC's Skopje as a newly established body. The assistance has strengthened its capacity, which enabled the creation of a strategic plan and has promoted the institution overall.

For NGO – Youth can – We interviewed Gorjan Slavkov, board member of this NGO. It was a very important meeting because it helped us to get a much clearer picture of the needs and wants of such an organization, which is directly affected and in constant contact with young people. With the YES Network program, this NGO has various training programs and workshops. It is worth noting that upon completing the training a portion of the participants were employed (about 20 participants in total). They believe that the effects of the training directly affected participants ability to get employed and had an immediate contribution to the success of finding work. Although in the future they can repeat the trainings which they have learned and pass them, further assistance would undoubtedly better the results.

For Special secondary schools – During a visit of both Secondary Special Schools noted in the introduction, we were faced with an avalanche of positive experiences. The impressions we received from the teachers of the schools were that they were very open to talk and to share their experience.

Through observation of classes we were able to see how they acquire knowledge. Of this visit we got impression of active participation and interest of students and recognition by them of the benefits they can gain from this training. Career centers further motivate these students and professors to sustain application of these modules, programs and practices. From here we would like to mention the experience that we had in school Ss Naum Ohridski. There the teachers made video recording of the good practices and methods in order to sustain further implementation of them in the school.

For secondary VET and Gymnasiums School – In these schools we also came across a lot of positive experiences. In the VET school and also in high school, the desire for this program was self-evident as well as the general enthusiasm that everyone had for the schools to be included in this program. We observed very positive results that were undoubtedly based on the excellent involvement of the whole school. In the school “Boro Petrushevski”, Professor Lence Tomova works through the career center with a group of student volunteers, who has actively promotes the work of the center and, through that, arouse interest among their peers for their involvement. Also in this school, the program and modules are adapted each year. This means, in the first year under the program, they will learn the basic module and in the final year they will pass through all needed modules and will be better prepared for future employment.

Question 2:

To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth (including special needs youth) within targeted municipalities?

From the information gathered through interviews and class observation, our opinion is that the degree of achievement of objectives is **high**. Based on information received from NGOs - Youth can and LESC's Skopje, we can say that half of the total number of participants who participated in specific programs of the YES network were employed primarily as a result of the effects that the program had on them. In case of the NGO - Youth can, the training had 20 participants. Four were upon completing the training

and another six participants after only a few months. Excellent proof of the success and the proper administration of the program was seen in the special schools where students were aware of market needs and what was required of them. One student from special secondary school "Partenija Zografski", after finishing her school and participation in this program, was employed. During all our interviews, observations and, participating in discussions with interlocutors from different positions in the institution, we came to the conclusion that the need for this kind of training never ends. Improving the skills of young people through such training programs really does help young people, combine that with helpful mentors and teachers and truly enhances the chances that these young people will find jobs.

As many of the participants under 18 expressed, a benefit of YES is that it awakens interest and thinking about their future careers. "The acquisition and building of confidence in students, to define what is our personal goals as individuals, distinguishing between what is art and what value, and gaining such an attitude are things that through the program has encouraged and strengthened in the students; they are not only important for career development but for themselves as individuals." said Professor Lence Tomova.

Question 3:

To what extent will the benefits of YES interventions be sustained by key entities absent USAID?

In all institutions we visited, according to our opinion, sustainability of these good practices is possible. Reasons for this are:

- o Recorded videos from good practices during the training that can be used again in other classes;
- o Willingness of some teachers to train other colleagues with existing material for tendency of continuation of this good practice;
- o Carrier centers are already in place and for next years they can be used;
- o Starting from next year this program will be putted in the year working program of classes and they will be practice as a normal regular classes in some schools.

However, it must be noted that USAID programs are essential for ensuring the sustainability of programs like this. With time, professors can be changed, practice in the companies could also undergo certain changes and the needs of the job market are dynamic. This is why this program should continue in its tendency to follow the trend of enhancing the employability skills of the Macedonian youth. There is always risk of sustainability and we think if this program exists, this risks will be notably reduced. These are target areas that need further assistance.

Question 4:

What are the key YES-generated lessons and good practices that should inform (or potentially be scaled-up in) future USAID/Macedonia activities focusing on youth?

We found out that biggest benefit to the professors is that they had the opportunity to be trained with specific modules and undergo training that can be passed on to students. Also, working in groups with other schools was said to be an excellent experience because sharing experience and information about their certain experiences gave greater insight and will have a positive effect on future lessons. As we said above, under this program youth can think more about their needs, skills, responsibilities, opportunities and chances. It was an excellent idea to first give training to the teacher and then to the designated target group. The teachers are the people closest to the students. This means that the modules can be adapted according to students' needs and capabilities, which would maximize results. Another good practice is the reduced need for paperwork. With this, mentors can focus on better implementation of

the program and not on their paperwork. With the continuation of this project in the future, all this good practice can be improved upon and adapted for the needs of every school. One of the good practices that should continue is the involvement of the special secondary schools. Likewise, gymnasium involvement should be scaled up in future programs.

Question 5:

What are the strategic opportunities for future USAID/Macedonia youth programming?

What we found out as the biggest need for future programs is finding a way to establish connections between schools and companies. This problem exists in almost all schools. They say that internships should be a part of this program. With the inclusion of internship in the companies, students can try out what they have learned. Second is emphasizing the need of activism and youth participation in all programs, institutions and organizations created for helping and improving the skills of young people, Gorjan Slavkovski from the NGO “Youth can” said: “The most important thing is how to promote and motivate young people in Macedonia especially for rural areas to be more active and aware of opportunities and benefits of involving in programs like this”.

In the schools, the need for this training is not over. Regarding untrained professors who have willingness to participate in this project has risen. A suggestion was given that one or two teachers in each school are assigned to transfer the program to the rest of the teachers in the school.

III. Recommendations

Our given recommendations are the results of our visits and our opinion regarding the effectiveness of the programs and whether or not YES goals have been reached.

- (1) Firstly, we would like to express our opinions, which we formulated from our visits to certain institutions. The need for this program was apparent. Having said that we recommend that the program be expanded to include a greater number of school institutions as well as organizations (NGO, LESC, DPOs), which are involved with improving the lives of young people in Macedonia.
- (2) Our main recommendation is that greater care be put on whether or not the students really want to be part of the program, and if so special care must be made so that the students who are not willing to participate in the program but have still found their way in it to not interfere with the ones who are genuinely interested.
- (3) We also wish to emphasize the need for finding companies that are willing to work with the schools and provide internships for the students. On that note, teacher attendance in the companies where the internships is being carried out should be required so that the communication between the employer and the students with special needs can be easier.
- (4) Greater thought should also be put in finding out ways to increase the activism, participation and general awareness of young people in the these programs (mainly accomplished through social media) and the increase benefits that they can provide.
- (5) The training program for the teachers could also be moved in the summer months as there is a summer vacation and they do not hold classes. This will also make the training more flexible and it can be stretched and carried out across multiple days.
- (6) A very important recommendation is creating a program or adapting this one so that there is a reverse inclusion (i.e. inclusion of students with no special need with a study program or group

of students with special needs). This study program can be conducted through joint lessons and further inclusion can be achieved through combined living spaces (for students not in Skopje).

- (7) Based on professors' views, we recommend that the training program be given to the professors who did not have a full lesson plan during the school year.
- (8) The example from VET school "Boro Petrushevski" regarding the adaptation of the modules and their inclusion from first year all the way to the last, fourth year should be viewed as an excellent practice which should be implemented in the future. The effects of this kind of arrangement of the modules proved to yield great results, which were evident.
- (9) Creating an awareness campaign to:
 - Inform and promote the benefits of involvement in activism and other programs to the youth.
 - Raise the awareness of the companies of the importance of internship programs.
 - Providing more resources for facilitating a bigger number of participants

IV. Final Remarks

Authors of this Report have high hopes that the report as well as its recommendations will help the process of evaluation of existing projects and design of the future projects and programs.

BITOLA YOUTH RESEARCHERS

Elena Gagacheva elena.gagacheva@yahoo.com

Zlatko Sterjovski zlatko.sterjovski@gmail.com

I. What is the level of achievement under each of the following YES Network objectives?

- Objective 1: LESC
- Objective 2: NGOs & DPOs
- Objective 3: ESAs
- Objective 4: High Schools (VET, Gyms& Special secondary schools in Skopje)
- Objective 5: VET Center Advisors

All key players in this project had their own specific role and they all have done a great job contributing in their own way to succeed this project. The level of achievement overall is in the same level in all institutions that we have evaluated in Bitola, except we have noticed a little less motivation and action in the LESC.

LESCs: Regarding the LESC, what we could've seen through the interviews and the focus group that the formation of this Council like organ that is a positive thing and Bitola have a need for existence of this Council formed in 2011. The idea is accepted by everyone, but as they have mentioned on the focus group, there was absence of political will and interest for working in LESC. As they members of the LESC have said that in other Municipalities Mayors are also a part of this Council, but it was not a practice in Bitola. Also the permanent members, we think, were chosen not very wisely. The representatives in the LESC are the directors of the companies and they have no time to spend on meetings and discussions regarding the work of the LESC. Also not all representatives from the Council of Bitola were chosen by authorities and not by their own will and interests, which makes it harder to motivate them for meetings. They have also managed to make only few meetings and as they have mentioned in the focus group, the most active members in these meetings were from the NGO sector. For other members from business sector and municipalities, there was no interest in the LESC.

The only positive thing out of the LESC were the decisions for opening new fields of study that were necessary for the labor market, which led to the opening of a new branch of study in the Agricultural High-school in Bitola. As study has shown, this field and many others were deficient and still are according to the informants. The person we have interviewed doesn't have the information for the procedure nor what is the new direction about. The interviewed had only mentioned that it was something around the field of planting and technicians for agro-management.

In the LESC there is plenty of work to be done. For this issue we think that is needed to change the concept for LESC. To assure that all the players understand the benefits and needs and also have interest and motivation to work in this Council. Going in details, we suggest to have some other business sector representatives, from mid level managers, which could be more accessible than top managers and be more obliged for presence at the meetings. We found useful to establish communicational link between the business representatives and the LESC. This change in the concept could promise the consistency that they are lacking and improve the overall work for themselves, and as one of the key objectives for the project.

NGOs & DPOs: Among the all YES Network target groups it seems that NGO's are most motivated and open to collaborate and work in this project. In general, their representatives see no obstacle in sustainability of the project. Once they have gained the knowledge and methods for work they can

implement them and use them in other projects. For some of them as a first experience of this kind , have just built up their personal capacities. Maybe the factors of success and sustainability among NGOs are based on making the most with limited resources, and employing people who are enthusiastic and eager to make a positive change in society. Thus, we consider this group as the most productive for the means of this project.

It is necessary to explain the conditions and obstacles that DPOs were facing on the way to completing YES goals. Some of them had to work with a very specific category of marginalized youth with different disabilities such as hearing, vision, mobility and many others disabilities. Within this marginalized group, there were two conditions to be fulfilled to participate in YES. One of them was that the youth should be in the age range from 26 till 29 years, and a sub condition they should also be unemployed. As they said, to work with this group they adopted the method of interactive lectures and exercises. The problem that they faced, for example, was that people with hearing disabilities needed time to understand the information. As being a deaf person, the level of exchanging information or thought from one person to another, is really slow. Also the interaction is ten times more difficult as we normal functioning humans interact with other people and exchange information with ease. This automatically makes work with this group, much harder.

A quote that was shared with us during our interview with one of DPO representatives was " Tell me I will forget, show me I will see, involve me I will learn." Continuing with this quote they furthered explained the used methods and simplified ways for the needed information to be presented and understood by all of the participants in this group.

Organizations' goals were completed, and as a result, a couple people from this marginalized group found a job shortly after this project ended. In a short interview with them they have explained that they are very satisfied with what they previously learned. Personal goals were also achieved, as a youth with visual disability has set an example for other people with such problems. This young person is now a physical therapist in the Bitola Clinical Hospital and helps patients on a regular daily basis. The workshops and trainings, as he further said, has helped him find his voice in society. Now they know that other people are interested to help them and are willing to go and search for a job in the future, which was not the case years earlier.

Youth informants expressed that now they know what are the steps in applying for a job and had many practices with writing motivational letters and CV's. Also, the project served as a gathering place for people where they could get informed and share life and work related experiences.

NGO's had a much easier target groups when dealing with younger people. But their work is also up for a big appreciation as they organized many civic leadership and entrepreneurial workshops, meetings, lectures and presentations. There was even a project on an international level in Kayseri, Turkey where they gave young people a taste of what it is like to be an entrepreneur and working in such an environment. Along the way, youth improved communication, digital, entrepreneurial, management and many other competences, which could lead to a successful leadership and a role in a work place somewhere in the future. Similar to the DPOs, this project broadened the participants' connections with companies and people who strive for productivity in work and life in general; it helped them build a network of people, to which they are now visible in the labor market.

ESAs: Our interview in Employability Agency was canceled in the last minute. All information about the work in the ESA's we got from the LESC focus group provided by GFK. As we understand, the ESA was providing training for employability skills to the unemployed young people and registering active jobseekers. The experience from this key action was positive. There was a high interest for this training among young population in Bitola. The ESA agency has already made 27 trainings. Following up on the impact we found out that 80% of the trainees have found a job afterwards.

However, numbers talk for a great efficiency from this action, but what is further needed is a wider coverage of young unemployed people in the area of Bitola. Somewhere between the lines of what was said during the focus groups (director of the ESA) highlighted that people do not have much trust in the institution and show much resentment toward it. Our opinion as a team, is that citizens are not sufficiently informed about the work of the ESA, which is the fault of the institution as well as citizens. In such case we suggest that the agency highlight the achieved results and promote accomplishments and work toward rebuilding bridges of mutual trust.

VETs, GYM's & Special Schools: In high schools we have met some different points of view about this project. There is no doubt about the value of joining the YES Network. In the High school "Josip Bros Tito", and "D-r Jovan Kalauzi" teachers (mentors) unanimously agree that this project has made "a small step for bigger changes in our educational system". In consensus teachers agree that once youth acquire knowledge on how to find employment, communications and career planning, it can't be forgotten. Almost in every case, this knowledge is becoming integral part of their everyday lectures. They integrate the YES methods and tools in every subject they teach.

Career centers are found to be attractive places for students' gathering and one option plus for the students to search more information about the topics that are subject of their interest. Like studying abroad, or in America. Both students, and teachers are witnesses of the positive changes made by the career centers in the students' lives and their afterschool activities.

One of the unexpected facts that we discovered, is that in the VET medical school "Dr Jovan Kalauzi" there is a problem in that 50% of their students don't continue in the field of medicine. Instead, they continue their career in many other fields such as music, engineering etc.

According to the school staff (teachers and pedagogues), students at the age of 14 are still too young to decide about their career. Most of the time their choice of high school education is decided by the factors as "where the friends are going, also parental suggestions, and mostly the ignorance for other types of career choices that are offered. They only chose a career that is most common in society and they think it's "cool", and most important, that brings the highest financial benefit. Teachers suggested that project like Yes network should be also implemented in elementary schools, as the students can gain more knowledge for different professions. This will help them make selection of high school and, eventually, a career easier in the future.

2. To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth (including special needs youth) within targeted municipalities?

As the director of the ESA in Bitola has said, 80% of the youth that have passed the trainings have found jobs. This result is far beyond good, it is excellent. If we see the numbers in percentages, it would be surprisingly good. However we believe that around 120 trained young people from Bitola (as they have said in the LESC focus group) are still insignificant compared to the total number of unemployed youth in this municipality. We think that something must be made for this program to include larger range of people. In conclusion the results are not to be questioned - they are surprisingly positive.

