



Skills for Success®

Employability Skills for Women



Final Report for Lebanon

July 2016

*Skills for Success has been generously funded by **PepsiCo** and the
AMIDEAST/Lebanon Advisory Board.*



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Visibility of PepsiCo in the Skills for Success Project

Skills for Success® – Employability Skills for Women was made possible through the endorsement of the **Union for the Mediterranean (UfM)** and generous funding from PepsiCo and the AMIDEAST/Lebanon Advisory Board. At the UfM's conference titled *Women's Socio-Economic Empowerment: Projects for Progress* in October 2014, the opening session included the formal launch of the project, with the signing of the agreements between PepsiCo and AMIDEAST. The event brought together key partners in the implementation of the labelled project *Skills for Success*, as well as experts and distinguished personalities dealing with vocational training and education for girls and women from the region. This event was covered by the press agencies at this high-profile gathering, as well as featured on both the UfM's and AMIDEAST's communication channels.



AMIDEAST also featured PepsiCo and the AMIDEAST/Lebanon Advisory Board as the funders of *Skills for Success* in its press releases (see **Annex 1**), widely distributed among its U.S. and MENA-based networks. In all formal events featuring the project, the visibility of PepsiCo was evident in the presentations and materials provided by AMIDEAST, with the funders prominently mentioned. This included the regional launch of *Skills for Success*, organized by the UfM and held in Beirut, Lebanon in October 2014. Finally, the promotional and instructional materials prepared by AMIDEAST for the recruitment (see **Annex 2**) and implementation phases also included mention of PepsiCo as a major funder of this project in Lebanon. It is also worth noting that PepsiCo in Lebanon requested a special presentation for all of their local staff about the *Skills for Success* project, which was delivered by AMIDEAST in April 2015, with over 25 PepsiCo staff present.

I. Program Background

High unemployment rates have persisted in the Middle East and North Africa for decades, averaging around 12% for non-oil exporting countries. Youth aged 15-25 constitute between 40% and 60% of the region's unemployed population. In fact, the youth unemployment rate in the Middle East and North Africa is among the highest of all world regions, averaging around 25% and reaching as high as 32%.¹ The problem is most pronounced for young women, who have the greatest difficulty entering the formal labor force and retaining their jobs through difficult economic times; in the Middle East and North Africa, the unemployment rate for female youth is nearly double that of male youth—the highest such gender gap in the world.²

To address this widespread problem, AMIDEAST developed the comprehensive **Skills for Success® – Employability Skills for Women** program to provide young Arab women who have completed secondary school with the knowledge and skills they need to compete successfully for entry level jobs in the formal sector. By focusing on the development of essential, transferable job skills such as English language proficiency, problem solving, critical thinking, and computer skills, *Skills for Success* seeks to overcome the skills gap that hampers the job search efforts of these women and to contribute to their successful job placement and effective participation in today's global workforce.

Skills for Success is endorsed by the **Union for the Mediterranean (UfM)**, made up of 43 member states, as part of its efforts to improve the socio-economic situation of women in the Euro-Mediterranean region. The project was officially launched at UfM's headquarters in Barcelona during a conference titled *Women's Socio-Economic Empowerment: Projects for Progress* (March 2014), at which over 200 representatives from European and MENA governments, international organizations, development agencies, and the private sector were present.

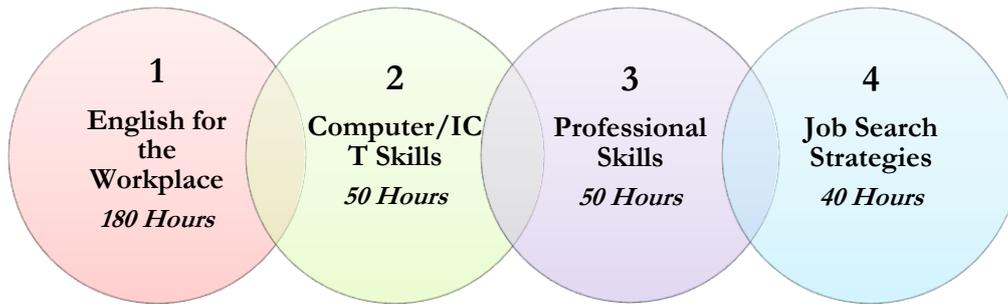
Through the UfM's endorsement, *Skills for Success* was implemented by AMIDEAST in 2014-2015 in Jordan and Morocco through funding from the Flemish Department of Foreign Affairs and the Norwegian Ministry of Foreign Affairs. It was then launched in Lebanon in 2015 through funding from PepsiCo and the AMIDEAST Lebanon Advisory Board. The UfM has also included Egypt and Tunisia in its endorsement, for a total of 450 women (90 in each country) to be impacted by the program in this first phase.

II. Program Design

Skills for Success is a 320-hour program that aims at impacting young women by expanding their knowledge about job paths and employment resources, increasing their ability to find job opportunities based on skills development, and raising their confidence in making choices that could significantly impact their future. *Skills for Success* integrates four core areas linked to personal and professional empowerment: English language proficiency, computer/ICT skills, workplace readiness, and job search strategies. In addition, the needs and challenges women face in today's workplace are addressed throughout the program through guest speakers, group events, and workshops on such topics as *Workplace Safety for Women* and *Understanding Labor Laws*.

¹ *Regional Economic Outlook: Middle East and Central Asia*, International Monetary Fund, April 2011. Based on International Labour Office statistics for 2008.

² *Global Employment Trends for Youth: 2011 Update*, International Labour Office, October 2011.



The objectives of the *Skills for Success* program are the following.

1. To expand women’s knowledge about job paths and employment resources.
2. To increase women’s ability to find employment based on skills development.
3. To raise women’s confidence about making personal, job-related choices.

Skills for Success participants complete modules on such topics as organizational skills, time management, personal finance, decision-making, cross-cultural communication, customer service, and entrepreneurship basics as they continually apply what they have learned in simulated work environments. Through a learner-centered, self-development approach, the young women set personal goals and create job-related action plans based on their individual skill sets. Once the training ends, AMIDEAST tracks changes in the women’s job status and employment options, as well as holds follow-up workshops to provide further mentoring and support needed.

English for the Workplace

The English for the Workplace component builds language skills that are essential for success in any professional setting. Participants acquire basic business English proficiency in all four skill areas (speaking, listening, reading, and writing) through AMIDEAST’s learner-centered, communicative approach to English language development. Special emphasis is placed on business contexts such as meetings, email correspondence, telephone interactions, presentations, and report writing. In addition, skills for communicating across cultures help prepare participants for the global workplace. Participants are assessed upon entry and placed in a beginning, elementary, or pre-intermediate language group. They then complete four 45-hour courses (180 hours), representing two proficiency levels, and exit the program with a solid foundation in the English language that increases their chances for employment. AMIDEAST administers the internationally recognized TOEIC (Test of English for International Communication) to all participants upon program completion, and provides TOEIC certificates to be included in their job portfolios.

Computer/ICT Skills

Based on their individual entry levels, *Skills for Success* participants develop computer/ICT skills and confidence through needs-based modules that focus on the newest versions of Microsoft Office applications—including Word, Excel, PowerPoint, and Outlook—as well as on Internet fundamentals. Participants are required to apply these skills in their *Skills for Success* assignments and activities, including as they research online networks and resources for their job search and ongoing development. This 50-hour component is delivered in AMIDEAST’s computer labs, where participants work on projects individually and in teams.

Professional Skills

Participants also develop a range of skills essential to workplace success in a series of modules specifically adapted to the needs of women preparing to enter the job market. Session topics include finance basics, time management, critical thinking, decision-making, and business etiquette. In addition, participants build skills relevant for commonly available jobs and adapted to their interests through sessions in such areas as customer care, sales, administrative skills, and entrepreneurship. All workshops include hands-on activities in which participants have the opportunity to develop teamwork capabilities and apply what they have learned in simulated work environments. Women leaders representing a range of sectors in the community are guest speakers in this component.



Job Search Strategies

This *Skills for Success* component begins with participants' reflection on their individual capabilities as a prerequisite for identifying their own competitive advantages and refining their employment goals. The steps to a successful job search are covered, including résumé development, job search tactics, interview skills, and salary negotiation. Information about online networks and job search sites for their own context is incorporated throughout the training. Participants complete the program with the tools and confidence needed to pursue their goals, taking into account challenges and opportunities for women seeking employment today. Those who do not have Internet access at home are invited to use AMIDEAST's computer labs, as available. HR representatives from relevant companies with potential job opportunities are guest speakers in this component.

	Component	Hours	Materials & Topics
1	English for the Workplace	180	<ul style="list-style-type: none"> • Open Mind textbook series (Macmillan) • 4 courses, 45 hours each, two proficiency levels • Communication skills for professional and personal uses • Listening, speaking, reading, writing skills • Vocabulary, pronunciation, grammar practice • Study skills and life skills
2	Computer/ ICT Skills	50	<ul style="list-style-type: none"> • Intel modules, adapted • Computers and operating systems • Internet and email • Word processing • Spreadsheets • PowerPoint presentations • Project planning • ICT skills for business and entrepreneurship
3	Professional Skills	50	<ul style="list-style-type: none"> • Personal management skills • Critical thinking skills • Decision-making skills • Communication for the workplace • Job-specific skills (customer service, administrative skills, sales) • Entrepreneurship awareness • Women in the workplace
4	Job Search Strategies	40	<ul style="list-style-type: none"> • Preparing for a job search • Doing a job search • Linking with employers • Exploring internships • Beginning a new job

III. Program Implementation

Following the official launch of the **Skills for Success® - Employability Skills for Women** program in October 2014 by the Union for the Mediterranean (UfM), AMIDEAST initiated full program planning in Lebanon. The *Skills for Success* teams laid out well-coordinated plans for program advertisement and promotion, participant recruitment and selection, curriculum development, trainer orientation, logistics preparation, training implementation, and program evaluation. The teams consisted of the *Skills for Success* coordinator, support staff, and trainers, overseen by AMIDEAST’s Regional Director of English Language Programs.

Program Timeline

Timeframe	Activities
October 2014	Launch of <i>Skills for Success</i> at the UfM's conference: <i>Women's Socioeconomic Empowerment: Projects for Progress</i>
December 2014 - March 2015	Develop recruitment strategy; draft application; prepare promotional materials; disseminate announcement; adapt <i>Skills for Success</i> curriculum to the target audience
April 2015 - May 2015	Receive and review applications; interview candidates; select participants for the Beirut class ; contact potential local partners for collaboration
June 2015 - September 2015	Hold orientation session for Beirut class; train participants in four components; monitor training and program implementation
September 2015 - December 2015	Hold orientation sessions for Tripoli classes (Groups 1 and 2); train participants in four components; monitor training and program implementation
September 2015 - January 2016	Hold orientation session for Tyre class; train participants in four components; monitor training and program implementation
February 2016 - May 2016	Hold orientation session for Baakline class; train participants in four components; monitor training and program implementation
March 2016 - June 2016	Hold orientation session for Tripoli class (Group 3); train participants in four components; monitor training and program implementation
September 2015 - Present	Participants in the different groups begin job search and implement personal development plan
April 2016 & June 2016	Hold follow-up sessions for the groups - to assess participant job status, success indicators, and further support needed
June 2016 - August 2016	Project wrap-up and graduation; complete evaluation and final report

Program Promotion & Advertisement

AMIDEAST's promotional strategies for *Skills for Success* in Lebanon involved social media (AMIDEAST and partner Facebook pages), local press (including newspaper ads and articles, local television interviews, local radio ads and interviews), NGO websites, and targeted meetings with relevant organizations. For this purpose, AMIDEAST developed informational materials with UfM co-branding and translated into Arabic and French, with mention of funders included. (See **Annex 2**.) The UfM also provided special flyers and banners to be used in this phase. Once program implementation was underway, AMIDEAST highlighted the program and participants through press releases, newsletters, and social media. The UfM-organized regional launch of *Skills for Success* took place in Beirut, Lebanon on October 2014, with the top leadership of the UfM and AMIDEAST present, as well as representatives from **PepsiCo** and regional/local organizations committed to women's economic empowerment.

Promotional and recruitment efforts resulted in the marked interest of various national and local organizations in Lebanon in supporting the program by, for example, disseminating information and applications through their own networks.

Skills for Success Advertising and Promotional Strategies

- Print materials (flyers, banners – provided by UfM; announcements)
- Social media – AMIDEAST Facebook
- AMIDEAST website
- Local press (including newspaper ads and articles, local television interviews, local radio ads and interviews)
- NGO websites and networks
- Ministries and national organizations

Local Partners for Skills for Success Collaboration

Lebanon
<ul style="list-style-type: none">• Ministry of Labor• Imam Sadr Foundation• Ruwwad Al Tanmeya• Institute of Progressive Women (IPW)• National Library of Baakline

Participant Recruitment

AMIDEAST targeted selecting 90 young women as program participants in Lebanon. *Skills for Success* in Lebanon was intended for economically disadvantaged young women who had completed high school, had not been able to attend a postsecondary educational institution, and were unemployed and interested in working. The application procedure consisted of completing a written application in Arabic (see **Annex 3**), submitting requested documents (copy of ID, copy of highest achieved degree, passport-sized photo), participating in a group interview, and taking an English language placement test.

AMIDEAST recognized that this would be a challenging audience to reach, given that these young women are not normally a part of recognized educational or professional networks. Thus, it made use of a variety of strategies and partner links to disseminate the program announcement and application. The most successful approach proved to be working through collaborating with local organizations in different regions in Lebanon that help serve youth and women (Imam Sadr Foundation in Tyre, Ruwwad Al Tanmeya Organization in Tripoli, Institute of Progressive Women and the National Library of Baakline in Baakline). AMIDEAST also held information sessions, both at the premises of these organizations and at AMIDEAST offices, during which interested candidates could receive help in completing their applications.

Due to the difficult personal situations of many applicants (e.g., women who were not able to continue their studies for financial reasons), AMIDEAST adjusted the age requirement from 18-21 to that of 18-35, allowing more women in need of the program in Lebanon to apply. This

resulted in an increased number of applications from diverse women in the different regions in Lebanon.

AMIDEAST anticipated that ensuring the candidates' commitment to the 4-month intensive program would be a challenge, given the young women's educational background and family obligations. The interview provided an opportunity to discuss program requirements and assess applicants' ability to commit to *Skills for Success*. In the end, the 99 participants who completed the program were very committed throughout, with a very low absence rate overall, even given the long distances many traveled daily to reach the training venues. A larger challenge was the transportation needed for the women with many residing in communities far from the training venues and being unable to afford daily trips. Fortunately, the participants managed their own transportation by using public transportation (buses).

As part of the program kick-off, AMIDEAST held a 4-hour orientation session for each of the cohorts in Lebanon to prepare the selected participants for the *Skills for Success* components, training approach, program requirements, and daily logistics. This session also provided an opportunity to administer a pre-assessment survey, as well as introduce the staff and trainers in each location.

A total of 120 were selected and began the program, with 99 completing it. These totals represent a 17.5% attrition rate. The profiles of the selected participants are summarized in *Section IV – Participant Profiles*.



Curriculum Development

For the **Skills for Success® – Employability Skills for Women** program, AMIDEAST used its core employability skills curriculum that includes variable hours of English language training according to the proficiency levels of participants, computer/ICT skills modules, professional skills training, and job search workshops. The curriculum was adapted and made relevant and appropriate for an all-female audience aged 18-35. Content areas such as communication skills, decision-making, and job search strategies were largely based on women's perspectives and realities in today's workplace. Special modules addressing challenges and issues facing women at work were developed for the *Skills for Success* training. In addition, guest speakers who highlighted challenges and opportunities for women in different sectors were incorporated into the program.

Training Approach

AMIDEAST's *Skills for Success* training is based on a learner-centered, interactive approach in which teachers and trainers continually adapt course content to the participants' needs and engage learners in a wide variety of activities. Participants learn and practice essential skills that they can use in everyday social and work contexts. AMIDEAST's classes, customized instruction, and multi-media learning resources help participants develop their English language, computer/IT, professional, and job-related skills within a supportive environment.

The program trainers are experts in their fields and trusted educators with whom AMIDEAST has worked in various successful programs. All trainers for computer/ICT and professional skills components are Arabic speakers. For the different cohorts for the program in Lebanon, the training team consisted of: 4 English language teachers, 4 ICT trainers, and 5 professional skills/job-search trainers. These crosscutting teams collaborated regularly and further linked the different topics and skill areas meaningfully during the training.

Skills for Success participants were divided into six groups of approximately 18 participants, with Tripoli and Baakline having an average of 20, due to greater need in those areas. In the non-English-language components, training was delivered in Arabic, with English increasingly incorporated into lessons as the participants progressed in their language skills.

Delivery Schedule & Calendar

The program was delivered over approximately four months: Beirut: June 2015 to September 2015; Tripoli (Groups 1 and 2): September 2015 to December 2015; Tyre: September 2015 to January 2016; Baakline: February 2016 to May 2016; Tripoli (Group 3): March 2016 to June 2016. Training was held five days per week, and 4-5 hours per day, including breaks. English classes were first introduced, which proved motivating for the participants, with computers/ICT skills added in the third week. Professional skills training was then phased in, followed by job search skills, as the culminating segment of the program. (See **Annex 4** for a sample calendar of training.)

IV. Participant Profiles

The table below summarizes the profiles of the selected participants for *Skills for Success* in Lebanon (120 women) at the start of the program.

Training Location	Beirut	Tyre	Tripoli	Baakline	Comments
Age Range	19 - 36	19 - 28	21 - 35	19 – 45	Majority of women were in the younger, 19-22 years, range.
Training Premises	AMIDEAST premises in Downtown (Center)	Imam Sadr Foundation (South - 90 km from Beirut)	Ruwwad Al Tanmeya (North - 85 km from Beirut)	National Library of Baakline (South - 48 km from Beirut)	These training premises were made possible through partnerships AMIDEAST set up for the project.

Education Level	Secondary school diploma, 28% had university degrees	Secondary school diploma, 37% had degrees from technical institutions	Secondary school diploma; 32% had degrees from technical institutions	Secondary school diploma; 44% had degrees from technical institutions	Most had not pursued university studies due to financial, academic, or personal reasons.
Job Status	All unemployed	All unemployed	All unemployed	All unemployed	Criteria for applying to this program.
Special Circumstances	During the program, 1 lady got an internship at the Central Bank of Lebanon	Several women got married during the program. One divorced woman got support from "Justice Sans Frontiere".			AMIDEAST worked with local organizations for further support.