3. To what extent will the benefits of YES interventions be sustained by key entities absent USAID?

As we mentioned above, in the NGO this project can be 100% sustainable, because they are doing their work based on alternative ways of financing and being creative to meet the challenges. For other hand High schools have no mindset like this. They are Public institutions and they are used to being "feed" by the government. And, if the government won't pay for the needs of these career centers, schools are not willing or able to finance its activities. On the other hand the teachers have already gained the knowledge and cost them nothing to keep using this method in their everyday lectures. Regarding the sustainability, we think the biggest challenge is in the ESA and in the business sector. This project has

provided great financial motives for promoting internship and without that motive, none of the small business have the capacity (mentors, time, space) for having interns and spending time mentoring them. Also the ESA provides useful trainings and courses, which have resulted in higher expenses regarding trainers and materials. Without external assistance, we think it will be expensive to continue this practice (the appointment was canceled so we don't get information from them, we don't want to make accusations, this is just our opinion from our point of view).

4. What are the key YES-generated lessons and good practices that should inform (or potentially be scaled-up in) future USAID/Macedonia activities focusing on youth?

The Key lessons, as a result of this project, must be the direct involvement of the educational system and also the non-formal education facilitated by the NGO's. They say the school is like a second home and that is not far from the truth. And, probably teachers spent most of the time with kids during the day beyond their parents. The learned practices, which the YES project presented to the facilitators in every objective, are very well transmitted and once they are learned they can be implemented in various ways and situations. This was also confirmed by teachers that use YES curricula in lectures and support students whenever they need help.

Currently there is a trend between high school students and youth in general (confirmed by teachers that it was not the case earlier) that young people who are more self-motivated join NGO's with different causes and broaden their skills. At the same time, they have fun, resolve problems and, to some extent, play an important role in society. Then gain experience and competences necessary for their future career.

What else could be suggested is that they need more trainings for facilitators and school teachers so there won't be a problem in the future with finding the perfect career choice school or classes— to which most of the time serve teenagers as firm rock which they can hang on. In most of the interviews and research we've done, the case of practical study was mentioned multiple times. Our curiosity led us to the young scholars as we interviewed a few of them. All of the feedback was positive and they were overwhelmed that they finally have some practical knowledge to complement the theoretical lectures, catching up and getting a brighter picture of what they are studying, rising their self-confidence, and gaining more awareness of their career choice as they now have experienced it in their own shoes.

5. What are the strategic opportunities for future USAID/Macedonia youth programming?

The future of such programs as Yes Project are very sustainable and much needed if we want to achieve a rise in the production of youth that are aware of their future and career choice and much sustainable for the market of labor as it would produce staff in deficient work places. From the previous we can conclude that youth are driven, if provided with the right education and are well informed, as they are thought from a great facilitators of the projects. This is only one part of the objectives, other objectives who have much stronger importance in directly involvement of employment of the youth, seem that they have nor the ambition or the will for this particular matter, and multiple times we were faced with the excuse that there was no political will from the municipality. The lack of consistency of the LESC and the ESA has left the project on a downward spiral. Most of the excuses that came from the educational system of NGO's were over financial resources and most have noted that the continuation of the project can't be sustained if there is no help from foreign donations. Those who are persuasive to succeed will continue to implement them only because of their strong belief for the better future of the youth and common good. Maybe a better future lays in the much greater financial resources given to each of the objectives, and maybe a direct collaborations with companies and businesses with schools and that will provide practical education and organize courses for a greater involvement of youth in the

working environments and organizations, that cannot be thought through the more dominant hours of theoretical lectures they are provided with.

Conclusion

Project like these are very much needed in our society. As a number one activity that should be included in other projects is the network between high schools and business sector, provided by internship. This activity gives the students ability to learn how to do the job they are studying for, but also how to communicate in the work place, to know their responsibilities and rights. It also provides a space to practice in real business and students can gain soft skills, which are very important for every worker.

Second activity is the training courses provided by ESA's. By this activity not only participants gain skills, this is also about changing their mindset. Participants learn to appreciate the non-formal education; formal system of education in our country doesn't give those skills and knowledge how to operate in working environment. Just having the knowledge about doing a job does not make them good workers, or even good entrepreneurs. And why is this so important for them to know? They are making a reasonable expectation when entering the labor market. They start being proactive in searching for a job, and constantly upgrading their skills and knowledge. They no longer expect someone to knock on their door offering them a job, just because they have finished some school.

Also making contacts is valuable skill, which can really support the process of finding job. Regarding the trainings provided by the ESA's they have shown incredibly good results. The only negative thing is the small range of participants. We think a way must be found to increase the range of participants.

Third great thing that should be implemented in the future project is career centers in all high schools in Macedonia. So far these centers are opened in partners to YES Network project and we think there should be one in every high school. High school students often have no clue where to search for information about their careers, jobs and even universities for their future education. By having the career centers in their schools (easy available to them) they realize about the importance of their choices for future life, they are being more responsible about finding information and finding the best choice for their future, instead of seeing themselves still as a kids and acting like that.

GOSTIVAR YOUTH RESEARCHERS

Arta Palloshi

arta.pallosi@gmail.com

Aleksandar Cvetanovski

alek.cvetanovski@hotmail.com

I. What is the level of achievement under each of the following YES Network objectives?

Objective 1: LESC's

To LESC, Yes project according to interviewed persons, has helped them to create strategic plan and strategic documents, creating consultant body and also creating career centers which will help the young for employment. They have established three career centers in three schools. The aspects of socio-economic development were positive effects of the Yes program.

The characteristic of the municipality of Gostivar is that they have related the Gostivar youth council, which is very active and they continuously are working on different projects of interest to the youth. They also have published a "Strategy for the youth of Gostivar" municipality.

The challenges they faced during their work was that in the beginning they didn't have municipality's support and the youth in the beginning didn't actively participate.

Objective 2: NGOs & DPOs

We haven't visited any DPO or NGOs in Gostivar. We visited one NGO, ADI (Association for Democratic Initiatives) and they had only one person trained on all of the YES training modules but they didn't continue the youth training in this field.

Objective 3: ESAs

We haven't visited ESA's.

Objective 4: High Schools (VET, Gymnasiums & Special secondary schools in Skopje)

We have visited Technical Professional Secondary School in Gostivar, where we interviewed the director and the teacher / facilitator. The director of the school was new in his position, so he didn't have so much information about the YES program. The teacher / facilitator, however, completed all of the YES training program modules and told us about his positive experiences from the training and the importance of the YES program. As the product of the positive impressions, this school in 2010 becomes part of the YES network. Later on 2011 - 2012 the Career Center is established within the school as a donation of YES network, where they train the youth for their future work. The Career Center is open every day, so students from the school can go and use existing career guidance resources. Also, one teacher is part of the Career Centre and is available with the one and only purpose to give students needed information regarding their future steps related to career opportunities.

Objective 5: VET Center Advisors

The Advisor is the teacher from the school that has been part of the YES program training modules. There is one teacher in this school that had been trained on all YES training modules.

2. To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth (including special needs youth) within targeted municipalities?

From the interviewed representatives of the bodies of the Yes network my personal impression is that this project is very successful and helpful for the youth, because it enhances their understanding for the labor market linked to their skills and their future career. It also enables them to challenge and test themselves in a future profession where they best fit with their capacities. The youth become more active, aware and informed for their future in order to get the best of the labor market offers.

3. To what extent will the benefits of YES interventions be sustained by key entities absent USAID?

Throughout the evaluation and the interviews we conducted, we were delighted to hear a lot of different perspectives on how USAID did a wonderful and massive job of enhancing youth employment skills. Many of the interviewees believed that when USAID stops supporting this program, it will not be sustainable on its own, while on the other hand some other interviewees believed that it can withstand on its own, but with help from NGO's or some other Macedonian organizations. In our opinion the benefits of this program can continue on their own, especially now since there are a lot of experienced people that can help with teaching the youth. This is because everyone says that this program is very beneficial to the youth, and they enjoy being enrolled in it. We also think that maybe the Macedonian Employment Center needs to play a bigger role in sustaining and continuing this program, seeing as both them and the youth benefits from it.

During our interviews here is the information that we discovered about this topic:

- **LESC**
Creating career centers which will help the young for employment without USAID.
- **NGO/DPO**
Believe that the facilitators will be able to continue this program.
- **VET Schools**
They established the Career center that train the youth, but could not sustain the program without USAID.
- **Company Mentors**
Believes that USAID is necessary to continue this program.

4. What are the key YES-generated lessons and good practices that should inform (or potentially be scaled-up in) future USAID/Macedonia activities focusing on youth?

- Some of the most important lessons or practices that are beneficial for the youth are:
- **Company Contracts** – Students and companies need to regulate internship through contracts.
- **Small Talk & First Impressions** – First Impression means everything, it does not mean that the first impression is going to be during the interview, maybe it's a coincidental meeting with someone important or something of those likes. Also small talk is very important as it also leaves an impression to the person with whom you are speaking with. A good practice here would be the famous **elevator pitch**.
- **Startups, Ideas & Future Thinking** – In work readiness skills curricula we find a lot of very good and interesting topics for motivating the youth on strategically planning their ideas teams, social skills, finances and general thinking. Not every person is destined to get a job the same moment they finish school/university. This is a broad topic in which the youth should bring new ideas and think for their future. Business startups are a very good topic for motivating the youth on strategically planning their ideas, teams, social skills, finances and general thinking and imagination.
- **Company Internships** - The students go to companies in which they develop their work skills.

- **Team Building** – One of the biggest and most important lessons that the youth need to learn is Team Building. Team Building helps to easily communicate in a different environment. Employers need people that are able to easily communicate in a team environment, but also do good when they are in a stressful or toxic environment. This all can be achieved by making hypothetical companies where the youth have to solve problems as a team and bond together.
- **Real job Interviews** - Give the youth an opportunity to practice during an interviews in classrooms and in the companies.
- What are the strategic opportunities for future USAID/Macedonia youth programming?

One of the biggest strategic opportunities for USAID/Macedonia youth programming is to expand the YES program further into the Universities in Macedonia, as they are more qualified for getting an immediate job after graduation. But of course, most of them lack the needed employment skills to land a good job. With the help of YES, I believe that they will be better suited for jobs.

Also a good opportunity for the USAID program is to make more youth volunteering programs, many young people like to volunteer for good causes but there are not that many in Macedonia (only Red Cross and a few of NGO's). We believe that this will spike the interest in the programs of USAID in the youth community.

Conclusions

In our point of view this project is very suited for the youths' needs. We had the pleasure of seeing how the youth study and develop their career options. We believe that this project was a big accomplishment in the establishments that it was provided, which was also widely accepted by the teachers, students and other fascilitators. Also which is very important is that with the help with the YES project a Career Center has been helped to further develop the youth and help them toward career choices. All in all, this was an immense experience both for us, as volunteers and for the people that took part in this project, which we hope will be sustained without the support of USAID/YES in the future.

ANNEX C: CROSS-REFERENCE GUIDE

YES Network Final Performance Evaluation Question	Report's Corresponding Page #s
1. What is the level of achievement under each of the four YES Network IRs?	4, 36
2. To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth (including special needs youth) within targeted municipalities?	16, 37
3. To what extent will the benefits of YES interventions be sustained by key entities absent USAID?	21, 38
4. What are the key YES-generated lessons and good practices that should inform (or potentially be scaled-up in) future USAID/Macedonia activities focusing on youth?	27, 39
5. What are the strategic opportunities for future USAID/Macedonia youth programming?	30, 40

ANNEX D: EVALUATION TEAM & METHODS

Team

Three key groups conducted the evaluation: (1) core team, consisting of a technical leader and a local evaluation specialist that were responsible for evaluation design and overseeing all fieldwork; (2) GfK Skopje, a Macedonian survey firm tasked to conduct surveys and focus groups; and, (3) three local youth volunteer male/female evaluator teams, responsible for accompanying the core team and providing a youth perspective to the evaluation (see video [Macedonia Youth Volunteer Evaluators Experience](#) and Annex B for youth evaluator team reports).

Methodology

A mixed-method approach drove primary data collection, whereby data were collected in-country using qualitative and quantitative instruments. Secondary research was also performed to complement primary data and enable triangulation. This was done both to validate information obtained as well as illuminate further findings. While the interview protocol allowed flexibility for expanding or pinpointing information, a foundation set of questions were used to allow comparability across informants' responses.

Evaluation Schedule. The evaluation was conducted from January 15-September 30, 2016. During the first two months the core team collected and reviewed documents and developed the *YES Evaluation Design Report*, which laid out methods, sample size, data collection instruments and analysis. Instruments were also translated into Macedonian and Albanian. In March, GfK contacted and scheduled interviews and trained surveyors. The firm also pre-tested and slightly revised adult and youth survey instruments. The disabled students' survey and focus group protocol were shared with a Macedonian special educator and adapted accordingly. Between the core team / youth volunteers and GfK, fieldwork occurred from March 30-May 11, 2016. Data organization, analysis and report writing took place from May 30 – September 30, 2016.

Data Collection and Analysis. The five USAID evaluation questions guided the overall design and analysis of the evaluation. Specifically, they shaped all primary data collection instruments detailed below (see Annex E for data collection instruments and protocols).

- *Perception Surveys:* conducted by GfK, the mixed-method surveys targeted: adult facilitators in schools, ESAs and NGO/DPOs; and, youth in secondary schools (VET, GYM and special schools), ESAs and NGO/DPOs. The survey had five major sections: (i) demographics; (ii) effect on young people's skills and life situation; (iii) level of human and institutional capacity transfer; (iv) lessons and good practices; and, (v) strategic programming opportunities. Surveys with YES youth were conducted in a group of 20-40 informants, while surveys to adults were administered individually.
- *Focus Group Discussions (FGDs):* conducted by GfK, the FGDs were utilized for YES youth, facilitators, company mentors, VET advisors, and LESC members. The open-ended questions focused upon: achievement of objectives, effect on goal, YES legacy, sustainability, and programming opportunities. For youth, the FGDs allowed particular focus on females and disabled youth.
- *Key Informant Interviews (KIs):* the core team and volunteer youth evaluators conducted the KIs, which were utilized to glean complementary qualitative data from staff of the major YES entities that were not covered by FGDs or surveys (e.g., school administrators, counselors, ministry officials). A master set of questions guided interviews to and allowed for comparability.

- *Direct Observation of YES Classes:* the core team and volunteer youth evaluators observed YES classes in secondary schools and special schools. A mixed-method checklist guided evaluation in key areas that include instruction, YES course content and receptiveness of the information by the youth.

Sampling Methodology. A purposeful, non-random sampling approach guided selection. As mentioned, adult and youth respondents were drawn from a population that completed at least one YES training program. YES staff as well as key personnel from local entities provided contact lists and the evaluation team approached and scheduled informants. Table 2 situates the characteristics and size of the evaluation sample (see Annex F for KII and FGD informants).

TABLE 13: YES FINAL PERFORMANCE EVALUATION SAMPLE

Population	Method	Sample Characteristics	Sample Size
Bitola (Cohort 1)			
YES Cohort 1 Youth	Surveys	15- 27 years-old completing at least one full YES training program at NGO, ESA, GYM or VET	263
YES Cohort 1 Youth	FGDs	15- 27 years-old youth completing at least one full YES training program at ESA, GYM or VET	29
Current YES Youth	Observations	High school students taking a YES class	3 (observations)
Adult Facilitators	Surveys	Completing one full YES training program at NGO, DPO, ESA, GYM or VET	65
Adult Facilitators	FGD	YES adults from ESA, NGO, VET, GYM, Company Mentors and LESC reps.	28
Adults	KIIs	Principal, Teachers, NGO and DPO staff, and LESC representatives	10
Bitola Sub-Total			395
Gostivar (Cohort 2)			
YES Cohort 2 Youth	Surveys	15- 27 years-old youth completing at least one full YES training program at NGO, ESA, GYM or VET	191
YES Cohort 2 Youth	FGDs	15- 27 years old youth; completing at least one full YES training program at GYM, VET or NGO	17
Current YES Youth	Observations	High school students taking a YES class	1 (observation)
Adult Facilitators	Surveys	Completing one full YES training program at NGO, ESA, GYM or VET	46
Adult Facilitators	FGD	YES adults from ESA, NGO, VET, GYM, Company Mentors and LESC reps.	24
Adults	KIIs	Principal, Teachers, NGO staff, LESC representatives, Company Mentors, Youth Council Members	8
Gostivar Sub-Total			286
Skopje (Cohort 3)			
YES Cohort 3 Youth	Surveys	15- 27 years-old youth completing at least one full YES training program at NGO, ESA, GYM or VET	354
YES Cohort 3 Youth	FGDs	15- 27 years old youth; completing at least one full YES training program at ESA, GYM, VET, NGO or DPO	27
Current YES Youth	Observations	High school students taking a YES class	3 (observations)
Adults	Surveys	Completing one full YES training program at NGO, ESA, GYM or VET	126
Adult Facilitators	FGD	YES adults from ESA, NGO, VET, GYM, Company Mentors, LESC reps. And VET Center	32
Adults	KIIs	Principal, Teachers, NGO staff, LESC representatives, Company Mentors, Youth Council Members	26
Skopje Sub-Total			571

Population	Method	Sample Characteristics	Sample Size
Skopje Schools for Disabled Youth			
YES Cohort 3 Youth	Surveys	15- 27 years-old youth completing at least one full YES training program at special high schools	49
YES Cohort 3 Youth	FGDs	15- 27 years old youth completing at least one full YES training program at special high schools	32
Current YES Youth	Observations	Disabled high school students taking a YES class	3 (observations)
Adults	Surveys	Completing one full YES training program at special high schools	19
Adult Facilitators	FGD	YES adults from three special high schools	28
Adults	KIIs	Principal, Teachers, Psychologist,	6
Skopje-Schools for Disabled Youth Sub-Total			134
Total Sample			1,386

Of the total sample size, 70 percent of informants were YES youth and 30 percent were YES adults. This is a representative sample considering YES Network's highest-level result is enhancing the employability skills of Macedonian youth (see fig. 1). The emphasis upon youth informants is further justified when considering the YES goal's causal linkage to USAID/Macedonia's AO 2, which seeks the improvement of basic education and career development in youth. Overall, 54 percent of youth informants were female, while 46 percent were male. And, 65 percent of adult informants were female, while 35 were male.

Data Analysis: Data analysis was iterative across the evaluation; however, it initiated in earnest during the USAID out-brief on May 12, 2016. At this stage, all collected data from SSIs, FGD, surveys and observations were cleaned respondent (unique identifying #) and first organized into Excel sheets (qualitative) and Excel and SPSS (quantitative). The qualitative data was further coded and inputted into Max QDA (qualitative data analysis) software program to allow high-level cross-comparison and analysis in terms of themes, frequency, and attributes. Due to the volume of qualitative data gleaned, this additional step allowed for a higher level of rigor in identifying findings and, stemming from them, recommendations.

ANNEX E: DATA COLLECTION INSTRUMENTS

I. Survey

YES Youth Survey Questionnaire

Please, mark the category (quota) to which respondent belong.

The respondents for these interviews should be youth who completed at least one of the training curricula in YES programs. It could be a case that they are High school students, ESA registered unemployed youth, NGO / DPO unemployed and unregistered youth.

Interview Log Data

Date	A1. Day		A2. Month		A3. Year	
A4. GfK Interviewer(s)						
A5. Region						
A6. Municipality						
A7. Village						
A8. Interview Language	1 Macedonia 2 Albanian					
A9. Respondent's native language	1) Macedonian 2) Albanian 3) Romani 4) Turkish 5) Other, which _____					
A10. Interview Venue	1) School (VET, Gymnasium or Special school) 2) ESA 3) NGO 4) DPO 5) Other location					
A11. If other location, identify that location of youth participating in Group Survey:			A12. # of youth participating in group survey			

Introduction

Read or recite the full introduction to the respondent before starting the survey. Ask the respondent if s/he agrees to be interviewed for this survey. Provide the respondent with a card that has GfK's contact information on it (even if it does not include the name of the interviewer).

My name is _____. I am from GfK, a research firm in Skopje. We are here today conducting a survey of youth in your municipality. Our questions are about youth and their employability and as well other similar prospects for the future. Specifically, we are interested about your experience with the USAID activity, Youth Employability Skills (YES). The research we are conducting will help organizations that are supporting youth employability programming in Macedonia decide what kinds of assistance to provide. This includes both Government of Macedonia agencies and assistance programs funded externally, such as the assistance program for Macedonia funded by the United States, through its assistance agency, USAID.

We are asking you and other involved parties as high school staff, teachers, students, ESA, NGOS to help us understand youth employability conditions and opportunities, and efforts to improve them. We will speak with many people who like you as we gather answers. We will be writing what we learn, but we will not give out the names of specific individuals we speak with during this survey in our report. We expect our conversation will take about 20-25 minutes of your time. Before we begin, do you have any questions about what I just explained to you about our purpose in being here?

I. Respondent Relationship to the YES Program

1. Did you personally participate in YES training program and if "YES" which year and month you have first time attended their courses?

Yes, which year _____ and month _____

No – Close the interview

2. In which particularly curriculum?(*multiple answers possible*)

- 1) Work Readiness Skills
- 2) Work based learning
- 3) Career Planning
- 4) Other _____

3. Are you participating YES program through: (*one answer*)

- 1) High school VET
- 2) High school Gymnasium
- 3) High school Special School
- 4) ESA (Unemployed and registered as unemployed youth)
- 5) NGOs (Unemployed and not registered as unemployed)
- 6) DPOs (Unemployed youth with special needs)

4. Do you know who the YES contact person is from your institution?(*one answer*)

- 1) Yes
- 2) No

2. Respondent Demographics

5. Gender of Respondent

- 1) Male
- 2) Female

6. How many years did you have on your last birthday? ____years (or into which of the following groups does your age fall)?(one answer)

- 1) 15-19
- 2) 20-24
- 3) 25-29
- 4) 30-34
- 5) 35-39
- 6) 40-44
- 7) 45-49
- 8) 50-54
- 9) 55-59
- 10) 60-64
- 11) 65 +
- 99) DK/NA

7. What is the highest level of schooling you completed? (one answer)

- 1) Primary school
- 2) Uncompleted secondary school
- 3) Completed secondary school
- 4) Uncompleted university
- 5) University degree
- 6) Postgraduate degree
- 99)DK/NA

3. YES Program “Effect” on Youth

8. Are youth (you and your youth colleagues) reacting positively to the YES program?
(one answer)

- 1) YES – go on question 9 and continue
- 2) NO– go on question 10 and continue

9. Could you name the specific positive aspects (please describe)?

10. Has your knowledge, skills or awareness increased as result of your completion of the YES program?(one answer)

- 1) Yes – go on question 11 and continue
- 2) No– go on question 12 and continue

11. Please identify which (knowledge, skill or awareness) has increased and what specific aspects within it?

12. Using scale from 1 to 5 (1= No increase and 5= Significant [positive] increase) please state your opinion about the level of increase of your knowledge, skills or awareness, as the result of YES program?

(one answer)

- 1) No increase
- 2) Little increase
- 3) Moderate increase
- 4) Moderate high increase
- 5) Significant increase
- 99) DK/NA

13. What are your expectations after completing the YES program?

14. Do you have ideas as to where the YES learning can be utilized in your life (now or in the future)?

15. Using scale from 1 to 5 (1= No utility and 5= Significant utility) please state what is your opinion about the overall utility of the YES program to support you in taking the next step in your life?

(one answer)

- 1) No utility
- 2) Little utility
- 3) Moderate utility
- 4) Moderate high utility
- 5) Significant utility
- 99) DK/NA

16. Complete the statement: "From my perspective, the majority of the youth- that completed the YES program have . . . ": (one answer)

- 1) Secured a job
- 2) Retained a job
- 3) Applied for and obtained acceptance into a university
- 4) Applied for and obtained acceptance into a technical school
- 5) Done nothing
- 6) Found a job abroad
- 7) Other (please specify) _____

17. Using scale from 1 to 5 (1= insignificant and 5= Significant [positive] increase) please state what do you believe the effect of the YES program to be on you as a young person? (one answer)

- 1) Insignificant effect
- 2) Little effect
- 3) Moderate Effect
- 4) Moderate High Effect
- 5) Significant (positive) effect

99) DK/NA

4. Capacity Assessment

a. Institutional change *focused on the organization's systems, policies or structure*: Change in the capacity of your institution (high school, ESA, NGO/DPO) since the YES program started

18. What capacity building interventions have the YES program provided to support the organization that offered you the YES program (choose up to two major interventions below)? *(Please select 2 activities from the ones listed below)*

- 1) Technical Assistance (i.e., consulting services)
 - 2) Strategic support (i.e., planning)
 - 3) Introduction of new protocols / policies
 - 4) Introduction of new systems (financial, technical, pedagogical, performance)
 - 5) Introduction of new services or technical offerings
 - 6) Other: _____
- 99) DK/NA

19. Are you aware of any new strategies, policies or systems been built into the organization, as result of YES program?
(one answer)

- 1) Yes – go on question 20 and continue
- 2) No– go on question 21 and continue

20. Please identify which and describe

--

21. Using scale from 1 to 5 (1= No change and 5= Significant change) please state what is your opinion about the extent to which the organization's capacity has been positively changed, as the result of YES program? *(one answer)*

- 1) No change
 - 2) Little change
 - 3) Moderate change
 - 4) Moderate-high change
 - 5) Significant change
- 99) DK/NA

22. Overall, is the organization better equipped to provide workforce services and skills to youth since its involvement with the YES program? *(one answer)*

- 1) Yes – go on question 23 and continue
- 2) No– go on question 24 and continue

23. Please describe

--

24. Using scale from 1 to 5 (1= Ineffective and 5= Highly [positive] effective), at what level is the organization able to provide workforce services and skills to targeted youth? *(one answer)*

- 1) Ineffective
- 2) Little effectiveness
- 3) Moderately effective
- 4) Moderate- high effective
- 5) Highly effective
- 99. DN/NA

25. Using scale from 1 to 5 (1= No likelihood and 5= Highly [positive] likelihood), is it likely that the organization will be able to sustain the YES program's benefits over the next 4-5 years? *(one answer)*

- 1) No likelihood – go on question 27 and continue with question 28
- 2) Little likelihood – go on question 27 and continue with question 28
- 3) Moderate likelihood – go on question 27 and continue with question 28
- 4) Moderate-high likelihood – go on question 26 and continue with question 28
- 5) Significant likelihood– go on question 26 and continue with question 28
- 99) DK/NA– go on question 28

26. Please explain why, and what benefits will the organization be able replicate in the next 4-5 years?

26.1 Why?

26.2 What YES Network benefits?

27. Please explain why the organization will not be able to replicate YES benefits in the next 4-5 years?

b. Human (facilitators / teachers) change focused on staff knowledge, skills and

awareness: Changes in facilitators' (human) capacity level since YES program started

28. What capacity building interventions have YES provided to support the staff of the organization that provided you the YES services?
(choose up to two major interventions below)

- 1) Training
- 2) Coaching
- 3) Leadership Development
- 4) Introduction of new services or technical offerings
- 5) New pedagogy or methods for special needs students (in special schools or DPOs)
- 6) Other:_____
- 99) DK/NA

29. Have the teachers / facilitators' knowledge, skills or awareness increased as result of YES program trainings?
(one answer)

- 1) Yes – go on question 30 and continue
- 2) No– go on question 31 and continue

30. Please identify which (knowledge, skill or awareness) has increased and what specific aspects within it?

31. Using scale from 1 to 5 (1= No increase and 5= Significant increase) please state your opinion about the level of increase of teachers / facilitators knowledge, skills or awareness as the result of YES program?
(one answer)

- 1) No increase
- 2) Little increase
- 3) Moderate increase
- 4) Moderate high increase
- 5) Significant increase
- 99) DN/NA

32. Overall, is the staff of the organization better equipped to provide workforce services and skills to youth s a result of the YES program? (one answer)

- 1) Yes – go on question 33 and continue
- 2) No– go on question 34 and continue

33. Please describe

34. Using scale from 1 to 5 (1= Ineffective and 5= Highly [positive] effective), please state at what level do you believe the teachers / facilitators to be able to transfer workforce services and skills to youth?(one answer)

- 1) Ineffective
- 2) Little effectiveness
- 3) Moderately effective
- 4) Moderate- high effective
- 5) Highly effective
- 99) DN/NA

5. Lessons learned & good practices: YES program lessons and practices (interventions, methods, approaches) that stand out

35. What are the key lessons learned from participating in the YES program?

36. What good practices (i.e., services, interventions, methods, approaches) can you point out in the YES project? (Here, we are trying to get specifics in terms of what worked well in the YES project and concrete evidence of why it was considered a ‘good practice’).

37. What was your most positive experience in the YES program?

38. What was the biggest challenge in the YES program?

39. What element or part of the YES program, would you recommend be replicated or multiplied in future youth programs?

6. Strategic directions for youth programming: recommendations for future youth programs

40. What are the top needs of Macedonian youth at this current moment?
(list up to five)

1.

2.

3.

4.

5.

41. What do you considering the most important elements in future youth programs?
(select two maximum)

- 1) Improving youths’ skills and ability to get and retain a job
- 2) Increasing citizenship and participation in civil society and local governance
- 3) Improving youths’ ability to become an entrepreneur
- 4) Involving youth in environmental and climate change issues
- 5) Volunteering and service learning in communities
- 6) Other (please specify) _____

42. Are you aware of existing opportunities offered by Government or International Donors that should be multiplied and leveraged in future youth programs?

--

43. Did YES program participation make you aware of these opportunities?
(one answer)

- 1) Yes
- 2) No

44. If you were asked to design a NEW youth project in the future, what would be the main goal and some key results expected? (for special needs students, please identify the specific program for your needs)

Main Goal:	Key Corresponding Results 1. 2. 3. 4.
------------	---

45. What would be the major lines of action of this NEW youth project?
(major activities – up to four)

--

Thank you for your cooperation!!!

YES Facilitator Survey Questionnaire

Please, mark the category (quota) to which respondent belong.

Respondents for these interviews should be adults who are facilitators in YES programs (completing at least one YES training curriculum). It could be a case that they are:

1. schoolteachers
2. ESA facilitators
3. NGO / DPO facilitators

Interview Log Data

Date	A1. Day		A2. Month		A3. Year	
A4. GfK Interviewer(s)						
A5. Region						
A6. Municipality						
A7. Village						
A8. Interview Language	Macedonia		Albanian			
A9. Respondent's native language	1) Macedonian 2) Albanian 3) Romani 4) Turkish 5) other, which _____					
A10. Interview Venue	6) School (VET, Gymnasium or Special school) 7) ESA 8) NGO 9) DPO 10) Other location					
A11. If other location, identify that location			A12. # of facilitators participating in group survey			

Introduction

Read or recite the full introduction to the respondent before starting the survey. Ask the respondent if s/he agrees to be interviewed for this survey. Provide the respondent with a card that has GfK's contact information on it (even if it does not include the name of the interviewer).