V. Program Monitoring & Evaluation

M&E Overview

AMIDEAST used a mixed-methods monitoring and evaluation (M&E) plan for *Skills for Success* to track participant progress, monitor program quality, measure outcomes, and report on lessons learned and recommendations. AMIDEAST monitored the delivery of the program through ongoing participant feedback, attendance records, class observations, trainer meetings, and course evaluations.

Participants were tracked throughout the program to verify that they were achieving the intended learning objectives. They were assessed continuously and at the end of each component through oral, written, and project-based assessment. In addition, participants developed job portfolios that included their job-related goals, job search tools, project samples, and self-assessments. This portfolio, along with a culminating project/presentation, was part of their final evaluation. The TOEIC (Test of English for International Communication) was administered at the end of the program in all regions to provide all participants with an international measure of their English language proficiency and help them further consider their job options.

AMIDEAST also administered a pre- and post-program self-assessment measuring the participants' perception of changes in their own skills, job readiness, and confidence due to *Skills for Success*.

At approximately the 4- to 6-month point after the training phase, AMIDEAST held follow-up sessions to gather information about the graduates' job status and employment options, as well as to provide refresher workshops and discuss challenges faced by the women in their job search. (Note that follow-up has not yet been held for the two groups who completed training in June 2016.)

Evaluation Design

AMIDEAST’s M&E design for *Skills for Success* combined the Kirkpatrick 4-level evaluation model³ and the *Employment Training/Workforce Development Program* outcome monitoring process by the Urban Institute/The Center for What Works. The focus from the latter was on the “intermediate outcomes”, ending with job placement data at the 3-8-month point following training. “End outcomes” – i.e. increased employment retention, increased earnings, and increased self-sufficiency – are not covered here since these would require a longer-term evaluation, beyond the scope of this project.

Evaluating Skills for Success Outcomes

(Intermediate Outcomes)



Evaluation Means

Outcome		Indicators	M&E Tools	Frequency
Client satisfaction	1	Percent of participants satisfied with the employability training program	Feedback survey	Once: end of program
Clients enroll in the program	2	Number of participants enrolling in the training program	Enrollment spreadsheets	Once: start of program

³ The Kirkpatrick training evaluation model is based on four levels: Level 1 = client satisfaction; Level 2 = participant learning; Level 3 = impact on behavior/skills; Level 4 = organizational change.

Increased skills and confidence	3	Number and percent of participants passing skills assessments	Quizzes, tests, graded tasks, final projects	Ongoing, throughout training and at end of program
	4	Number and percent of participants perceiving change in skills and confidence	Pre- and post-assessment	Twice: start and end of program
Program completion	5	Number of participants who complete the training	Attendance spreadsheets and assessment reports	Ongoing and at end of program
Increased employment options	6	Number of job applications submitted	Survey	Once: 4- to 6-month point following training
	7	Number of job interviews held		
	8	Number of job offers received		
Increased educational pursuits	9	Number and percent of participants planning to enroll in degree or diploma studies due to program	Survey	Once: 4- to 6-month point following training
Increased job placement	10	Number and percent of participants placed in jobs or internships	Survey and focus groups	Once: 4- to 6-month point following training

Evaluation Results

Outcome – Client Satisfaction

Indicator 1 – Percent of participants satisfied with the employability training program

The final program feedback was gathered through a 5-point-scale survey (see **Annex 5**) that included 38 items to assess participants’ satisfaction with the relevance and usefulness of the training program for the four components, trainers’ competence, and program administration by AMIDEAST. The feedback survey was administered in Arabic, with a total of 76 participants completing it on the last day of the training.

The results of the survey indicate that participants were highly satisfied with the program, with 73% stating that *Skills for Success* had helped prepare them for their future jobs. A sample of the results is presented below with the percentage of *strongly agree/agree* responses by participants for items representing the overall program, as well as individual components.

Sample Survey Items		Strongly Agree / Agree (%) Lebanon
1	Overall, I have found this program helpful and relevant for my needs.	75
2	Skills for Success has fulfilled my expectations of an employability program.	74
3	I believe this program has helped prepare me for my future job.	73
4	I feel my English language skills have developed significantly in this program.	72
12	I feel the computer skills I have developed will help me achieve my job goals.	69
19	I feel the professional skills I have developed will help me achieve my job goals.	76
23	The Life Management module was helpful and relevant for me.	76
26	The Customer Service module was interesting and relevant for me.	72
29	The Entrepreneurship module was interesting and relevant for me.	74
30	The Women in the Workplace sessions were interesting and relevant for me.	73
31	I feel my job search skills have developed significantly in this program.	74
32	I feel my new job search skills will help me achieve my job goals.	75
38	The training center provided a suitable environment for learning.	77

Outcome – Clients Enroll in the Program

Indicator 2 – Number of participants enrolling in the training program

	Lebanon
Number of participants enrolled at start of the program	120

AMIDEAST planned for possible attrition by selecting over 90 (the targeted number of graduates), and adding alternates during the first two weeks of training, as needed.

Outcome – Increased Skills and Confidence

Indicator 3 – Number and percent of participants passing skills assessments

The skills assessment plan within the four components of *Skills for Success* is summarized below. Based on ongoing and final assessment means – quizzes, tests, graded tasks, and projects – participants’ progress was monitored and tracked. A passing grade of 70% was expected across all components, with weight distributed according to the comparative length of each. Participation and attendance were also taken into account in each participant’s final assessment.

	Assessment Focus	Assessment Means	Frequency	%
1	English Language Skills	In-class tasks Ongoing and final assessments	Ongoing End-of-course	25%
2	Computer/ICT Skills	In-class tasks Final project	Ongoing End-of-course	15%
3	Professional Skills	In-class tasks Final project	Ongoing End-of-course	20%
4	Job Search Skills	In-class tasks Job skills checklist and portfolio	Ongoing End-of-course	20%
5	Participation	In-class contributions and teamwork	Ongoing	10%
6	Final Presentation (integrated skills)	Showcase of participants' exit skills, with grading rubric	End-of-program	10%
TOTAL				100%

All 99 participants who completed the program demonstrated increased skills across the four components, with a minimum final grade of 70%, from “good” to “excellent”.

	Component	Final Grade Range	Average Final Grade
1	English for the Workplace	70 – 95%	77%
2	Computer/ICT Skills	70 – 100%	75%
3	Professional Skills	70 – 95%	78%
4	Job Search Strategies	70 – 100%	81%
	Overall	70 – 100%	78%

TOEIC – Test of English for International Communication

The TOEIC (Test of English for International Communication) test is a standardized, internationally recognized English-language proficiency test for people whose native language is not English. It measures the everyday English skills of people working in an international environment. The scores indicate how well people can communicate in English with others in business, commerce, and industry. The test does not require specialized knowledge or vocabulary beyond that of a person who uses English in everyday work activities. Test takers receive an official score report, as well as a TOEIC Certificate of Achievement.

AMIDEAST administered the TOEIC Listening & Reading test to all participants completing the *Skills for Success* program at the end of the training. Since their progress in the English language was evaluated throughout the program, through both formative and summative assessment, the TOEIC was *not* used to measure their program-specific language gains. Rather, the TOEIC provided participants with both the experience of taking a standardized skills test and information about their English language proficiency on an international scale. The graduates could then include their scores in their resumes and job portfolios, as well as plan for further skills development based on specific jobs targeted.

TOEIC Score Correlation

Test Section	Total Score Range	CEFR* Correlation (Minimum Score)					
		A1	A2	B1	B2	C1	C2
TOEIC Listening	5 – 495	60	110	275	400	490	---
TOEIC Reading	5 - 495	60	115	275	385	455	---
TOTAL	990	120	225	550	785	950	(950+)

*CEFR = Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages (CEFR) is a widely used scale for defining language levels based on “can-do” statements for everyday and work-related communication functions. The corresponding language levels are generally described as: A1 = beginning/elementary, A2 = pre-intermediate, B1 = intermediate, B2 = intermediate/upper intermediate, C1 = upper intermediate/advanced, C2 = advanced/native speaker.

Skills for Success participants began the program primarily at the low/mid A1 level (beginning/elementary). The 180-hour English language component represented two proficiency levels on the beginning to advanced range, based on in-course assessments. Using this ongoing (non-TOEIC) assessment, participants exited the program at a pre-intermediate (A2+) to upper intermediate (B2) range, depending on their entry levels.

TOEIC Scores of Participants

	TOEIC Score Range	TOEIC Listening Mean Score	TOEIC Reading Mean Score	TOEIC Total Mean Score	CEFR Equivalent - Total Mean
Beirut	265 - 940	323	262	542	B1
Tyre	185 - 395	165	118	281	A2+
Tripoli	165 - 775	204	150	345	A2+
Baakline	270 - 770	277	158	429	A2++
TOTAL	165 - 940	242	172	399	A2+

The TOEIC scores in the different cohorts varied greatly and did not necessarily correlate with the proficiency levels determined by the English language teachers at the end of the program, based on continuous and multi-skill assessments. In general, terms, the TOEIC results reflected an increase in the participants’ proficiency from a beginning/elementary level to a pre-intermediate/intermediate level, which is the minimum range expected for employment in entry-level jobs requiring English. However, approximately 5% of the participants had a total TOEIC score of below 225, which does not reflect the documented progress made during the program. These results could be partially due to the high level of stress and apprehension many participants felt about taking a two-hour formal test. AMIDEAST teachers had oriented the women on the TOEIC, but perhaps more time should be devoted to test-taking strategies - skills that could benefit the participants in the future beyond the TOEIC experience.