My name is _____. I am from GfK, a research firm in Skopje. We are here today conducting a survey of youth in your municipality. Our questions are about youth and their employability and as well other similar prospects for the future. Specifically, we are interested about your experience with the USAID activity, Youth Employability Skills (YES).

The research we are conducting will help organizations that are supporting youth employability programming in Macedonia decide what kinds of assistance to provide. This includes both Government of Macedonia agencies and assistance programs funded externally, such as the assistance program for Macedonia funded by the United States, through its assistance agency, USAID.

We are asking you and other involved parties as high school staff, teachers, students, ESA, NGOS to help us understand youth employability conditions and opportunities, and efforts to improve them. We will speak with many people who like you as we gather answers. We will be writing what we learn, but we will not give out the names of specific individuals we speak with during this survey in our report. We expect that our conversation with you today will take about 20-25 minutes of your time.

Before we begin, do you have any questions about what I just explained to you about our purpose in being here?

We expect that our conversation with you today will take about 20-25 minutes of your time.

I. Respondent Relationship to the YES Program

1. Are you involved in the YES program and if “YES” which year / month were you trained?
 - 1) Yes, which year _____ and month _____
 - 2) No – *Close the interview*
2. Is your role to train youth in one or more of the YES curricula? *(one answer)*
 - 1) Yes
 - 2) No
3. If “Yes” in which particularly? *(multiple response are possible)*
 - 1) Work Readiness Skills
 - 2) Work based learning
 - 3) Career Planning
 - 4) Other _____
4. Are you working with: *(one answer)*
 - 1) High school youth (VET, Gymnasium or Special school)
 - 2) Unemployed and registered as unemployed youth (ESA)
 - 3) Unemployed and not registered as unemployed youth (NGOs)
 - 4) Unemployed youth with special needs (DPOs)
5. Is your role the overall coordination and management of YES program in your institution?
(one answer)
 - 1) Yes
 - 2) No
6. Are you the contact person with YES program staff?

(one answer)

- 1) Yes
- 2) No

2. Respondent Demographics

7. Gender of Respondent (one answer)

- 1) Male
- 2) Female

8. How old were you on your last birthday? ____ years (or into which of the following groups does your age fall)?(one answer)

- 1) 15-19
- 2) 20-24
- 3) 25-29
- 4) 30-34
- 5) 35-39
- 6) 40-44
- 7) 45-49
- 8) 50-54
- 9) 55-59
- 10) 60-64
- 11) 65 +
- 99) DK/NA

9. What is the highest level of schooling you completed?
(one answer)

- 1) Primary school
- 2) Uncompleted secondary school
- 3) Completed secondary school
- 4) Uncompleted university
- 5) University degree
- 6) Postgraduate degree
- 99)DK/NA

3. YES Program “Effect” on Youth: Changes in youth that occurred as a result of the program.

10. Are youth reacting positively to the YES program?
(one answer)

- 1) YES – go on question 11 and continue
- 2) NO– go on question 12 and continue

11. Could you name the specific positive aspects (please describe)?

12. Has youths’ knowledge, skills or awareness increased as result of their completion of the YES program?
(one answer)

- 1) YES – go on question 13 and continue
- 2) NO– go on question 14 and continue

13. Please identify which (knowledge, skill or awareness) has increased and what specific aspects within it?

--

14. Using scale from 1 to 5 (1= No increase and 5= Significant increase) please state your opinion about the level of increase in the knowledge, skills or awareness of youth, as the result of YES program?

(one answer)

- 1) No increase
- 2) Little increase
- 3) Moderate increase
- 4) Moderate high increase
- 5) Significant increase
- 6) DK/NA

15. Using scale from 1 to 5 (1= No utility and 5= Significant utility) please state what is your opinion about the overall utility of the YES program to support young people in taking the next step in their life (job or continuing education)?

(one answer)

- 1) No utility
- 2) Little utility
- 3) Moderate utility
- 4) Moderate high utility
- 5) Significant utility
- 6) DK/NA

16. Complete the statement: “From my perspective, the majority of the youth that completed the YES program have”:

(one answer)

- 1) Secured a job
- 2) Retain the job
- 3) Applied for and obtained acceptance into a university
- 4) Applied for and obtained acceptance into a technical school
- 5) Done nothing
- 6) Found job abroad
- 7) Other (please specify) _____

17. Using scale from 1 to 5 (1= insignificant and 5= Significant [positive] increase) please state what do you believe the overall effect of the YES program to be on youth?

(one answer)

- 1) Insignificant effect
- 2) Little effect
- 3) Moderate Effect

- 4) Moderate High Effect
- 5) Significant (positive) effect
- 6) DK/NA

4. Capacity Assessment

a. Institutional change focused on the organization's systems, policies or structure *Change in the capacity of your institution (high school, ESA, NGO/DPO) since the YES program started*

18. What interventions have YES provided to support your organization's capacity development?
(Please select 2 activities from the ones listed below)

- 1) Technical Assistance (i.e., consulting services)
- 2) Strategic (i.e., planning)
- 3) Introduction of new protocols / policies
- 4) Introduction of new systems (financial, technical, pedagogical, performance)
- 5) Introduction of new services or technical offerings
- 6) Other: _____
- 7) DK/NA

19. Have any new systems strategies, policies or systems been built into your organization, as result of YES program? (one answer)

- 1) Yes – go on question 20 and continue
- 2) No– go on question 21 and continue

20. Please identify which and describe

--

21. Using scale from 1 to 5 (1= No change and 5= Significant change) please state what is your opinion about the extent to which the organization's capacity has been positively changed, as the result of YES program?
(one answer)

- 1) No change
- 2) Little change
- 3) Moderate change
- 4) Moderate-high change
- 5) Significant change
- 6) DK/NA

22. Since the YES intervention, have any new resources (material/ physical or soft) been obtained to support new strategies, policies or systems?
(one answer)

- 1) YES – go on question 23 and continue
- 2) NO– go on question 24 and continue

23. Please define it

- 1) Material resource
- 2) Human resource
- 3) Financial resource
- 4) Soft resource (non-material as software)

5) Other (please specify) _____

24. Overall, is the organization better equipped to provide workforce services and skills to youth?
(one answer)

- 1) YES – go on question 25 and continue
- 2) NO– go on question 26 and continue

25. Please describe

26. Using scale from 1 to 5 (1= Ineffective and 5= Highly [positive] effective), at what level is the organization able to provide workforce services and skills to targeted youth? (one answer)

- 1) Ineffective
- 2) Little effectiveness
- 3) Moderately effective
- 4) Moderate- high effective
- 5) Highly effective
- 6) 99. DN/NA

27. Using scale from 1 to 5 (1= No likelihood and 5= Highly [positive] likelihood), is it likely that the organization will be able to sustain the YES program's benefits over the next 4-5 years?

(one answer)

- 1) No likelihood – go on question 29 and continue with question 30
- 2) Little likelihood – go on question 29 and continue with question 30
- 3) Moderate likelihood – go on question 29 and continue with question 30
- 4) Moderate-high likelihood – go on question 28 and continue with question 30
- 5) Significant likelihood– go on question 28 and continue with question 30
- 6) DK/NA– go on question 30

28. Please explain why, and what benefits will the organization be able replicate in the next 4-5 years (if you rated question #10 as “Moderate” or lower, please skip this question and go to next)?

28.1 Why?

28.2 What YES Network benefits?

29. Why not?

b. Human (facilitators / teachers) change focused on staff knowledge, skills and awareness.

Changes in facilitators' (human) capacity level since YES program started

30. What interventions have YES provided to support your organization's staff development (choose up to two major interventions below)?

- 1) Training
- 2) Coaching
- 3) Leadership Development
- 4) Introduction of new services or technical offerings
- 5) New pedagogy or methods for special needs students (in special schools or DPOs)

- 6) Other: _____
- 7) DK/NA

31. Has your knowledge, skills or awareness increased as result of YES program trainings?
(one answer)

- 1) Yes – go on question 32 and continue
- 2) No– go on question 33 and continue

32. Please identify which (knowledge, skill or awareness) has increased and what specific aspect within it?

33. Using scale from 1 to 5 (1= No increase and 5= Significant increase) please state what is your opinion about the level of increase of your knowledge, skills or awareness, as the result of YES program?(one answer)

- 1) No increase
- 2) Little increase
- 3) Moderate increase
- 4) Moderate high increase
- 5) Significant increase
- 99. DN/NA

34. Has your pedagogy (e.g., methods, approaches, planning, delivery) improved as result of YES programs?(one answer)

- 1) Yes – go on question 35 and continue
- 2) No– go on question 36 and continue

35. Could you describe what is different?

36. Overall, is the staff of your organization better equipped to provide workforce services and skills to youth as a result of the YES program?
(one answer)

- 1) Yes – go on question 37 and continue
- 2) No– go on question 38 and continue

37. Please describe

38. Using scale from 1 to 5 (1= Ineffective and 5= Highly [positively] effective) please state at what level are you able to transfer workforce services and skills to youth?
(one answer)

- 1) Ineffective
- 2) Little effectiveness
- 3) Moderately effective
- 4) Moderate- high effective
- 5) Highly effective
- 99) DN/NA

5. Lessons learned & good practices: YES program lessons and practices (interventions, methods, approaches) that stand out

39. What are the key lessons learned from participating in and implementing the YES program?

40. What good practices (i.e., services, interventions methods, approaches) can you point out in the YES project? (Here, we are trying to get specifics in terms of what worked well in the YES project and concrete evidence of why it was considered a 'good practice')

41. What was your most positive experience in the YES program?

42. What was the biggest challenge in the YES program?

43. What element or part of the YES program, would you recommend be replicated or multiplied in future youth programs?

6. Strategic directions for youth programming: recommendations for future youth programs

44. What are the top needs of Macedonian youth at this current moment (list up to five)?

1.

2.

3.

4.

5.

45. What do you considering the most important elements in future youth programs (select two maximum)?

- 1) Improving youths' skills and ability to get and retain a job
- 2) Increasing citizenship and participation in civil society and local governance
- 3) Improving youths' ability to become an entrepreneur
- 4) Involving youth in environmental and climate change issues
- 5) Volunteering and service learning in communities
- 6) Other (please specify) _____

46. Are you aware of existing opportunities offered by Government or International Donors that should be multiplied and leverage?

--

47. Did YES program participation make you aware of these opportunities?
(one answer)

- 1) Yes
- 2) No

48. If you are asked to design a NEW youth project in the future, what would be the main goal and some key results expected? (for Special Schools, please identify the specific program for special needs students)

Main Goal:	Key Corresponding Results
	1.
	2.
	3.
	4.

49. What would be the major lines of action (major activities – up to four) of this NEW youth project?

--

Thank you for your cooperation!!!

Adapted questionnaire for young people with disabilities YES program

The respondents for these interviews should be youth who completed at least one of the training curricula in YES programs. It could be a case that they are high school students, ESA registered unemployed youth, or NGO / DPO unemployed and unregistered youth or Special school students.

Interview Log Data

Date	A1. Day	A2. Month	A3. Year
A4. GfK Interviewer(s)			
A5. Region			
A6. Municipality			
A7. Village			
A8. Interview Language	Macedonia	Albanian	
A9. Respondent's native language			
A10. Interview Venue	1) School (VET, Gymnasium or Special 2) ESA 3) NGO 4) DPO 5) Other location school)		
A11. If other location, identify that location			

Introduction

Introduce yourself to the respondent. Explain why you are present today at his school. When explaining use short, simple and understandable sentences. Ask whether he/she understands you and how he/she feels. After responding that he/she is ready to answer your questions, start the interview. Inform him/her that if he/she get tired, to feel free to inform you to pause and take a break. Encourage and give him/her information that that any unclear information from the questionnaire, he/she can ask you further explanation.

My name is _____. I'm so glad that I'm guest in your school. Today I came to talk to you about what you study and practice at school, and about how and where you could get a job in the future. Surely you remember on the lessons where you learned how to prepare for employment. These classes were part of USAID, **Improve skills for youth employment, YES Network**. We prepared a questionnaire and would like to fill it jointly. If you have unclear questions please ask explanation from me. If you think that some things need to be repeated, please ask. If you get tired and you need a break please interrupt me. The questions for which you have no answer, please do not answer.

Your answers will help us a lot to find out what you need, to make it easier to get a job after school. Besides with you we will talk with your teachers and your friends on this topic.

While you are talking, I must write your answers because I cannot remember everything. I hope this is ok with you?

Do you want to ask me something? If you have no questions, we could start.

I. Respondent Relationship to the YES Program

1. Do you remember the classes where you learned how to prepare for getting employed? These classes were part of the YES program. If you were in the class please answer "Yes", and if you weren't on the class answer "No"?

- 1) Yes - Go to question No. 2
- 2) No

2. If you answered "YES" on the first question, please tell us the program in which you participated. If you participated in several programs circle more answers.

- 1) Work Readiness Skills
- 2) Work based learning
- 3) Career Planning
- 4) Other
- 99) DK/NA

3. In your school, do you know the teacher with whom you can discuss the project for employment preparation (YES program)?

- 1) Yes
- 2) No

2. Respondent Demographics

4. Gender of Respondent

- 1) Male
- 2) Female

5. How old are you? _____

99) DK/NA

6. What is your education so far?

- 1) Primary school
- 3) Uncompleted secondary school
- 4) Completed secondary school
- 5) Uncompleted university
- 6) University degree
- 7) Postgraduate degree
- 99)DK/NA

3. YES Program “Effect” on Youth: Changes in youth as a result of the program.

7. Do you like what you studied in the YES program? If you like choose "YES", and if you do not like choose "NO".

- 1) Yes
- 2) No

8. If yes, what did you like the most? If no, what didn't you like? Describe in a few words.

9. Now after participating in the YES program, can you do some things better? if you can, choose “yes”, and If you cannot, choose “No”.

- 1) Yes – Go to question No. 10
- 2) No – Go to question No. 11

10. If the answer is "Yes", please describe in a few words, what you can do better than before:

11. On this scale, the numbers from 1 to 3 are listed. Each number represents how much the YES program made you to be better at some thing. Circle one number that you think best represents how much you improved at what you do because of the YES program:

1	2	3
No improvement in what I do	I'm a little better at what I do	I'm much better at what I do

12. What would you like to do after completing the YES program?

13. Can you use what you learned in the YES program outside of school? If yes, what? If no, why?

--

14. On this scale the numbers from 1 to 3 are listed. Each number represents how much the YES program can help to get a job after school or to continue with undergraduate studies. Circle one number:

1 This program does not help me	2 This program helps me a little	3 This program helps me a lot
------------------------------------	-------------------------------------	----------------------------------

4. Capacity Assessment

15. Does your school have better equipment (computers, new keyboards, new books, new machines) and better facilities (nicer classrooms) in order to prepare you for employment, after being involved in the YES program? If there is better equipment and better facilities, choose "YES", and if not choose "NO".

- 1) Yes
- 2) No

16. If you answered "YES" please describe in a few words what is new and better in your school

--

17. Do your teachers that prepare you for employment, now teach you better than before? If they teach you better choose "YES", if they not teach you better than before, choose "No".

- 1) Yes
- 2) No

18. If you answer "Yes", please describe with a few words, how your teachers have improved? If no, describe why you think they are not teaching better?

--

19. On this scale the numbers from 1 to 3 are listed. Each number represents how your teachers have improved their teaching after they were part of the YES program. Circle one number:

1 No improvement in teaching by my teachers	2 Slight improvement in teaching by my teachers	3 Great improvement in teaching by my teachers
--	--	---

20. On this scale the numbers from 1 to 3 are listed. Each number represents how much you understand your teachers during the classes when they prepare you for employment. Circle one number:

1 I do not understand my teachers in the classes when they prepare us for employment	2 I somewhat understand my teachers in the classes when they prepare us for employment	3 I understand my teachers in the classes when they prepare us for employment
---	---	--

5. Lessons learned & good practices: YES program lessons and practices (interventions, methods, approaches) that stand out

21. What new things you have learned in the YES program?

22. What was most interesting or best thing about the YES program?

23. What was the hardest thing about the YES program?

24. Which parts of the YES program, do you think are the best and you would recommend them to your

friends from school?

6. Strategic directions for youth programming: recommendations for future youth programs

25. List the three most important things that you need for your education and employment:

1.

2.

3.

26. According to you what do you think is needed to have better education that will to facilitate youth employment? Please select two answers.

- 1) To enable young people to learn new things in order to find better employment
- 2) To enable young people to express their opinion on different things in the environment where they live
- 3) Give opportunity to the young people to establish a firm, company
- 4) Young people to have the opportunity to learn by working in a firms, companies or organization before they are hired

27. What would you like to learn at school to become better at in your life?

28. What would you like to do after you are finished with this school?

Thank you for the cooperation!!!

2. Focus Group Discussion Protocols

There are four FGD guides under this section: (1) LESC; (2) Adults from NGO/DPOs, ESAs and Secondary Schools; (3) youth; and, (4) Company Mentors. It is recommended that the overall duration of each FGD last no more than 1.5 hours. As well, it is important that there be a maximum of 10 participants. As possible, it is also recommended to balance the FGD participants evenly between males and females.

2.1 FGD GUIDE: LESC Members

Background: The intent of the LESC FGD is to uncover the reality and participation of the Local Economic Social Councils in the YES program. It is critical we get sufficient information on the LESC as there will be no survey provided to its members. When conducting the FGD it is important to be mindful of four of the five evaluation questions:

- Q2: To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth within targeted municipalities?
- Q3: To what extent will the benefits of YES interventions be sustained by key entities absent USAID?
- Q4: What are the key lessons and good practices that should inform (or potentially be scaled-up in) future USAID/Macedonia projects focusing on youth?
- Q5: What are the strategic opportunities for future USAID/Macedonia youth programming?

Introduction: Hello, and welcome to today's discussion. My name is (short introduction of moderator) and I am working for GfK Skopje -- an independent research organization that is not affiliated with any political party or organization, etc. The reason we are having these FGD is to find out more about employability programs for youth in your municipality. In particular, we are interested in learning about YES Network Program, which was funded by USAID. We received your contact info from the YES Network staff, which implemented the program. We need your input and want you to share your honest thoughts.

Our conversation will be recorded with the camera, simply because I cannot remember everything what you are going to say and what is very important for us. All opinions are important to us regardless of their difference. Our purpose is to hear all opinions; there is no right or wrong answer.

Your shared opinions are strictly confidential and will be used for analysis of project activities. We will not use your name or image in any way. Nor will be ascribe a quotation to you.

I've introduced myself and now it would be good to get to know each other. Each person please quickly state your full name, your age, place of residence and your favorite food.

FGD Questions:

1. How and why did you come to be involved with YES?	- Describe your relationship with YES - Describe the LESC role in YES
2. What have been the most important results generated by the LESC in the YES program?	- What are the concrete results that manifested? - What went well? What could be improved?
3. What is your opinion of the YES program in terms of transferring needed workforce skills to young people?	- Was your training sufficient (breadth and depth)? - Was there adequate follow-up? - What went well / what was challenging?
4. How relevant is the YES program in allowing	- What aspects of the program were most relevant?

youth to enter and stay in the workforce?	- What aspects of the program were least relevant?
5. Do you believe that the benefits of the YES program can be sustained without outside support and resources? Explain	- If so, why and how? - If not, why not... and what should have been done to achieve a better level of sustainability?
6. What do you consider to be the important lessons regarding the YES program?	- Operational aspects (recruiting youth, training youth, tracking youth)? - Measurement issues (how can we say for certain that youth skills were improved)? - Program goal (why not a goal that supports youth to take the next steps (job or education)?
7. What are the important aspects of the project that you would recommend be copied or multiplied for future youth projects?	- Do you consider any of these practices to be unique to YES and thus very innovative?
8. If you were able to design a youth program that met the needs of the majority of young people (15-29) in Macedonia, what would it look like?	- (How) should LESC be involved in the future? - What would its goal be? - What would its main lines of action be?

2.2 FGD GUIDE: ADULTS (ESA, NGO/DPO, Secondary schools, VET Advisors)

Background: The intent of the Adult FGD is to explore at a deeper (yet complementary) level to the surveys that will be provided to the YES adults. The ideal candidate for the FGD is an adult facilitator / teacher that has completed at least one full YES training program. Thus, it is important to note that it is likely that FGD informants will have taken the survey. When conducting the FGD it is important to be mindful of four of the five evaluation questions:

- Q2: To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth within targeted municipalities?
- Q3: To what extent will the benefits of YES interventions be sustained by key entities absent USAID?
- Q4: What are the key lessons and good practices that should inform (or potentially be scaled-up in) future USAID/Macedonia projects focusing on youth?
- Q5: What are the strategic opportunities for future USAID/Macedonia youth programming?

Introduction: Hello, and welcome to today's discussion. My name is (short introduction of moderator) and I am working for GfK Skopje -- an independent research organization that is not affiliated with any political party or organization, etc. The reason we are having these FGD is to find out more about employability programs for youth in your municipality. In particular, we are interested in learning about the YES Network Program, which was funded by USAID. We received your contact info from the YES Network staff, which implemented the program. We need your input and want you to share your honest thoughts.

Our conversation will be recorded with the camera, simply because I cannot remember everything what you are going to say and what is very important for us. All opinions are important to us regardless of their difference. Our purpose is to hear all opinions; there is no right or wrong answer.

Your shared opinions are strictly confidential and will be used for analysis of project activities. We will not use your name or image in any way. Nor will be ascribe a quotation to you. I've introduced myself and now it would be good to get to know each other. Each person please quickly state your full name, your age, place of residence and your favorite food.

FGD Questions:

1. How did you come to be involved with the YES program?	- Were you recruited, selected or volunteered? - What was your professional situation? - Was there a high demand to become involved with this program?
2. What is your opinion of the YES program in terms of preparing you to transfer necessary workforce skills to young people	- Was your training sufficient (breadth and depth)? - Was there adequate follow-up? - What went well / what was challenging?
3. How relevant is the YES program in allowing youth to take the next step in their lives (obtaining job or entry into college)?	- What aspects of the program were most relevant? - What aspects of the program were least relevant?
4. Will the YES program's achievements be continued over next 4-5 years by your organization (LESC, ESA, NGO/DPO, Schools) without outside support?	- Will your organization have the resources (financial and human) to continue YES without external resources? - Does your organization have sufficient institutional capacity (technical know-how) to continue YES without external training and support?
5. What do you consider to be the important lessons regarding the YES program?	- Do lessons focus on operational aspects (recruiting youth, training youth, tracking youth) - Do lessons focus on measurement issues (how can we say for certain that youth skills were improved?) - Do lessons focus on program goal (why not a goal that supports youth to take the next steps (job or education?))
6. What are the important aspects of the project that you would recommend be copied or multiplied for future youth projects?	- Do you consider any of these practices to be unique to YES and thus innovative?
7. If you were able to design a youth program that met the needs of the majority of young people (15-29) in Macedonia, what would it look like?	- What would its goal be? - What would its main lines of action be?

2.3 FGD GUIDE: YES Youth

Background: The intent of the youth FGD is to explore at a deeper (yet complementary) level to the surveys. The ideal candidate for the FGD is young people that have completed at least one full YES training program. Thus, it is important to note that all FGD informants will likely have taken the survey. When conducting the FGD it is important to be mindful of four of the five evaluation questions:

- Q2: To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth within targeted municipalities?
- Q3: To what extent will the benefits of YES interventions be sustained by key entities absent USAID?
- Q4: What are the key lessons and good practices that should inform (or potentially be scaled-up in) future USAID/Macedonia projects focusing on youth?

- Q5: What are the strategic opportunities for future USAID/Macedonia youth programming?

Introduction: Hello, and welcome to today's discussion. My name is (short introduction of moderator) and I am working for GfK Skopje -- an independent research organization that is not affiliated with any political party or organization, etc. The reason we are having these FGD is to find out more about employability programs for youth in your municipality. In particular, we are interested in learning about YES Network Program, which was funded by USAID. We received your contact info from the YES Network staff, which implemented the program. We need your input and want you to share your honest thoughts.

Our conversation will be recorded with the camera, simply because I cannot remember everything what you are going to say and what is very important for us. All opinions are important to us regardless of their difference. Our purpose is to hear all opinions; there is no right or wrong answer.

Your shared opinions are strictly confidential and will be used for analysis of project activities. We will not use your name or image in any way. Nor will be ascribe a quotation to you.

I've introduced myself and now it would be good to get to know each other. Each person please quickly state your full name, your age, place of residence and your favorite food.

FGD Questions:

1. How did you come to be involved with the YES program?	- Were you recruited, selected or volunteered? - What was your life situation? - Was there a high demand for this project among youth (i.e., many wanting to become involved?)
2. What is your opinion of the YES program in terms of transferring needed workforce skills to young people?	- Was your training sufficient (breadth and depth)? - Was there adequate follow-up? - What went well / what was challenging? - How do you know your skills were enhanced?
3. How relevant is the YES program in allowing youth to take the next step in their lives (obtaining job or entry into college)?	- What aspects of the program were most relevant? - What aspects of the program were least relevant?
4. Will the organization that offered you the YES program (LESC, ESA, NGO/DPO, school) be able to continue generating these benefits over the next 4-5 years without outside support?	- What organization offered the YES program to you? - Why or Why not? - Will the organization be able to generate a high demand of young people to take this program?
5. What do you consider to be the important lessons regarding the YES program?	- Do lessons focus on operational aspects (recruiting youth, training youth, tracking youth) - Do the lessons focus on measurement issues (how can we say for certain that youth skills were improved?) - Do lessons focus on program goal (why not a goal that supports youth to take the next steps (job or education?))
6. What are the important aspects of the project that you would recommend be copied or multiplied for future youth projects?	- Do you consider any of these practices to be unique to YES and thus very innovative?
7. If you were able to design a youth program that met the needs of the majority of young people (15-29) in Macedonia, what would it look like?	- What would its goal be? - What would its main lines of action be?

2.4 FGD GUIDE: Company Mentors

Background: The intent of the Company Mentor FGD is to uncover their reality and participation in the YES program. It is critical we get sufficient information on the Company Mentors as there will be no

survey provided. When conducting the FGD it is important to be mindful of four of the five evaluation questions:

- Q2: To what extent has the YES Network met its goal of enhancing the employability skills of Macedonian youth within targeted municipalities?
- Q3: To what extent will the benefits of YES interventions be sustained by key entities absent USAID?
- Q4: What are the key lessons and good practices that should inform (or potentially be scaled-up in) future USAID/Macedonia projects focusing on youth?
- Q5: What are the strategic opportunities for future USAID/Macedonia youth programming?

Introduction: Hello, and welcome to today's discussion. My name is (short introduction of moderator) and I am working for GfK Skopje -- an independent research organization that is not affiliated with any political party or organization, etc. The reason we are having these FGD is to find out more about employability programs for youth in your municipality. In particular, we are interested in learning about YES Network Program, which was funded by USAID. We received your contact info from the YES Network staff, which implemented the program. We need your input and want you to share your honest thoughts.

Our conversation will be recorded with the camera, simply because I cannot remember everything what you are going to say and what is very important for us. All opinions are important to us regardless of their difference. Our purpose is to hear all opinions; there is no right or wrong answer.

Your shared opinions are strictly confidential and will be used for analysis of project activities. We will not use your name or image in any way. Nor will be ascribe a quotation to you.

I've introduced myself and now it would be good to get to know each other. Each person please quickly state your full name, your age, place of residence and your favorite food.

FGD Questions:

1. How and why did you (your company) come to be involved with YES?	- Social concern? - Quality of the program?
2. What have been the most valuable aspects of your participation in the program?	- Describe the company mentor program? - What went well? What could be improved?
3. Did any YES program youth obtain internships or jobs at your company?	- If so, what has the experience been (positive / negative)? - Do they perform better / worse / same as others with same age and experience level not trained by YES?
4. What is your opinion of the YES program in terms of transferring needed workforce skills to young people?	- Was your training sufficient (breadth and depth)? - Was there adequate follow-up? - What went well / what was challenging? - How do you know that youths' skills were enhanced?
5. How relevant is the YES program in allowing youth to enter and stay in the workforce?	- What aspects of the program were most relevant? - What aspects of the program were least relevant?
6. Do you believe that the benefits of the YES program can be sustained without outside support and resources? Explain	- If so, why and how? - If not, why not... and what should have been done to achieve a better level of sustainability?
7. What do you consider to be the important lessons regarding the YES program?	- Operational aspects (recruiting youth, training youth, tracking youth)? - Measurement issues (how can we say for certain that youth skills were improved)? - Program goal (why not a goal that supports youth to take the next steps (job or education)?

8. What are the important aspects of the project that you would recommend be copied or multiplied for future youth projects?	- Do you consider any of these practices to be unique to YES and thus very innovative?
9. If you were able to design a youth program that met the needs of the majority of young people (15-29) in Macedonia, what would it look like?	- How should the private sector be involved? - What would its goal be? - What would its main lines of action be?

3. Semi-Structured Interview Master Questions

There are two SSI guides under this section: (1) Supervisors or YES Facilitators (Adults); and, (2) Donors. It is recommended that the overall duration of each SSI last no more than 1.5 hours.

Supervisors of YES Facilitators

Interview Log Data

Date	A1. Day		A2. Month		A3. Year	
A4. GfK Interviewer(s)						
A6. Region						
A7. Municipality						
A8. Village						
A10. Interview Language	Macedonia		Albanian			
A11. Respondent's native language	2) Macedonian		2) Albanian		3) Romani	
	Turkish		5) other, which		4)	
A12. Interview Venue	11) School (VET, Gymnasium or Special Needs)			15) Other location		
	12) ESA					
	13) NGO					
	14) DPO					
A13. If other location, identify that location						

Introduction: Hello, and thanks for agreeing to be interviewed today's. My name is Rozalija Vasilevska. I am conducting an independent evaluation for USAID's YES Program. The reason we are having this interview is to find out more about employability programs for youth in your municipality. In particular, we are interested in learning about YES, which was funded by USAID. We received your contact info from the YES Network staff, which implemented the program. We need your input and want you to share your honest thoughts.

- From your supervisory position, what has been your observation on the effectiveness of YES in:
 - building the capacity of your organization and the people within it?
 - recruiting and training youth?
 - transferring relevant workforce skills to youth?
 - benefiting students who have visual, hearing, and intellectual disabilities (ask only in special needs schools)
- Is the YES program and the skills it teaches youth, relevant to the needs and realities of:
 - Youth (Youth with disabilities in special needs schools or DPOs)?
 - Market place (job market)?
 - Other?
- What have been the most important positive effects of YES?
- What have been some of the outstanding challenges around YES?
- Will your organization be able to sustain the benefits generated by the YES program in the next 4-5 years without outside support? Please explain.