It is also important to note that the participants’ TOEIC listening scores were consistently higher than their reading scores. Approximately 90% had higher listening scores, a pattern that, in fact, corresponds to the heavy emphasis in the *Skills for Success* English language component on oral communication skills (listening and speaking); with significantly more practice in these than on reading and writing. Such results may also indicate a need for more

balance in covering the four language skills in the program, with more attention given to common on-the-job written texts and documents required in English.

Outcome – Increased Skills and Confidence

Indicator 4 - Number and percent of participants perceiving change in skills and confidence

In order to measure the *Skills for Success* participants’ attitudes about the training and their perceptions of its impact on their skills and confidence for pursuing their job goals, a pre- and post-program self-assessment survey was administered at the start and end of the program, respectively. The survey was based on a set of indicators covering the skill areas and confidence levels participants were expected to acquire by the end of the training program.

The following are sample items from the pre- and post-program survey, using a 5-point scale (*extremely, very much, somewhat, a little, not at all*). (See **Annex 6** for the full survey.)

Confidence in Seeking Work

		4	3	2	1	0
1	I am confident in my ability to find a good job.					
2	I now know the career path I should pursue that is most suitable for my capabilities and interests.					
3	I can set personal and job goals for myself.					
4	I know how to assess my own skills in deciding if an available job is appropriate for me.					
6	I know a lot about current job opportunities in my local area.					
7	I know about different sectors and companies that are growing in my city and country.					
8	I am familiar with different means of searching for available jobs, such as through online job sites.					

Preparedness for Job Search Process

10	I know how to prepare a professional resume and cover letter.					
11	I am able to change my resume and cover letter for different types of jobs.					
12	I feel confident in answering job interview questions related to my personal qualities, interests, and ambitions.					
13	I know how to behave professionally in following up with employers regarding my job application					
15	I am aware of my assets that distinguish me as a job applicant.					

Development of On-the-Job Skills

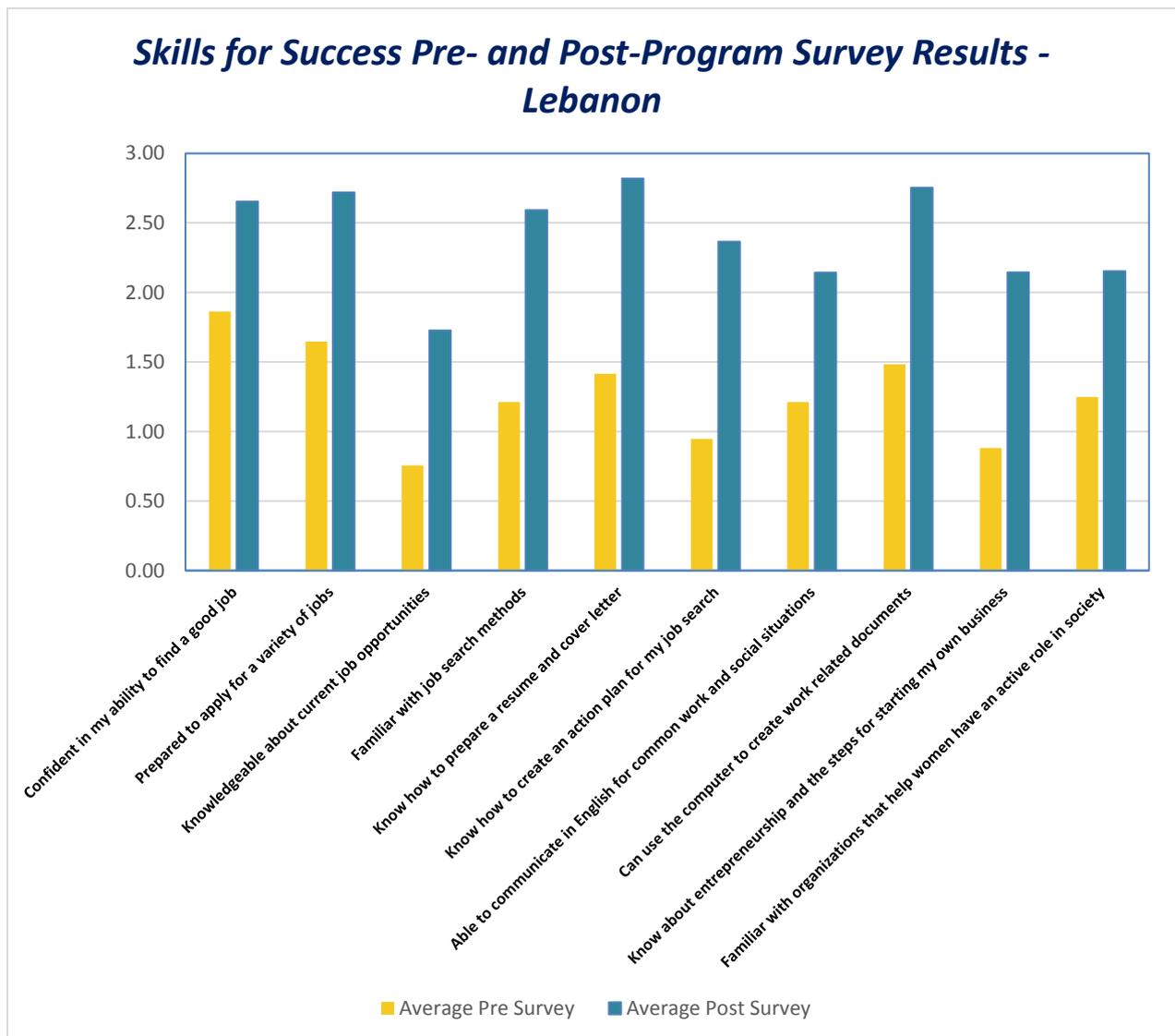
20	I feel confident I can communicate professionally with different clients and colleagues in a new job.					
21	I am able to communicate in English for common work and social situations.					
23	I can use the computer to create common documents used in applying for and starting a new job.					
25	I can manage my time efficiently in order to accomplish my daily and weekly tasks, both personal and job-related.					

27	I am able to work well on a team and contribute successfully to the team goals.					
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Awareness of Women’s Rights at Work

37	I am familiar with local labor laws and workers’ rights in my country.					
39	I am familiar with workplace policies regarding harassment on the job.					
40	I am aware of common issues affecting women’s ability to find and keep decent work.					
41	I am familiar with local organizations that help women have an active role in their community and society.					

Comparison of Pre- and Post-Program Survey Results



The results of a comparison between the pre- and post-program survey responses shows that there is a significant difference in the women’s preparedness and confidence by the end of the program. The participants’ responses on the post-program survey are at the higher end of the survey scale (i.e. *extremely* and *very much*) versus their responses on the pre-program survey, which tended to be at the lower end of the scale (i.e. *somewhat, a little, not at all*). Such results strongly reflect the participants’ belief in the usefulness of the training provided.

Pre and Post Survey Results (Sample)	% Increase
I know how to create an action plan for my job search.	150%
I know about entrepreneurship and the steps for starting my own business.	144%
I am knowledgeable about current job opportunities in my area.	128%
I am familiar with job search methods.	114%
I know how to prepare a resume and cover letter.	99%
I can use the computer to create work-related documents.	86%
I am able to communicate in English for common work and social situations.	77%
I am familiar with organizations that help women have an active role in society.	73%
I feel prepared to apply for a variety of jobs.	65%
I am confident in my ability to find a good job.	42%

Outcome – Program Completion

Indicator 5 – Number of participants who complete the training

	Beirut	Tyre	Tripoli	Baakline	Total
Number participants who completed the program successfully	18	14	40	27	99

In Beirut, where 20 participants began the program, 2 women dropped out. This represents a 10% attrition rate. In Tyre, 16 women began the program, with 2 dropping out. This represents a 13% attrition rate. In Tripoli, 57 women began the program, with 17 dropping out, mostly due to family restrictions and personal challenges in this very underprivileged area. This represents a 29% attrition rate. In Baakline, 27 women began the program, with no drop outs. The women who discontinued the program did so mostly due to the academic rigor of the program, transportation access, family obligations, or personal issues.

It is worth noting that among the 99 participants who went on to complete the *Skills for Success program*, attendance was consistent and the commitment was high. As mentioned earlier, many women traveled over an hour to/from the training venue to attend an intensive and rigorous program five days per week.

Outcome – Increased Employment Options

Indicator 6 – Number of job applications submitted

Indicator 7 – Number of job interviews held

Indicator 8 – Number of job offers received

After the training phase ended, AMIDEAST held follow-up sessions for the different cohorts in Beirut, Tyre, and for Groups 1 and 2 in Tripoli – about 4 to 6 months following the completion of the program. Two cohorts, in Baakline and Tripoli (Group 3), completed the program in June 2016, so their follow-up sessions have not been held yet. These gatherings provide an opportunity for the women to exchange their post-training experiences, to share challenges and successes, and to discuss further types of support needed. AMIDEAST was also able to administer a follow-up survey (see **Annex 7**) and hold small focus groups to gather data about the graduates' job status, employment options, and plans.