6. Was your organization's involvement with YES justified?
7. Are there any lessons or good practices you believe came out of the YES program? If so, please identify and explain them?
8. If you were able to design a youth program that met the needs of the majority of young people (15-29) in Macedonia, what would it look like?

Thank you for your cooperation!!!

Donors (Question #5)

Interview Log Data

Date	A1. Day		A2. Month		A3. Year	
A4. GfK Interviewer(s)						
A6. Region						
A7. Municipality						
A8. Village						
A10. Interview Language	Macedonia		Albanian			
A11. Respondent's native language		3) Macedonian 2) Albanian 3) Romani 4) Turkish 5) other, which _____				
A12. Interview Venue	16) USAID 17) EU 18) World Bank 19) GOM 20) University 21) NGO/CSO			22) Other location		
A13. If other location, identify that location						

Introduction: Hello, and thanks for agreeing to be interviewed today's. My name is Rozalija Vasilevska. I am conducting an independent evaluation for USAID's YES Program. The reason we are having this interview is to find out more about employability programs for youth. In particular, we are interested in learning about future youth programs in Macedonia. We need your input and want you to share your honest thoughts.

1. Please highlight any youth program(s) your organization has in Macedonia and the major results obtained thus far?
2. Please describe the demographic profile (age, life situation, ethnicity, gender) of young people in Macedonia most in need of support and interventions? Why?
3. What trends (in terms of youth projects and interventions for youth) do you see occurring in Macedonia? Why is this?
4. If you were able to design a youth project Macedonia that met the needs of the majority of young people (15-29) in Macedonia, what would it look like?

5. Who are the key organizations (local, national or international) or partners with whom you would align with in this project?
6. Are there any special approaches you would recommend to recruit and maintain youth in the project?
7. Are there any good practices that came out of the YES program that should be replicated or scaled up in future youth projects?

4. Observation Protocol

Observation protocol is only for youth training programs in high schools. This instrument will be implemented with permission of the management staff in schools (Principal or Pedagogical and Psychological staff).

The observer will introduce himself/ herself to the teacher, while entering the classroom.

My name is Rozalija Vasilevska of Management Systems International. We are conducting an independent evaluation of USAID's YES Program. We are here today conducting a survey of youth in your school. Our interest is youth and their employability and as well other similar prospects for the future.

The research we are conducting will help organizations that are supporting youth employability programming in Macedonia decide what kinds of assistance to provide. This includes both Government of Macedonia agencies and assistance programs funded externally, such as the assistance program for Macedonia funded by the United States, through its assistance agency, USAID.

We are here not to ask any questions but conduct a silent observation during your class. We will be writing what we have observed, but we will not be making public the names of specific individuals or you as the teacher in our report. Before we begin, do you have any questions about what I just explained to you about our purpose in being here?

(person is selecting to sit in back rows and not to disturb the normal flow of the class!!!)

Observation Checklist:

#	Observe following	YES	NO	Comments
---	-------------------	-----	----	----------

Date	A1. Day		A2. Month		A3. Year	
A4. GfK Interviewer(s)						
A6. Region						
A7. Municipality						
A8. Village						
A10. Interview Language	Macedonia		Albanian			
A11. Respondent's native language	4) Macedonian2) Albanian3) Roma 4) Turkish 5) other, which					
A12. Interview Venue	23) School - Gymnasium - VET - Special high school	24) Other location				
A13. If other location, identify that location						
0	Circle the letter that corresponds to the type of YES class you are observing: A. Specific YES Class (work readiness; work based learning or career counseling) B. Integration (YES curriculum weaved into a specific subject) C. Combination (A and B) D. Special needs high school					
I	Is the YES program obvious within the course					

	(intro, content, conclusion)?			
2	Does the teacher mention any of the three YES curricula: Work Readiness Skills, Work based learning or Career Planning Course?			
3	Are the workforce skills, which are being focused upon clearly identified?			
4	Does the teacher regularly use examples from the Macedonia's current job market and discuss trends, realities or practices?			
5	Does the teacher use computers and other IT equipment to enhance the topic/subject?			
6	Is it evident that teacher uses innovative pedagogical methods?			
8	Are there obvious accommodations and adaptations of YES program (curricula, teaching etc.) to meet special students' needs (only in special needs schools)			
8	Is it evident that teacher is teaching from a lesson plan or some other written guidance?			
9	Do the students have ample opportunity to ask questions about the material?			
10	Do the students seem to be interested in the topic or subjects discussed?			
11	Are all students included in the lesson in a substantive way (e.g. presentations, experiential learning)?			
12	Do the students seem satisfied and excited after the class is finished?			
13	Are there any special elements (equipment, infrastructure or teaching pedagogy) that may challenge the replication of this class in the future?			
14	Do you personally find the course interesting?			
15	Any final thoughts or important observations:			

ANNEX F: SOURCES OF INFORMATION

F.I. Primary Sources of Information: Key Evaluation Informants

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
SKOPJE				
1	Special Secondary School "Dimitar Vlahov"	Goranko Jakimov	KII	Adults
2	Special Secondary School "Dimitar Vlahov"	Sonja Fortumanova	KII	Adults
3	Special Secondary School "Dimitar Vlahov"	Frosina Petrovska	KII	Adults
4	Special Secondary School "Naum Ohridski"	Jordan Stojanovski	KII	Adults
5	Special Secondary School "Naum Ohridski"	Renata Popovska	KII	Adults
6	Special Secondary School "P.Zografski"	Blaze Mitev	KII	Adults
7	Special Secondary School "P.Zografski"	Frederika Tasevska	KII	Adults
8	VET "Boro Petrusevski"	Sonja Ristovska	KII	Adults
9	VET "Boro Petrusevski"	Lenche Tomova	KII	Adults
10	GYM "Orce Nikolov"	Sunchica Popovska	KII	Adults
11	VET "Mihajlo Pupin"	Emilija Dzundeva	KII	Adults
12	VET "Mihajlo Pupin"	Biljana Pejovska	KII	Adults
13	NGO "Youth Can"	Gorjan Slavkovski	KII	Adults
14	Youth Educational Forum - NGO in Skopje	Dona Kosturanova	KII	Adults
15	National Youth Council of R. Macedonia	Ivona Krstevska	KII	Adults
16	Center for Volunteers	Gjoko Vukanovski	KII	Adults
17	LESC	Biljana Chuchkova	KII	Adults
18	Granit - Construction Company	Sirma Trifunovska	KII	Adults
19	FINKI (Faculty of Computer Science and Engineering)	Ljupco Antovski	KII	Adults
20	VET CENTER	Ajshe Selmani	KII	Adults
21	VET CENTER	Roza Arsovska	KII	Adults
22	VET CENTER	Branko Aleksovski	KII	Adults
23	YES Network	Gjorgji Kushevski	KII	Adults
24	YES Network	Milica Trpevska	KII	Adults
25	YES Network	Virna Manasieva	KII	Adults
26	YES Network	Maja Cvetanoska	KII	Adults
27	YES Network	Ivana Georgievska	KII	Adults
28	YES Network	Nina Babushkovska	KII	Adults
29	Employment Service Agency	Veljka Juran	KII	Adults
30	National Youth Strategy (2016-2020), Agency of Youth and Sport	Julijana Daskalov	KII	Adults
31	National Youth Strategy (2016-2020), Agency of Youth and Sport	Zorica Stamenkovska	KII	Adults
32	Macedonian Chambers of Commerce	Mitko Alekov	KII	Adults
33	Economic Chamber of Macedonia	Snezana Kamilovska	KII	Adults

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
SKOPJE				
34	Economic Chamber of Macedonia	Simona Ristovska	KII	Adults
35	Organization of Employers	Belinda Nikolovska	KII	Adults
36	KEMET Electronics	Marija Dukovska	KII	Adults
37	Target - Communication	Svetlana Petrovska	KII	Adults
38	British Council in Macedonia	Eleonora Zaprova	KII	Adults
39	World Bank Project TVET	Ian Hume	KII	Adults
40	GYM "Orce Nikolov"	Pavlina Pecanova-Shterjovski	KI	Adults
41	ESA	Vlatko Ralevski	FGD	Adults
42	ESA	Sladjana Angelkovska	FGD	Adults
43	ESA	Nikolina Maneva	FGD	Adults
44	ESA	Boban Apostolski	FGD	Adults
45	ESA	Biljana Petruseva	FGD	Adults
46	ESA	Dragana Gjakeva	FGD	Adults
47	VET "Dimitar Vlahov"	Lidija Andonovska	FGD	Adults
48	VET "Zdravko Cvetkovski"	Emilija Dimitrova	FGD	Adults
49	VET "Boro Petrusevski"	Aleksandar Georgievski	FGD	Adults
50	VET "Koco Racin"	Boban Gjorgjievski	FGD	Adults
51	VET "Vlado Tasevski"	Cvetanka Ristic	FGD	Adults
52	VET "Pance Karagjozov"	Blagojce Gjorcevski	FGD	Adults
53	VET "Vasil Antevski - Dren"	Lence Kuzmanova	FGD	Adults
54	VET "Mihajlo Pupin"	Biljana Pejovska	FGD	Adults
55	GYM "Orce Nikolov"	Suzana Cerepnalkovska	FGD	Adults
56	GYM "Orce Nikolov"	Pavlina Pecanova Sterjovski	FGD	Adults
57	Special Secondary School "Dimitar Vlahov"	Frosina Petrovska	FGD	Adults
58	Special Secondary School "Dimitar Vlahov"	Nevenka Kotevska	FGD	Adults
59	Special Secondary School "Dimitar Vlahov"	Ilco Strojmanov	FGD	Adults
60	Special Secondary School "Naum Ohridski"	Katica Avramova	FGD	Adults
61	Special Secondary School "Naum Ohridski"	Kiril Dimeski	FGD	Adults
62	Special Secondary School "Naum Ohridski"	Jovica Nikolovski	FGD	Adults
63	Special Secondary School "Naum Ohridski"	Blazo Dzikovski	FGD	Adults
64	Special Secondary School "Naum Ohridski"	Branka Boskova	FGD	Adults
65	Special Secondary School "Naum Ohridski"	Saso Todorovic	FGD	Adults
66	Special Secondary School "Naum Ohridski"	Ljubisa Grakovski	FGD	Adults
67	Special Secondary School "Naum Ohridski"	Elica Alampioska	FGD	Adults
68	Special Secondary School "Naum Ohridski"	Roze Stojanovska	FGD	Adults
69	Special Secondary School "Naum Ohridski"	Divna Vidinic	FGD	Adults
70	Special Secondary School "P.Zografski"	Igor Kitanovski	FGD	Adults

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
SKOPJE				
71	Special Secondary School "P.Zografski"	Viktorija Volak	FGD	Adults
72	Special Secondary School "P.Zografski"	Frederika Tasevska	FGD	Adults
73	Special Secondary School "P.Zografski"	Petar Trajkovski	FGD	Adults
74	Special Secondary School "P.Zografski"	Lazar Kacela	FGD	Adults
75	Special Secondary School "P.Zografski"	Roza Blazevska	FGD	Adults
76	Company mentors - Hotel "Arka" Skopje	Ana Domazetovska	FGD	Adults
77	Company mentors - Beauty Salon	Svetlana Petruseska	FGD	Adults
78	Company mentors - Construction Company "Granit" Skopje	Stjepan Hajcic	FGD	Adults
79	Company mentors - "Skopje" Hairdresser Salon	Marina Janevska	FGD	Adults
80	Company mentors - MAKSTIL AD Skopje	Vasil Calev	FGD	Adults
81	Company mentors - MAKSTIL AD Skopje	Gjorgji Tosevski	FGD	Adults
82	Company mentors - ZAVAR Company	Goran Gjorgjievski	FGD	Adults
83	LESC	Maja Taleska	FGD	Adults
84	LESC	Biljana Stojmanovska	FGD	Adults
85	LESC	Tihomir Klimoski	FGD	Adults
86	LESC	Gjoko Vukanovski	FGD	Adults
87	LESC	Blagoja Ralpovski	FGD	Adults
88	LESC	Eleonora Pancevska Nikolovska	FGD	Adults
89	Center for Vocational Education	Ridvan Zekiri	FGD	Adults
90	Center for Vocational Education	Branko Aleksovski	FGD	Adults
91	Center for Vocational Education	Zoran Jovcevski	FGD	Adults
92	ESA	Ivona	FGD	Youth
93	ESA	Bobi	FGD	Youth
94	ESA	Aleksandar	FGD	Youth
95	ESA	Jasminka	FGD	Youth
96	ESA	Vida	FGD	Youth
97	NGO "Youth Can"	Sanja Kutanoska	FGD	Youth
98	NGO "Youth Can"	Viktor Damkovski	FGD	Youth
99	NGO "Youth Can"	Tomislav Grozdanovik	FGD	Youth
100	NGO "Youth Can"	Ilija Stankovski	FGD	Youth
101	NGO "Youth Can"	Dzengis Memedovski	FGD	Youth
102	DPO "Association of students and youth with disabilities" ASID	Igor Popovik	FGD	Youth
103	NGO "Youth Can"	Viktor Atanasovski	FGD	Youth
104	VET "Mihajlo Pupin"	Angel	FGD	Youth
105	VET "Koco Racin"	Stefan	FGD	Youth
106	VET "Pance Karagjozov"	Emilija	FGD	Youth
107	VET "Pance Karagjozov"	Angela	FGD	Youth
108	VET "Boro Petrusevski"	Kiril	FGD	Youth
109	VET "Zdravko Cvetkovski"	Ruzica	FGD	Youth

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
SKOPJE				
110	VET "Dimitar Vlahov"	Sara	FGD	Youth
111	VET "Vasil Antevski Dren"	Stefanija	FGD	Youth
112	GYM "Orce Nikolov"	Ana Blagoevic	FGD	Youth
113	GYM "Orce Nikolov"	Jovana Acevska	FGD	Youth
114	GYM "Orce Nikolov"	Tomi Cvetanovski	FGD	Youth
115	GYM "Orce Nikolov"	Liljana Blagoevska	FGD	Youth
116	GYM "Orce Nikolov"	Ana Cerepnalkovska	FGD	Youth
117	GYM "Orce Nikolov"	Gorjan	FGD	Youth
118	GYM "Orce Nikolov"	Stefan Raskovic	FGD	Youth
119	Special Secondary School "Dimitar Vlahov" (Dormitory)	Klimentina Trajcevska	FGD	Youth
120	Special Secondary School "Dimitar Vlahov" (Dormitory)	Meri Gorgievska	FGD	Youth
121	Special Secondary School "Dimitar Vlahov" (Dormitory)	Katica Atanasovska	FGD	Youth
122	Special Secondary School "Dimitar Vlahov" (Dormitory)	Spasija Dimovska	FGD	Youth
123	Special Secondary School "Dimitar Vlahov" (Dormitory)	Bojan	FGD	Youth
124	Special Secondary School "Dimitar Vlahov"	Ivan	FGD	Youth
125	Special Secondary School "Dimitar Vlahov" (Dormitory)	Trajan Mladenovski	FGD	Youth
126	Special Secondary School "Dimitar Vlahov" (Dormitory)	Hristijan	FGD	Youth
127	Special Secondary School "Dimitar Vlahov"	Samir	FGD	Youth
128	Special Secondary School "Dimitar Vlahov"	Haris	FGD	Youth
129	Special Secondary Shool "Naum Ohridski"	Milena	FGD	Youth
130	Special Secondary Shool "Naum Ohridski"	Dzeniza	FGD	Youth
131	Special Secondary Shool "Naum Ohridski"	Tanja Boskovska	FGD	Youth
132	Special Secondary Shool "Naum Ohridski"	Arif Sedimovski	FGD	Youth
133	Special Secondary Shool "Naum Ohridski"	Afredim	FGD	Youth
134	Special Secondary Shool "Naum Ohridski"	Sinan Asanov	FGD	Youth
135	Special Secondary Shool "Naum Ohridski"	Sankal Dzemailov	FGD	Youth
136	Special Secondary Shool "Naum Ohridski"	Bosko Mitrov	FGD	Youth
137	Special Secondary Shool "Naum Ohridski"	Bibiti	FGD	Youth
138	Special Secondary Shool "Naum Ohridski"	Ervin Sabiovski	FGD	Youth
139	Special Secondary Shool "Naum Ohridski"	Slobodan	FGD	Youth
140	Special Secondary Shool "Naum Ohridski"	Igor Trpkovski	FGD	Youth

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
SKOPJE				
	Ohridski"			
141	Special Secondary School P. Zografski	Marija Puposka	FGD	Youth
142	Special Secondary School P. Zografski	Hristijan Bozinovski	FGD	Youth
143	Special Secondary School P. Zografski	Ana Puposka	FGD	Youth
144	Special Secondary School P. Zografski	Simka Musoska	FGD	Youth
145	Special Secondary School P. Zografski	Iljas Muhdinov	FGD	Youth
146	Special Secondary School P. Zografski	Stefan Gjиков	FGD	Youth
147	Special Secondary School P. Zografski	Gokan Osmanovski	FGD	Youth
148	Special Secondary School P. Zografski	Filip Levkov	FGD	Youth
149	Special Secondary School P. Zografski	Mimoza Dalipi	FGD	Youth
150	Special Secondary School P. Zografski	Kjmet Sadilova	FGD	Youth
151	Special Secondary School "Dimitar Vlahov"	Frosina Petrovska	Class Observation	Youth
152	Special Secondary School "P.Zografski"	Frederika Tasevska	Class Observation	Youth
153	VET "Boro Petrusevski"	Silvija Mitrevska	Class Observation	Youth
154	VET "Mihajlo Pupin"	Biljana Pejovska	Class Observation	Youth
155	GYM "Orce Nikolov"	Pavlina Pecanova-Shterjovski	Class Observation	Youth

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
GOSTIVAR				
156	VET OSTU Gostivar-Technical	Ibrahim Asani	KII	Adults
157	VET OSTU Gostivar-Technical	Ekrem Miftari	KII	Adults
158	VET OSTU Gostivar-Technical	Sadudin Sadiki	KII	Adults
159	NGO ADI	Monika Veljanoska	KII	Adults
160	KORAB MERMER	Arbresha Sulejmani	KII	Adults
161	LESC	Dashmir Osmani	KII	Adults
162	LESC	Lindihana Sulejmani	KII	Adults
163	ESA	Bekim Abdiu	FGD	Adults
164	ESA	Ivica Damnjanoski	FGD	Adults
165	ESA	Novak Ristoski	FGD	Adults
166	ESA	Dželal Ferati	FGD	Adults
167	ESA	Vlora Nuredini	FGD	Adults
168	VET OSTU Gostivar-Technical	Ilina Minoska	FGD	Adults
169	VET OSTU Gostivar-Technical	Esat Iseini	FGD	Adults
170	VET OSTU Gostivar-Technical	Ekrem Miftari	FGD	Adults
171	VET SOMU Gostivar - Medical	Olgica Trpeska	FGD	Adults
172	VET SOMU Gostivar - Medical	Mimoza Šabani	FGD	Adults
173	VET SEOU Gostivar-Economic	Jovanka Ognjanoska	FGD	Adults

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
GOSTIVAR				
174	VET SEOU Gostivar-Economic	Elica Mateska	FGD	Adults
175	VET SEOU Gostivar-Economic	Gajur Sarač	FGD	Adults
176	GYM Secondary Municipal School Gostivar	Gjoko Atanasovski	FGD	Adults
177	GYM Secondary Municipal School Gostivar	Svetlana Jovanoska	FGD	Adults
178	GYM Secondary Municipal School Gostivar	Gordana Mihajloska	FGD	Adults
179	GYM Secondary Municipal School Gostivar	Tafa Ameti	FGD	Adults
180	GYM Secondary Municipal School Gostivar	Aleksandar Anastasoski	FGD	Adults
181	LESC	Beni Tairi	FGD	Adults
182	LESC	Dašmir Osamani	FGD	Adults
183	LESC	Sefer Selimi	FGD	Adults
184	LESC	Novica Aleksievski	FGD	Adults
185	LESC	Valentina Taseska	FGD	Adults
186	LESC	Lindihana Sulejmani	FGD	Adults
187	ESA	Abduselam Sulejmani	FGD	Youth
188	ESA	Gazmend Ejupi	FGD	Youth
189	ESA	Dardan Bilali	FGD	Youth
190	ESA	Radojko Angjelkoski	FGD	Youth
191	ESA	Elmaz Elmazi	FGD	Youth
192	NGO	Kristina Dimitrieska	FGD	Youth
193	NGO	Pajtim Islami	FGD	Youth
194	NGO	Measir Mazi	FGD	Youth
195	VET SOMU Gostivar - Medical	Radmila Isajloska	FGD	Youth
196	VET OSTU Gostivar-Technical	Floranda Muharemi	FGD	Youth
197	VET SEOU Gostivar-Economic	Simona Gjorgjeska	FGD	Youth
198	VET SOMU Gostivar - Medical	Samra Vaitoska	FGD	Youth
199	VET SOMU Gostivar - Medical	Savica Noveska	FGD	Youth
200	VET SEOU Gostivar-Economic	Ana Kuzmanoska	FGD	Youth
201	GYM Secondary Municipal School Gostivar	Marija Drobnjak	FGD	Youth
202	GYM Secondary Municipal School Gostivar	Jelena Bilbilovska	FGD	Youth
203	GYM Secondary Municipal School Gostivar	Adrijana Dreckaka	FGD	Youth
204	GYM Secondary Municipal School Gostivar	Sevde Sofronievska	FGD	Youth
205	GYM Secondary Municipal School Gostivar	Dea Muharemi	FGD	Youth
206	GYM Secondary Municipal School Gostivar	Berat Rustemi	FGD	Youth
207	GYM Secondary Municipal School Gostivar	Sara Zekiri	FGD	Youth
208	GYM Secondary Municipal School Gostivar	Lejla Ameti	FGD	Youth
209	VET OSTU Gostivar-Technical	Esat Useini	Class Observation	Youth

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
BITOLA				
210	GYM "Josip Broz Tito"	Kiril Pechalev	KII	Adults
211	GYM "Josip Broz Tito"	Fanija Naumovska	KII	Adults
212	GYM "Josip Broz Tito"	Milijana Lozanovska	KII	Adults
213	VET "Dr Jovan Kalauzi"	Jasmina Nikikj-Desanovska	KII	Adults
214	VET "Dr Jovan Kalauzi"	Vaska Stojanovska	KII	Adults
215	NGO Youth Cultural Center (MKC)	Aleksandar Todorovski	KII	Adults
216	LESC	Violeta Nalevska	KII	Adults
217	LESC	Snezana Petrovska	KII	Adults
218	ESA	Usni Sulejmani	FGD	Adults
219	ESA	Lidija Susak	FGD	Adults
220	ESA	Slavica Grujo	FGD	Adults
221	ESA	Mimoza Jankulovska	FGD	Adults
222	NGO	Liljana Naumovska	FGD	Adults
223	NGO	Snezana Simonovska	FGD	Adults
224	NGO	Aleksandar Todorovski	FGD	Adults
225	NGO	Jovan Staleski	FGD	Adults
226	VET Economic school "Jane Sandanski"	Emilija Kirajkovska	FGD	Adults
227	VET Economic school "Jane Sandanski"	Ratka Anastasovska	FGD	Adults
228	VET "Gjorgi Naumov"	Dejan Patrijogic	FGD	Adults
229	VET "Taki Daskalo"	Valentina Manevska	FGD	Adults
230	VET "Taki Daskalo"	Vesna Jovanovska	FGD	Adults
231	VET "Kuzman Shapkarev"	Nada Hristovska	FGD	Adults
232	VET "Kuzman Shapkarev"	Lile Miling	FGD	Adults
233	VET "Dr Jovan Kalauzi"	Goran Gjurchinovski	FGD	Adults
234	GYM "Josip Broz Tito"	Mirjana Lozanovska	FGD	Adults
235	GYM "Josip Broz Tito"	Vesna Zogleva	FGD	Adults
236	GYM "Josip Broz Tito"	Fanija Naumovska	FGD	Adults
237	GYM "Josip Broz Tito"	Vesna Tanevska	FGD	Adults
238	Company mentors - Academy Stil	Svetlana Cvetkovska	FGD	Adults
239	Company mentors - REK Bitola	Elizabeta Desanoska	FGD	Adults
240	Company mentors	Ilce Trajkovski	FGD	Adults
241	LESC	Martina Atanasova	FGD	Adults
242	LESC	Violeta Nalevska	FGD	Adults
243	LESC	Kiril Pecalev	FGD	Adults
244	LESC	Jesim Sufulovska	FGD	Adults
245	LESC	Blagojce Koteski	FGD	Adults
246	ESA	Angela	FGD	Youth
247	ESA	Marija	FGD	Youth
248	ESA	Ivona	FGD	Youth
249	ESA	Aleksandar	FGD	Youth
250	ESA	Kristina	FGD	Youth
251	ESA	Marija	FGD	Youth
252	ESA	Angela	FGD	Youth
253	ESA	Petar	FGD	Youth
254	ESA	Jovan	FGD	Youth
255	ESA	Biljana	FGD	Youth
256	VET "Jovan Kalauzi"	Ana	FGD	Youth
257	VET "Jovan Kalauzi"	Kristina	FGD	Youth
258	VET "Jane Sandanski"	Simona	FGD	Youth

#	INSTITUTION	NAME	TYPE OF INTERVIEW	TARGET GROUP
BITOLA				
259	VET "Jane Sandanski"	Ferzije	FGD	Youth
260	VET "Taki Daskalo"	Dejan	FGD	Youth
261	VET "Taki Daskalo"	Jordanco	FGD	Youth
262	VET "Taki Daskalo"	Aleksandra	FGD	Youth
263	VET "Taki Daskalo"	Elena	FGD	Youth
264	VET "Jovan Kalauzi"	Aneta	FGD	Youth
265	VET "Jovan Kalauzi"	Marija	FGD	Youth
266	VET "Taki Daskalo"	Severdzan	FGD	Youth
267	GYM "Josip Broz Tito"	Veronika Zezovska	FGD	Youth
268	GYM "Josip Broz Tito"	Marija Zdravevska	FGD	Youth
269	GYM "Josip Broz Tito"	Andreja Stojanovska	FGD	Youth
270	GYM "Josip Broz Tito"	Ivan Spirov	FGD	Youth
271	GYM "Josip Broz Tito"	Marija Kostovska	FGD	Youth
272	GYM "Josip Broz Tito"	Dimitar	FGD	Youth
273	GYM "Josip Broz Tito"	Sara Micevska	FGD	Youth
274	GYM "Josip Broz Tito"	Maja Najdovska	FGD	Youth
275	GYM "Josip Broz Tito"	Fanija Naumovska	Class Observation	Youth
276	GYM "Josip Broz Tito"	Milijana Lozanovska	Class Observation	Youth

F.2. Secondary Sources of Information: Key Evaluation Resources

- Aleksovski, Branko. (2015). *Handbook for Training of Professional and Other Staff (Mentors) for Implementation of Practical Training of Employers*. EDC.
- Buleska, Natasha. (2010). *Activity Approval Document (AAD) for the New Improving Workforce Skills for the Youth Project*. USAID.
- Butleska, Ubavka, etc. (2016). *Manual on Performance Monitoring and Professional Development Planning for Teachers and Student Support Staff in Primary and Secondary Schools*. MCEC.
- Center for Economic Analysis. (2005). *Report on the Labor Market in Macedonia*. USAID.
- Content of Learning Through Work Program*.
- Cozzarelli, Catherine. (2010). *Gender Assessment USAID/Macedonia*. USAID/E&E Bureau Gender Advisor.
- CSSP. (2010). *Civil Society in Macedonia: Program Evaluation and Future Directions*. CSSP.
- Cvetanovska, Maja, etc. (2014). *Career Planning Curriculum Evaluation*. USAID.
- EDC. (2010). *Improving Workforce Skills of Youth*. USAID.
- EDC. (2010-2014). *Youth Employability Skills Network Quarterly Report*. USAID Macedonia.
- EDC. (2011-2015). *Macedonia Youth Employability Skills Network Annual Report*. USAID Macedonia.
- EDC. (2013). *Training for Employment and Work – MK*. USAID
- EDC. (2014-2015). *Monitoring and Evaluation Plan YES Network*. USAID.
- EDC. *Handbook for School's free time realization – MK*. EDC.
- EDC. (2012). *Evaluation Report FY 2012*. USAID.
- EDC. (2012-2013). *Youth Employability Skills Network Baseline Report*. USAID Macedonia.
- EDC. (2012-2014). *Annual Evaluation Report*. USAID.
- Georgievska, Ivana. *Programs Integration – MK*. USAID.
- Herzberg, Benjamin and Wright, Andrew. (2006). *The Public-Private Dialogue Handbook: A Toolkit For Business Environment Reformers. Small and Medium Enterprise Department*. The World Bank Group.
- IBRD/World Bank. (2013). *Skills Development and Innovation Support Project*. World Bank.

ILO, *Macedonian Action Plan on Youth Employment 2015*, ILO, 2012

John, Stephan and Matache, Mariana. (2016-2017). *Fact Sheet for Project Enchasing Lifelong Learning Through Modernizing the Vocational Education and Training and Adult Education Systems – Europe Aid/135834/IH/SER/MK*. British Council.

Macedonian Business Entities by Municipality. (2011-2012).

Mali, Darko, etc. (2012). *Development of Analysis for Training Requirement – MK*. VET Centre.

MCEC. (2016). *Student Support Staff Core Professional Competences and Standards*. MCEC.

MCEC. (2016). *Professional Competences for Primary and Secondary School Directors*. MCEC.

MCEC. (2016). *Teacher Core Professional Competences and Standards*. MCEC.

Ministry of Education and Science of R. Macedonia. (2013). *Strategy for Vocational Education and Training in a Lifelong Learning Context 2013-20 and Action Plan*. Ministry of Education and Science of R. Macedonia.

Ministry of Labor and Social Policy of R. Macedonia. (2016). *Operational Plan Active Programs and Measures for Employment and Services of the Labor Market for 2016 – MK*. Ministry of Labor and Social Policy of R. Macedonia.

MSI. *Macedonia Tech Highlights*. MSI.

OIG/ USAID. (2015). *Audit of USAID/Macedonia's Youth Employability Skills Network Project (Report No. 9-165-15-003-P)*. USAID

Payne Butler, Erik, etc. (2009). *Taking Steps in to 21st Century, Macedonia, Report*. USAID.

Performance Indicator Tracking Table. (2015-2016).

Risteski, Hristijan and Nikolov Marjan. (2010). *Report on the Labor Market in Macedonia*. USAID.

Ristovska, Sonja, etc. (2016). *Guideline on the Manner and Form of Providing Mentoring Support to Novice Teachers and Novice Student Support Staff in Primary and Secondary Schools*. MCEC.