Beyond job placement, the data collected focused on different types of program impact on the women's decisions and paths linked to increasing their work opportunities in the near and more distant future. It is critical to note that, as high-school or technical-school graduates without a university degree, the majority of participants began *Skills for Success* without ever having done a job search, completed a job application (including a resume and cover letter), or experienced a job interview. Several participants had held jobs before the program, but all were unemployed when they began the training. In addition to their limited knowledge and skills for decent employment, these young women face other significant familial, social, and financial obstacles to seeking and finding suitable jobs in their communities. For example, several face resistance from their parents or spouses, within a religiously conservative context, about pursuing jobs involving regular public contact (e.g., retail sales or restaurant work). Others cannot afford the transportation required for more distant job options or for the business attire expected in many jobs.

Therefore, AMIDEAST measured program impact in different ways, to assess not only job placement by the end of the project period, but also the participants' post-program ability to confidently look for work, consider different job paths, and even continue their education to more significantly increase their employment opportunities in the future. In fact, an "unintended outcome" of *Skills for Success* was the very high number of participants who decided to pursue a university degree or short-term diploma once they assessed their own potential and goals within the program. Around 81% of the participants surveyed expressed an interest to pursue further education. Such outcomes contributed to a broader analysis of program impact by AMIDEAST, as well as to several recommendations for future such initiatives.

It is also noteworthy that the follow-up evaluation took place 4-6 months after the end of the training phase in Beirut, Tyre, and for Groups 1 and 2 in Tripoli, while the women continue to look for work and/or pursue further studies. AMIDEAST also continues to provide support to the graduates, linking them to potential employers and providing them with updated information about the local job market. AMIDEAST anticipates that the program impact will continue in the months and year/s ahead, with more *Skills for Success* women entering the workforce and, eventually, improving their financial situations.

AMIDEAST Post-Program Support for Employability

- Linking graduates with local job fairs and informing them of participating companies
- Sharing databases of local companies with graduates
- Informing local companies of graduates and sending their resumes of graduates
- Informing graduates of internship opportunities (including at AMIDEAST)
- Linking interested women with opportunities for entrepreneurship training
- Inviting more than 10 career counselors and advisors to give advice to participants on the graduation day that will be take place in August 2016.

By the end of the follow-up evaluation phase for the four cohorts surveyed, 75% were still actively looking for work. Others had found internships (15%), and considered returning to school (81%). Among the group of job seekers, 44 % had found employment by the end of the project period.

Following the Entrepreneurship Basics module in *Skills for Success*, several women expressed interest in pursuing this path. AMIDEAST provided further information about online links, resources, and training programs related to entrepreneurship. However, it is still too soon to assess whether any of the graduates will formally pursue starting their own business.

The following table summarizes the job search status and employment options of the women in the four cohorts who were able to take the evaluations at the 4- to 6-month point following the end of *Skills for Success* training. (Data from two groups that finished in June 2016 will be gathered later.)

LEBANON		
Job Applications		
Number of participants submitting job applications.	No.	%
	39	67%
Number job applications submitted	147	
Average number per participant	4	
Sources for job ads	<ul style="list-style-type: none"> • Internet search • Newspapers • Job fairs • Word of mouth 	
Types of jobs applied for (in order of frequency)	<ul style="list-style-type: none"> • Administrative – 23% • Education – 25% • Tourism – 15% • Retail/sales – 7% • Government – 5% • Health care – 5% • Child care – 5% • Manufacturing – 5% • Other – 10% 	
Job Interviews		
Number participants interviewed	No.	%
	33	57%
Number interviews held	60	
Job Offers		
Number of participants offered jobs	No.	%
	35	60%
Types of jobs offered (in order of frequency)	<ul style="list-style-type: none"> • Administrative – 25% • Retail/sales – 15% • Education – 15% • Other – 11% • Child care – 10% • Health care – 10% • Tourism – 7% • Government – 7% 	

Reasons for not accepting job offers

- Family resistance
- Distance from home
- Working conditions
- Low pay
- Marriage, pregnancy
- Decision to continue education

Outcome – Increased Educational Pursuits

Indicator 9 – Number and percent of participants enrolled in degree or diploma studies due to program

	Lebanon	
	No.	%
Number and percent of participants who have decided to pursue further education due to program	39*	67%

**From those who completed training over 6 months ago.*

Skills for Success focuses heavily on personal development, self-assessment, decision-making, and goal-setting throughout the program. For these young women, such a focus was largely new for them, with trainers commenting regularly on the transformative effect of the respective sessions and activities on the women, individually and as a group. Several participants expressed that they had never been asked about their personal and professional goals and priorities before the program. In the process, a significant number decided that returning to school and pursuing higher education – at a university, community college, or technical school – was critical for their future job prospects. Therefore, due to this unintended outcome, AMIDEAST added an indicator linked to educational pursuits (resulting from the program) to the evaluation plan.

In the follow-up surveys, a remarkable 67% in the four cohorts surveyed to date had made this decision by the end of the program. These women have decided to continue their education, at some level, to significantly improve their chances of finding meaningful work in the future. AMIDEAST considers this outcome a measure of program success and has included recommendations in this report related to such a result.

Outcome – Increased Job Placement

Indicator 10 – Number and percent of participants placed in jobs or internships

The analysis of the percent of graduates who have successfully found work is done against both the total number of participants and the total number of job seekers in each group. This is an important distinction, considering that a significant number of women decided to return to school because of the program, thus postponing their job search until a later period. In addition, several women interrupted their job search for personal reasons (e.g., pregnancy) or due to their plans to continue their studies. The other graduates in Lebanon began actively looking for work once the training ended. The information gathered by the end of the evaluation period is summarized below. AMIDEAST plans on following up with all graduates approximately one year after the end of the program.

Job Placement among Graduates by the end of the Evaluation Period

Job Placement among Graduates	%
Number and percent of participants placed in formal jobs	35%
Number and percent of participants placed in internships	15%
TOTAL	50%

In the follow-up survey and focus groups, *Skills for Success* graduates discussed the main obstacles affecting their ability to find work. The most salient factors the women shared are the following.

Obstacles to Finding Decent Jobs

- Limited education for many available jobs
- Familial and social resistance to women holding certain jobs
- Lack of financial resources for such work-related needs as business attire and transportation
- Distance of available jobs
- Poor working conditions and/or low pay for jobs offered to the women
- Lack of formal contracts for jobs offered to the women
- “Corruption” (as stated by the women), or the need for connections to find decent jobs



Examples of Job Placement for Skills for Success Graduates

Name	Position	Company	Participant Feedback
Layal Ramadan	<i>Administration Associate</i>	ESSD, Klimanso, Beirut	“Many tasks in my new job became easier after I participated in Skills for Success. Now I know how to use Excel and Word well. In addition to computer skills, the communication skills that I acquired helped me to build new beneficial connections.”
Amar Al Zaman Salloum	<i>Sales Person</i>	Abou Samra Copy Center, Tripoli	“My current job requires me to have good communication skills and to be punctual. Skills for Success enabled me to learn these skills. In addition, I learned that the customer is always right, which helped me to be more efficient in my work. Skills for Success gave me the skills to apply for a new job, like the usage of the computer and writing a resume.”
Ranin Mohamad Ali Reslan	<i>Sales Person</i>	AROB for Insurance, BLOM Bank, Beirut	“The Skills for Success program gave me beneficial skills and helped me prepare for the interview for my job. I used some skills in the interview like body language, confidence, and how to speak professionally. I was able to overcome the fear that most people feel during the interview.”
Ghinwa Adel Rachid	<i>Teacher</i>	Private School, Tripoli	“I knew what the interviewers in the interviews wanted to know and how they looked at us. Thanks to Skills for Success, that gave me the opportunity to know their secrets. I learned how to reply to the questions well, which led to a job offer.”
Aline Jihad Al Mlhem	<i>Reception</i>	Ramar Hotel, Tripoli	“I am using 80% of the program’s benefits in my reception position in the hotel. After this amazing program, I am able professionally to answer phone calls, talk to the customers, smile properly, and use the computer. The most important thing I want to say is that this program gave me what my major or university in general did not give me. It gave me the skills needed to be a professional employee.”

VI. Challenges, Lessons Learned, & Recommendations

Challenges & Lessons Learned		Recommendations
1	Female high-school graduates in the MENA countries have a particularly difficult time finding employment – especially in the more underprivileged areas like Tripoli, in contexts where university graduates also face high unemployment. Furthermore, along with other obstacles mentioned in this report, these young women generally lack the experience and maturity to make sound job choices. <i>Skills for Success</i> tackled these challenges in its content and approach, but the realities of pursuing decent work with a high-school education can further inform future programs.	Make further adjustments to the <i>Skills for Success</i> program to create two distinct versions: one for high-school graduates that focuses more on personal development and decision-making, and that also includes educational pursuits as a targeted outcome; one for university graduates with the same core design as the current program, but focusing on higher-level jobs/skills.
2	The intensity and rigor of the training program was challenging for these young women, although that in itself helped prepare them for the workplace. However, they could benefit from more time to reflect on their development, to apply their new skills, and to learn from a job search and real-world workplace experience during the training phase.	Re-design the 320-hour program so that the training consists of three phases, e.g. 180 + 100 + 40 hours, with 2-4-week pauses between the phases. These “distance-learning” periods would have the participants begin their job search and experience an internship, with self-assessment and trainer guidance throughout. When training resumes, these real-world experiences would be incorporated into the participants’ goal setting and job search action plan. The final phase would also incorporate more direct mentoring for the women as they begin to focus their work options more.
3	Although many participants were generally similar in their profiles upon entry to the program, their individual abilities, interests, and job goals varied greatly. In addition, the experience of matching their own profiles to possible job paths, while using sound decision-making strategies, was new to them. AMIDEAST included an entrepreneurship module in this employability program, so that these women would be motivated to consider a broader range of work options. Participants were very interested in this new topic, which was only presented briefly within a very full curriculum.	<p>Following the core modules in the Professional Skills component – focusing on life management, decision-making, communication skills, etc. – adjust the curriculum to offer a menu of modules that participants choose from based on an increased awareness of their individual abilities, interests, and job goals.</p> <p>Expand the entrepreneurship module in the curriculum, providing both an introduction for all participants and a more in-depth “starting your own business” module to be included in the menu of options in the</p>

		second half of the Professional Skills segment.
4	The participants who completed <i>Skills for Success</i> were generally very committed to the program and to their own self-improvement. However, once the training ended, the level of motivation for some dropped significantly. This is understandable, considering the many challenges they face, but was also partly due to their own unrealistic expectations regarding entry-level jobs. The women needed greater awareness that such “lower-status” jobs represent a first step towards better employment. In addition, several faced resistance from parents regarding certain jobs for women. Such factors directly impacted the job placement results for the project.	Refine the selection process to assess further the applicants’ willingness and availability to work, gathering more specific evidence in the application and interview. Introduce a “letter of commitment” at the start of the program – to be signed by the participants and their parents, if applicable - that further emphasizes the aim of the program in preparing women to enter the workforce.
		Involve the parents/family of the selected participants from the start, ensuring that information about the program is shared with them and that any concerns or questions are dealt with in the first weeks. Focus on the women’s parents/family, and their perspectives about their daughters working, in the orientation session. Have parents sign a “letter of commitment”, along with the participants, as per above.
5	By the end of the project period, job placement for the graduates was still relatively low, despite taking into account that over a half had decided to return to school to further increase their employment options in the future. AMIDEAST continued to use various strategies to link the participants with local employers, in the hopes that more graduates would soon find decent jobs.	Involve potential employers in each context before the start of the training to collaborate on, e.g., further matching the skills covered with their companies’ needs. If possible, create agreements with employers for hiring a certain % of graduates who qualify for open positions.
		Adjust the job-readiness and job-search modules to focus more specifically on the types of jobs that are most attainable by these women, as evidenced by this first program. For example, several employed graduates are now working as administrative assistants, in hospitality, and in sales.
		Increase the sessions and time spent on linking HR representatives (as guest speakers, etc.) to the participants, and hold a mock job fair that includes “representatives” from local companies likely to hire the graduates.
6	The modules linked to women’s issues in the workplace were extremely well-received by the participants, particularly because for many, discussing, e.g., women’s labor rights was completely new to them. There was not enough time in the curriculum to cover such	Increase the focus and time devoted to the topics of women’s legal rights, women’s safety, and gender equality in the workplace in the curriculum – including more guest speakers and special events in these critical areas.

	critical themes sufficiently, considering these young women’s lack of information and awareness upon entering the program.	
7	Since the project ended, 6 months following the end of the training phase, most graduates have continued looking for work or pursuing their studies, to resume their job search afterwards. In the process, they are themselves learning many lessons, considering new employment options, and adjusting their work goals. Because the project evaluation has ended, such rich data about the graduates’ challenges and successes in the year ahead, with more implications for future programs, will not be captured.	Plan for a longer evaluation period and process that gathers longer-term data about outcomes and follows the graduates up to, e.g., two years after the program. Make use of this more extensive evaluation to contribute to important research about unemployed women and youth in the MENA region.



VII. Conclusions

Based on the program evaluation model used by AMIDEAST, *Skills for Success* had various levels of impact on the 99 participants in the different cohorts (Beirut, Tyre, Tripoli and Baakline), and was successful in achieving the following outcomes.

1. *Providing a useful and relevant employability training program*

Based on feedback surveys, participants were satisfied with the program overall, with the various components, and with AMIDEAST's administration of the program. Their feedback showed a high satisfaction rate with the usefulness of *Skills for Success* for participants' job search and placement.

2. *Ensuring that the targeted number of women complete the program.*

AMIDEAST recruited women who met the requirements, prepared them for the training, and supported them throughout, resulting in 99 participants in Lebanon successfully completing the program, which is higher than the target of 90 women.

3. *Improving the skills and the confidence of program participants.*

Based on a wide variety of assessment methods and tools to measure learning and attitudes, AMIDEAST gathered ongoing data on the participants' progress in the four core components (English for the Workplace, Computer/ICT Skills, Professional Skills, and Job Search Strategies), as well as on their own perceptions of increased skills and confidence due to the program. All 99 participants demonstrated improvements in their skills, with average final grades ranging from 70% - 100% in the four components. In addition, the pre- and post-program self-assessment results showed a significant difference in the participants' responses, providing clear evidence that they believed the program had brought about positive change in all skill areas and prepared them for a successful job search and work experience.

4. *Preparing participants to pursue employment options and find decent work.*

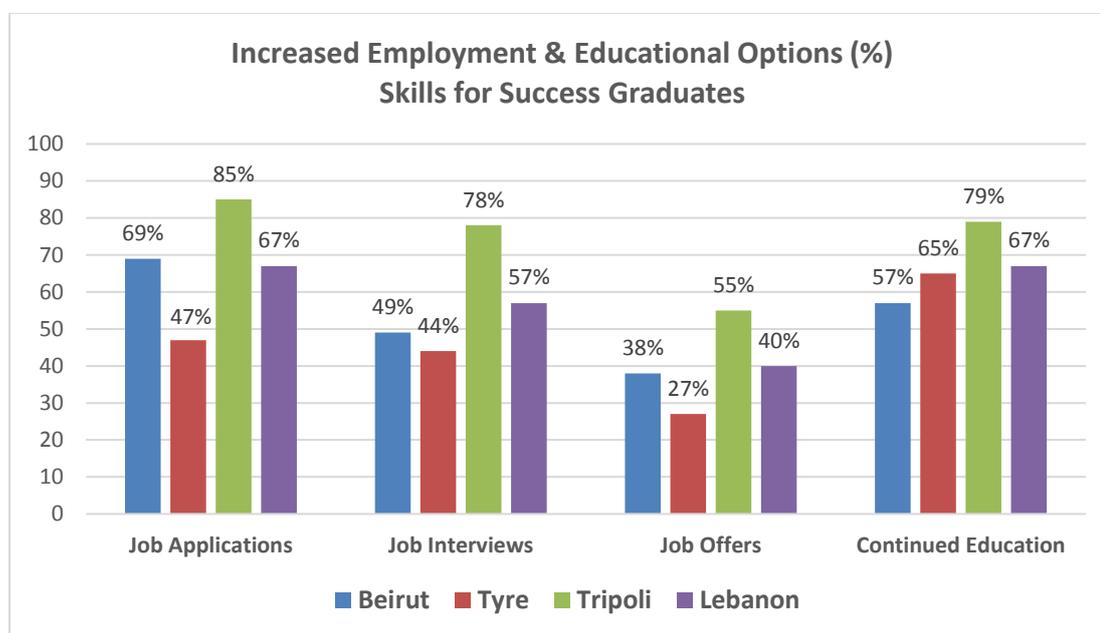
By the end of the program, all 99 participants demonstrated the ability to carry out a job search process, with the skills and tools to do online searches, create networks, complete job applications, draft a resume and cover letter, prepare for job interviews, follow up with potential employers, and respond to job offers. The women also left the program with increased awareness about matching their individual skills and interests to different job options, as well as about workplace issues affecting women. The vast majority of graduates began actively looking for work as soon as the training phase ended.

5. *Motivating participants to make decisions based on their goals, priorities, and abilities.*

Skills for Success graduates left the program with an increased awareness of their individual goals, interests, abilities, and challenges – as well as strategies to continue assessing these. They also demonstrated an increased ability to make decisions about their future based on various factors in their lives. As a result, a remarkable 67% of the participants surveyed to date made the decision to continue their studies in order to more significantly improve their employability in the future. Others laid out action plans for eventually moving from an entry-level job to a higher position, or considered entrepreneurship as a possible path forward.