SEGURA/IP3 Partners LLC. (2009). *Workforce Development Regional Overview: Republic of Macedonia*. USAID.

Skill Based Standards for Career Development Advisors. (2013).

Tasevska, Andrijana, etc. (2016). *Guideline on Professional and Career Development Planning for Student Support Staff in Primary and Secondary Schools*. MCEC.

Tasevska, Andrijana, etc. (2016). *Guideline on Professional and Career Development Planning for Teachers in Primary and Secondary Schools*. MCEC.

USAID YES Network. (2011). *Annual Work Plan for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2012). *Annual Work Plan for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2013). *Annual Work Plan for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2014). *Annual Work Plan for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2015). *Annual Work Plan for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2016). *Annual Work Plan for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2011). *Annual Report for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2012). *Annual Report for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2013). *Annual Report for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2014). *Annual Report for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2015). *Annual Report for Youth Employability Skills (YES) Network project*.

USAID YES Network. (2016). *Final Report for Youth Employability Skills September 30, 2010 – June 30, 2016 (YES) Network project*.

USAID YES Network. (2012). *ANNUAL EVALUATION REPORT, . FY 2012*. (EDC).

USAID YES Network. (2013). *ANNUAL EVALUATION REPORT , FY 2013*. (EDC).

USAID YES Network. (2014). ANNUAL EVALUATION REPORT , FY 2014. (EDC).
 USAID YES Network (2010) QR Oct- Dec 2010
 USAID YES Network (2011) QR Jan- Mar 2011
 USAID YES Network (2011) QR Apr- Jun 2011
 USAID YES Network (2011) QR Jul- Sep 2011
 USAID YES Network (2011) QR Oct - Dec 2011
 USAID YES Network (2012) QR Jan- Mar 2012
 USAID YES Network (2012) QR Apr- Jun 2012
 USAID YES Network (2012) QR Jul- Sep 2012
 USAID YES Network (2012) QR Oct - Dec 2012
 USAID YES Network (2013) QR Jan- Mar 2013
 USAID YES Network (2013) QR Apr- Jun 2013
 USAID YES Network (2013) QR Jul- Sep 2013
 USAID YES Network (2013) QR Oct - Dec 2013
 USAID YES Network (2014) QR Jan- Mar 2014
 USAID YES Network (2014) QR Apr- Jun 2014
 USAID YES Network (2014) QR Jul- Sep 2014
 USAID YES Network (2014) QR Oct - Dec 2014
 USAID YES Network (2015) QR Jan- Mar 2015
 USAID YES Network (2015) QR Apr- Jun 2015
 USAID YES Network (2015) QR Jul- Sep 2015
 USAID YES Network (2015) QR Oct - Dec 2015
 USAID YES Network. M&E Plan FY16Indicators' table LOP
 USAID YES Network. Monitoring and Evaluation Plan FY2016
 USAID YES Network. Monitoring and Evaluation Plan_FY2015_October'14
 USAID YES Network. PMP_FY13_approved
 USAID YES Network. REALRF updated
 USAID YES Network. Result Framework
 USAID YES Network. PMP Chart
 USAID YES Network- Casual Logic Model/ Objective Tree. (2013)
 USAID YES Network. *Appropriate Workplace Behaviors Module* – MK. USAID YES Network.
 USAID YES Network. *Communication Skills Module* – MK. USAID YES Network.
 USAID YES Network. *Job Seeking Skills Module* – MK. USAID YES Network.
 USAID YES Network. *Module Financial Skills* – MK. USAID YES Network.
 USAID YES Network. *Module Work Readiness* – MK. USAID YES Network.
 USAID YES Network. *Personal Development Module* – MK. USAID YES Network.
 USAID YES Network. *Safety, Rights and Responsibilities at Work Place Module* – MK. USAID YES Network.
 USAID YES Network. *Teamwork and Leadership Module* – MK. USAID YES Network.
 USAID YES Network. *Work Based Learning Module* – MK. USAID YES Network.
 YES Network. (2011). *Work Readiness Training Curriculum Overview*.
 YES Network. (2013). *List of YES Network Project Partners*. USAID.
 Yes Network. (2013). *Performance Measurement Plan*. USAID.
 Yes Network. (2014). *Media Coverage Report*. USAID.

YES Network. *Giving and Receiving Feedback Information*. USAID.

YES Network. *Performance Indicator Tracking Table – LOP*. YES Network.

YES Network. (2011). *Work Readiness Training Curriculum Overview*.

USAID/Macedonia, *Strategic Framework, 2015-2020*,

USAID. (2016). *MOD 10 EDC April 2016.pdf*. EDC

USAID. (2015). *Modification 09 EDC_165-A-00-10-00106-09 July 2015.pdf*. EDC

USAID (2014) *Guidance on Appropriate Disability Terminology.docx*. USAID

USAID. (2013). *Modification 06 EDC CA 165-A-00-10-00106 July 30 2013.pdf*. EDC

USAID (2010). *Civil Society In Macedonia: Program Evaluation And Future Directions*, January 2010

USAID. (2010). *USAID/Macedonia Strategic Plan Summary 2011 – 2015*. USAID.

USAID.(2009). *Taking Steps to a 21st Century - Workforce in Macedonia - Report and recommendations from a supply-demand assessment of workforce development, March, 2009*

USAID. (2009). *Cooperative Agreement No 165-A-00-10-00106-00.pdf*. EDC

Youth Education Forum. (2010). *High School Students in Macedonia: Civic Participation, Social Inclusion and Problems*. Youth Education Forum.

Youth and Sports Agency of R. Macedonia. (2015). *National Youth Strategy of the Republic of Macedonia 2016–2025*. Youth and Sports Agency of R. Macedonia.

Youth Employment Advisory Group of R. Macedonia. (2012). *Action Plan on Youth Employment 2015*. Government of R. Macedonia.

ANNEX G: SELECTION OF REGIONAL SAMPLE

Table 1: General Municipality Indicators & YES Network Related Indicators

		Cohort 1			Cohort 2			Cohort 3
		Bitola	Strumica	Tetovo	Prilep	Stip	Gostivar	Skopje
I. General / Socio-economic demography								
1	Geographical representation by Regions	Pelagonija	Southeast	Polog	Pelagonija	East	Polog	Skopje
1.a.	Rank by the GDP per capita/regional	2	3	7	2	5	7	1
2	Ethnical diversity	Macedonian	Macedonian	Albanian	Macedonian	Macedonian	Albanian	Mixed
3	Population in municipality	92 550	56 783	91 119	75 674	48 630	83 361	541493
4	Unemployment rate % (in the region)	18,70	20,80	30,70	18,70	20,10	30,70	29,00
5	# of active business in municipality	3951	2394	3109	2688	1788	2339	25506
II. Project related								
6	# of High Schools	5	3	5	5	5	3	11
7	Number of high school students 14/15	4168	3804	9177	3562	2705	4467	26768
8	Intensity of YES program in municipality % of total high school population in municipality	85,4%	84,5%	92,3%	73,5%	82,0%	84,8%	85,7%
9	Number of YES youth affected/ participated 2011-2015	6725	3312	6816	1546	2093	890	3140

Selection for YES Evaluation by criteria considering:

Bitola

Gostivar

Skopje

1 Municipality per Cohort

- geographical, ethnic diversity
- active business and % unemployed
- GDP per capita
- # of students affected , intensity of YES program
- Concentration of USAID past/current and future activities in youth funding

Table 2: USAID Assistance in Macedonia

	Project Name	Active/ Closed	Sector	Start date:	End date:	Project budget:	Implementer:	Geographical Area coverage
	https://www.usaid.gov/projects-dg							
	Democracy and Governance							
1	Civil Society Project	A	DG	February 27, 2012	August 31, 2014 - extended til	\$2,540,000	Foundation Open Society – Macedonia (FOSM), in partnership with four local civil	
2	Investigative Journalism and Cooperation Between Media and Civil Society		DG	December 20, 2012	June 17, 2015	\$ 412,984	Balkan Investigative Network Reporting (BIRN)	
3	Judicial Strengthening Project	C	DG	December 2011	December 2014	\$ 3,696,110	Tetra Tech DPK	Skopje, Stip, Bitola, Gostivar
4	Macedonia Anti-corruption Program	A	DG	June 26, 2013	34 months (April 2016)	\$671,109	Macedonian Center for International Cooperation	
5	Media Fact Checking Service	C	DG	October 10, 2012	April 10, 2015	\$ 198,089	Metamorphosis, Foundation for Internet and Society.	
6	Media Legal Reform and Responsible Media	C	DG	November 19, 2012	November 19, 2015	\$ 488,268	Media Development Center (MDC)	
7	Municipal Climate Change Strategies Project		DG	September 2012	September 2014	\$1,500,000	Milieukontakt Macedonia	
8	Parliamentary Development Program	A	DG	April 1, 2012	April 1, 2012	\$850,000	National Democratic Institute (NDI)	
9	Persons With Disabilities Internship and Employment Project	A	DG	August 15, 2012	August 14, 2014 - EXTENDED	\$ 292,536	My Career	
	Economic Growth and Trade Projects							
1	Adaptation to climate change in agriculture		EGT	March 8, 2012	March 7, 2015	\$1.4 Million	Rural Development Network of the Republic of Macedonia	Skopje and Negotino
2	Business without borders Project	C	EGT	January 2011	December 2013	\$1,336,857	Business Start-Up Centre – Bitola (BSC-Bitola)	Bitola , Prilep
3	Clean energy investment project	A	EGT	April 15, 2013	April 15, 2016	\$1.7 million	Winrock International	
4	Improving energy efficeincy for the low-income housing	C	EGT	April 19, 2011	April 17, 2014	\$1,500,000	Habitat for Humanity Macedonia	Karposh, Kumanovo and Tetovo, Prilep, Veles, Kavadarci
5	Industrial Management Project	A	EGT	January 13, 2013	January 13, 2016	\$1.3 million	TimeIProekt, in partnership with PointPro Consulting and the Center for Entrepreneurial	
6	Innovation financing vehicle	A	EGT	January 1, 2012	December 31, 2015	\$300,000	Crimson Development Foundation (CDF)	
7	Investment development and export advancement suport (IDEAS) project	C	EGT	December 28, 2010	December 27, 2014	\$4.8 million	Booz Allen Hamilton Inc.	
8	Micro and small enterprises project	A	EGT	July 1, 2011	June 30, 2016	\$1,979,400	Center for Entrepreneurship and Executive Development	
9	Microfinance development credit authority	A	EGT	September 30, 2009	September 30, 2019	\$5 million in loans	Savings Houses Mozhnosti and FULM	
10	Municipal and household energy efficiency development credit authority	A	EGT	September 28, 2007	April 1, 2019	\$10 million in loans	UNIBANKA and NLB Leasing	
11	Project for microenterprice access to public procurement	C	EGT	April 18, 2012	April 17, 2015	\$ 575,000	Center for Civil Communications	
12	Small & medium enterprise development credit authority		EGT	September 1, 2007	September 1, 2014	\$9 million in loans	UNIBANKA and NLB Leasing	
13	Small business expansion project	A	EGT	April 24, 2012	April 23, 2016	\$ 5 million	Carana Corporation	Bitola, Prilep, Tetovo, Gostivar, Veles, Kavadarci, Negotino, Kumanovo, Kriva
14	Training of Internal Auditors in the Public Sector in Macedonia	C	EGT	October 1, 2012	May 1, 2014	\$208,578	Center of Excellence in Finance (CEF)	Additional co-funding from the Slovenian Ministry of Foreign Affairs (\$208,578), Macedonian Ministry of Finance (\$19,796),
	Education Projects							
1	Project for E-accessible education	C	EDU	February 15, 2010	June 30, 2014	\$495,960	Open the Windows	
2	Interethnic integration in education project	C	EDU	December 2011	Dec. 2015	\$ 5,200,000	Macedonian Civic Education Center in partnership with other local NGOs	
3	Readers are leaders project		EDU	May 15, 2013	November 14, 2015	\$ 1,722,142	Foundation for Education and Cultural Initiatives Step by Step – Macedonia, in partnership	
4	Roma education project	C	EDU	June 28, 2004	May 31, 2014	\$ 4,530,760	Foundation Open Society - Macedonia (FOS-M)	Skopje (1), Kumanovo (2) and Prilep (1)
5	Teacher professional and career development project	C	EDU	December 2012	until June 2015	\$949,684	Macedonian Civic Education Centre (MCEC)	
6	Youth employability skills network	A	EDU	September 30, 2010	June 30, 2016	\$6.7 million	Education Development Center (EDC)	Strumica, Stip, Bitola, Prilep, Gostivar, Tetovo, and the City of Skopje.

ANNEX H: EVALUATION ORGANIZATIONAL SAMPLE

Organization	Municipality			
	Gostivar	Bitola	Skopje	
LESC	LESC - Gostivar	LESC - Bitola	LESC - Skopje	
ESA	ESA-Gostivar	ESA - Bitola	ESA - Skopje	
NGO/DPO	Association for Democratic Initiatives Gostivar	Youth Cultural Center CEFE Macedonia Association of Deaf and Blind Persons DPO for Visually Disabled People DPO for Hearing Disabled People	Youth Can Center for Volunteers Youth Educational Forum	National Youth Council Assoc. with Students and Youth with Disabilities
Secondary Schools	SOU - Gostivar (GYM)* SOMU - Gostivar (VET) SEOU - Gostivar (VET) OSTU - Gostivar (VET)	Josep Broz Tito (GYM)* Gjorgji Naumov (VET)* Dr. Jovan Kalauzi (VET) Taki Daskalo (VET) Jane Sandanski (VET) Kuzman Shapkarev (VET)	Orce Nikolov (GYM)* Vasil Antevski Dren (VET)* Mihajlo Pupin (VET) Koco Racin (VET)* Boro Petrusevski (VET) Vlado Tasevski (VET) Dimitar Vlahov (VET)	Zdravko Cvetkovski (VET) Pance Karagjozov (VET)* Lazar Tanev (VET) Braka Miladinovci (VET) Naum Ohridski (VET) Dimitar Vlahov (VET) Partenija Zografski (VET)
Special Schools	N/A	N/A	Naum Ohridsk (intellectual disabilities) Dimitar Vlaho (visual impairment) Partenie Zografski (hearing impairment)	

* Only adult facilitators were drawn from these schools; youth could not be contacted.

ANNEX I: EVALUATION DESIGN

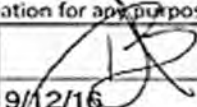
Attached as a separate document

ANNEX J: DISCLOSURE OF ANY CONFLICTS OF INTEREST

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Raymond (Ramon) Balestino
Title	Technical Director
Organization	MSI, Inc.
Evaluation Position?	☒ Team Leader ☐ Team member
Evaluation Award Number (contract or other instrument)	GS-23F-8102H; AID-165-M-13-00001
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Youth Employability Skills Network
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

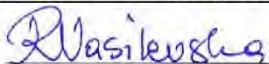
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	9/12/16

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Rozalija Vasilevska
Title	Evaluation Specialist
Organization	Management Systems International - Tetra Tech
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	GS-23F-8102H; AID-165-M-13-00001
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Youth Employability Skills Network
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

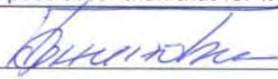
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	December 15, 2015

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Boge Bozinovski
Title	General Manager, Senior Research Consultant
Organization	GfK Skopje
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	GS-23F-8102H; AID-165-M-13-00001
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Youth Employability Skills Network
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	07.09.2016

USAID / Macedonia
American Embassy
Samoilova 21
1000 Skopje, Macedonia