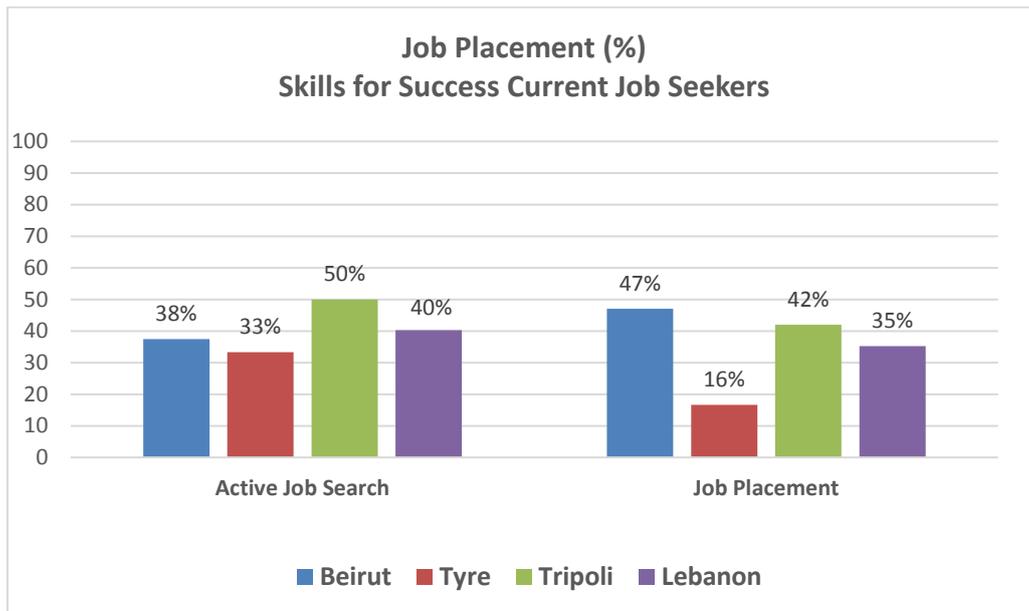
“I am using 80% of the program’s benefits in my reception position in the hotel. After this amazing program, I am able professionally to answer phone calls, talk to the customers, smile properly, and use the computer. The most important thing I want to say is that this program gave me what my major or university in general did not give me. It gave me the skills needed to be a professional employee.”

- Aline, graduate in Tripoli



In terms of direct job placement, *Skills for Success* has had a moderate degree of impact on the job status of graduates. By the 4- to 6-month point, 35% among those surveyed had found decent work and 15% had found internships in local companies, for a total 50%. The above graphs include only the participants who took the follow-up survey following the completion of the program. Therefore, this excludes the participants in Baakline and the third group of participants in Tripoli, as their training was completed in June 2016. Those who are working have positions in administration, retail/sales, education, hospitality, etc. The remaining graduates surveyed have either decided to enhance their education (67%) and/or continue to actively look for entry-level jobs (40%). Many of the women still face significant obstacles in pursuing their goals, such as resistance from parents, social stigmas about holding certain jobs, or lack of financial resources for the job search.

The following chart provides an overall summary of the current status of the graduates in the four cohorts surveyed. (This only includes the participants who took the follow-up survey and excludes the participants in Baakline and Group 3 in Tripoli, who ended training in June 2016.)



AMIDEAST continued to support the *Skills for Success* graduates following the training phase through such strategies as: linking graduates with HR representatives of local companies, informing graduates of job fairs and linking them with companies represented, helping graduates use job search websites, and keeping them updated about job and internship openings.

AMIDEAST will make use of the important lessons learned during the *Skills for Success* implementation to re-assess the program and make meaningful adjustments that can potentially result in even greater impact on unemployed women. This critical initiative is needed more than ever in MENA countries and has the potential to target a broader range of young women in different contexts, recognizing their individual needs and range of potential work paths, while taking into account the enormous obstacles many of these women face in seeking decent work and a better future.



*“To be honest, I applied for the **Skills for Success** program to boost my CV. I have gained more than skills to be put in the CV. In addition to customer service skills, sales skills, and administrative skills, I got affected by friendly AMIDEAST staff and amazing trainers and English teachers that were well prepared and had a clear plan for the program. They provided the students with a suitable environment for learning. Moreover, I gained one of the most required skills for any job, the English language. Now, I am able to use English in my work to communicate with different clients, especially since I work as a receptionist in a Hotel in Tripoli.”*

Aline Jihad Al Mlhem, Skills for Success graduate, Tripoli class - Lebanon

*“I had a modest knowledge about how to search for jobs and internships opportunities that suit my potential and interests, other than a little information about interview skills and tricks. I think that was the reason behind not getting a job. However, the problem of not finding a job was resolved by enrolling in the **Skills for Success** program. By dealing with amazing teachers and attending life skills workshops and English courses, I got the missing skills needed for any job seeker. Now, I am working at ESSD Company in Beirut as an administration associate. Thanks, **AMIDEAST** and **PepsiCo!**”*

Loyal Ramadan, Skills for Success graduate, Beirut class - Lebanon



LIST OF ANNEXES

ANNEX 1 – Press Release for Project Launch and Promotion

ANNEX 2 – Sample Flyer for Recruitment

ANNEX 3 – Program Application Form

ANNEX 4 – Training Delivery Sample Calendar

ANNEX 5 – Program Feedback Survey

ANNEX 6 – Pre- and Post-Program Skills Survey

ANNEX 7 – Follow-Up Survey on Graduate Job Status

ANNEX 1 – Press Release for Project Launch and Promotion



Union pour la Méditerranée
Union for the Mediterranean
الاتحاد من أجل المتوسط

PEPSICO

مهارات من أجل النجاح
برنامج تدريب مجاني للسيدات الراقيات بالعمل

هل أنت خريجة مدرسة وطالبة إلى دخول سوق العمل؟ هل أنت مهتمة بالحصول على مهارات للعثور على العمل المناسب؟

شاركي ببرنامج **مهارات من أجل النجاح**، وطوري مهاراتك باللغة الإنكليزية وقدراتك المهنية كالمعلوماتية ومهارات العمل.

تم تأجيل اخر مهلة لتقديم الطلبات مع كامل المستندات المطلوبة إلى 9 آذار 2015 في:

AMIDEAST
امديست

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Amideast تطلق برنامجها "مهارات من أجل النجاح" لتطوير القدرات المهنية للشابات في لبنان

نبذة طعمة



يبدأ في آذار المقبل حتى نهاية شهر حزيران، وتغطي الدروس خمسة أيام في الأسبوع من الاثنين إلى الجمعة من أربع إلى خمس ساعات يومياً. وتشير إلى أن البرنامج يشمل 320 ساعة تدريب باللغة الإنكليزية لكل ما له علاقة بالقدرات المهنية، معاً الكومبيوتر ومهارات الأعمال المطلوبة، وساعدت الفتيات في الحصول على فرصة عمل انطلاقاً من كتابة السير الذاتية وميكنتهن للقبلة أصحاب العمل وغير ذلك.

بين الشباب في الشرق الأوسط وشمال أفريقيا هو من بين أعلى المعدلات من كل مناطق العالم. وتضيف: "في المتوسط هناك بين 25% و32% أكثر وضوحاً، وتبرز المشكلة بالنسبة للشابات عندما يواجهن دخول معترك العمل رسمياً والحفاظ على وظائفهن خلال الأزمات الاقتصادية الصعبة".

وتنمذت شحمادي عن برنامج التدريب، قائلة إنه يظال فقط الشابات ما بين الـ 18 و 25 سنة، شرط أن تكون الخاتمة حائزة لشهادة الثانوية العامة، أو البكالوريا الفنية أو ما يعادلها، وغير مسجلة في جامعة وبحث عن عمل.

ويهدف البرنامج إلى تأمين مهارات التوظيف لدى 450 فتاة أو سيدة في كل من مصر، الأردن، لبنان، المغرب وتونس، لا سيما اللواتي لا تسمح إيكالتهن العادية بمتابعة الدراسة الجامعية.

يقابل كل خمس شابات في دول الشرق الأوسط وشمال أفريقيا، الشبان عاطلين عن العمل، وفق أرقام إحصائية أخيرة، ما يدل على تحديات البطالة في صفوف الإناث. وانطلاقاً من هذا الواقع غير السليم، أرادت منظمة "أميديست" (Amideast) منظمة أمريكية لا تفي الربح تعمل على تحقيق التعاون مع شعوب الشرق الأوسط، أن تطلق برنامجاً تدريبياً في خمس دول عربية من بينها لبنان، بعنوان: "مهارات من أجل النجاح" Skills for Success أعلنت عنه في مؤتمر صحفي في العاشر من تشرين الأول 2014. ما هو هذا البرنامج؟ ومن يقيد من خدماته أو تقدماته؟

توجز فرح شحمادي مسؤولة الإعلام في "أميديست"، في حديث إلى "المعلم"، إحصاءات في أخيرة بينت نقص البطالة في صفوف الشابات قبل أن تشرح مبررات هذا البرنامج. وتقول: وفق أرقام البنك الدولي Middle East & Central Asia الصادر عن "صندوق النقد الدولي" في نيسان 2011، وكذلك المكتب الإقليمي للدول العربية في منظمة العمل الدولية عام 2008، إن الشباب الذين تراجع أعمارهم بين 15 و 25 سنة يشكلون ما بين 40% و 60% من عاطلين عن العمل في المنطقة. ولذا فهدف البطالة

وماذا عن محتوى البرنامج؟
تتطرق المعرفة على البرنامج والمسؤولة عن تنمية الموارد البشرية في "أميديست" رنا بلقي إلى تفاصيل برنامج التدريب الذي



ANNEX 2 – Sample Flyer for Recruitment

Union pour la Méditerranée
Union for the Mediterranean
الإتحاد من أجل المتوسط

AMIDEAST
أميد إيست

PEPSICO

هل أنت خريجة المدرسة الثانوية وتطمحين
إلى الدخول في سوق العمل قريباً؟

هل أنت مهتمة بالحصول على مهارات
تساعدك على العثور على العمل المناسب؟

استفيدي من منحة أمديست الممولة من شركة بيبسيكو
والمجلس الإستشاري لأمديست/لبنان
للانضمام إلى برنامج "مهارات من أجل النجاح"

الرجاء تسليم الطلبات مع كمل المعلومات المطلوبة لمؤسسة أمديست في موعد أقصاه السبت ٢٨ شباط ٢٠١٥ إلى:

بناية البارزكان، شارع رياض الصلح، ساحة النجمة
ص.ب.د. ١١-٢١٩٠ ١١-٢١٠٠، لبنان
تلفون: ٩٦١-١-٨٩٩٠١-١-٩٦١١-١ فري ٢٢٥
فاكس: ٩٦١-١-٩٨٩٩٠١ فري ١٠٠
labanon@amideast.org
www.amideast.org/labanon



Union pour la Méditerranée
Union for the Mediterranean
الإتحاد من أجل المتوسط

AMIDEAST
أميديست



PEPSICO



مهارات من أجل النجاح

مهارات التوظيف للفتيات العربيات



الاستمارة

الرجاء تسليم الطلبات مع كامل المعلومات المطلوبة لمؤسسة أميديست:

مبنى بازركان – شارع رياض الصلح -بيروت
ص.ب. Beirut 1107 2011, Lebanon.

تلفون: +961-1-989901 فرعي 235

فاكس: +961-1-989901

lebanon@amideast.org

مهارات من أجل النجاح: هو برنامج يتم تنفيذه من قبل مؤسسة امديست بدعم من الاتحاد من أجل المتوسط وشركة بيبسيكو ومجلس الاستشاري لأميدست لبنان ليوفر التدريب للفتيات الشابات في الشرق الأوسط وشمال أفريقيا المتخرجات من المدارس الثانوية والعاطلات عن العمل على المهارات اللازمة للحصول على عمل. سيوفر التدريب للمشاركات المعرفة والمهارات الهامة للتنافس بنجاح في الحصول على الوظائف. يتألف هذا البرنامج من 320 ساعة يتم تنفيذها على امتداد 4 أشهر ويتم خلالها التدريب على عناصر اللغة الإنجليزية والحاسوب ومهارات التكنولوجيا والاتصالات والمهارات المهنية واستراتيجيات البحث عن الوظائف.

معايير الانتساب: يجب على الفتيات المتقدمات أن تتوافر لديهنّ المعايير التالية:

- أن يكون العمر ما بين 18 و 35 عام.
- أن تكون حاصلة على شهادة الثانوية العامة أو البكالوريا الفنية أو شهادة جامعية
- أن تكون عاطلة عن العمل حالياً وتبحث بشكل ناشط عن وظيفة.
- أن تكون قادرة على الالتزام الكامل في البرنامج المكثف لمدة 4 أشهر متواصلة.
- أن تكون لبنانية وقاطنة في لبنان.

هذا المشروع يهدف إلى مساعدة الفتيات القاطنات في الأماكن الأقل حظاً وبالتالي ستعطي أولوية الاختيار لتلك الفتيات.

لتقديم طلب انتساب لبرنامج مهارات من أجل الحياة الرجاء:

- استكمال استمارة الطلب بشكل كامل بالمعلومات المطلوبة
- توفير نسخ من الوثائق التالية:
 - نسخة واضحة عن الهوية الشخصية
 - نسخة موثقة عن شهادة الثانوية العامة.
 - صورة شخصية بحجم الصورة الخاصة بجواز السفر
- تقديم النموذج والوثائق المرفقة المطلوبة إما شخصياً على العنوان التالي:
رنا ملكي: مؤسسة امديست -مبنى بازركان ألتابق الرابع - شارع رياض الصلح -بيروت
أو عبر البريد الإلكتروني:
lebanon@amideast.org وكتابة "طلب التقديم لبرنامج مهارات من أجل النجاح" في السطر المخصص للموضوع

يرفض الطلب في حال:

- كانت المعلومات غير كاملة وغير دقيقة.
 - عدم وجود أي مستند من المستندات المطلوبة.
 - عدم تقديم الطلب والوثائق المطلوبة قبل الموعد النهائي.
 - عدم توافق المتقدمة مع معايير الانتساب المذكورة أعلاه.
- سيتم الاتصال وتحديد مواعيد للمقابلات فقط مع المتقدمات المختارات كأفضل مرشحات.

كيف علمتِ عن فرصة التقديم لمشروع مهارات من أجل النجاح؟ الرجاء اختيار جميع الخانات المناسبة وتزويدنا بالتفاصيل (ان وجدت):

<input type="checkbox"/>	وزارة حكومية
<input type="checkbox"/>	مدرسة أو جامعة
<input type="checkbox"/>	صديق أو قريب
<input type="checkbox"/>	منظمة أخرى
<input type="checkbox"/>	طريقة أخرى
<input type="checkbox"/>	مكتب مؤسسة اميديست
<input type="checkbox"/>	موقع اميديست الإلكتروني
<input type="checkbox"/>	الفيس بوك الخاص باميديست
<input type="checkbox"/>	إعلان في الجريدة

i. معلومات شخصية					
الاسم الأول:		اسم الأب:	اسم العائلة:		
هاتف المنزل:		الهاتف الخليوي:	البريد الإلكتروني:		
عنوان المنزل:		اسم الشارع:			
اسم المنطقة:		اسم المنطقة:	المدينة:		
تاريخ الميلاد:		اليوم:	الشهر:	السنة:	مكان الولادة:
الجنسية:		الجنس:		ذكر <input type="checkbox"/>	أنثى <input type="checkbox"/>

ii. التحصيل العلمي

1. الرجاء تحديد كل الخانات التي تصف وضعك التعليمي الحالي:

- مسجلة حالياً في المدرسة الثانوية
- حاصلة على شهادة الثانوية العامة
- مسجلة حالياً في مدرسة مهنية
- حاصلة على شهادة دبلوم مهني
- مسجلة حالياً في الجامعة
- حاصلة على شهادة جامعية

2.

اسم الجامعة أو المدرسة التي التحقت بها	نوع المدرسة (خاصة، حكومية، مهنية)	الدرجة التي حصلت عليها (اسم التخصص)	النتيجة أو الدرجة النهائية	شهر وسنة التخرج

الخبرة العملية

3. هل أنت موظفة حالياً؟ نعم لا

4. إذا كنت موظفة حالياً أو سابقاً، الرجاء ملء المعلومات التالية عن آخر 3 وظائف أو فرص التحقت بها كمتدربة أو موظفة.

المكانة الوظيفية (دوام كامل، دوام جزئي، ساعي، متدربة، متطوعة، الخ)	التاريخ		اسم ومكان الشركة	المهام الرئيسية	المنصب
	إلى (الشهر والسنة)	من (الشهر والسنة)			

iii. المعلومات العائلية

5. ما هو وضعك العائلي الحالي؟	6. ماهو إجمالي الدخل الشهري لعائلتك؟
<input type="checkbox"/> غير مرتبطة	<input type="checkbox"/> أقل من 750000 ليرة لبنانية
<input type="checkbox"/> متزوجة	<input type="checkbox"/> ما بين 750 و 1500000 ليرة لبنانية
<input type="checkbox"/> منفصلة	<input type="checkbox"/> ما بين 1500000 و 2000000 ليرة لبنانية
<input type="checkbox"/> مطلقة	<input type="checkbox"/> ما بين 2000000 و 3000000 ليرة لبنانية
<input type="checkbox"/> أرملة	<input type="checkbox"/> ما بين 3000000 و 3500000 ليرة لبنانية
<input type="checkbox"/> أخرى: _____	<input type="checkbox"/> أكثر من 3500000 ليرة لبنانية
7. هل لديك أطفال؟	7. إن كان لديك، كم عددهم؟
<input type="checkbox"/> نعم <input type="checkbox"/> لا	
8. هل تمتلكين منزلاً؟	8. ماهي القيمة التقديرية للمنزل؟
<input type="checkbox"/> نعم <input type="checkbox"/> لا	

9.

عدد الأشخاص الذين تعليينهم	علاقتهم بك

معلومات عن والد المتقدمة

الاسم	الهاتف	
الحالة	التعليم	موظف
		يعمل لحسابه الخاص
		عاطل عن العمل
		متقاعد
		متوفى
إن كان موظفاً	المنصب	الشركة

10. معلومات عن والدة المتقدمة

الاسم	الهاتف	
الحالة	التعليم	موظفة
		تعمل لحسابها الخاص
		عاطلة عن العمل
		متقاعدة
		متوفاة
إن كانت موظفة	المنصب	الشركة

11. معلومات عن زوج المتقدمة (إن وجد)

الاسم	الهاتف	
الحالة	التعليم	موظف
		يعمل لحسابه الخاص
		عاطل عن العمل
		متقاعد
		متوفى
إن كان موظفاً	المنصب	الشركة

iv. المهارات الشخصية والمهنية

13. الرجاء تحديد الخانة المناسبة لبيان مستوى طاقتك باللغة الإنجليزية.

اللغة الإنجليزية	
<input type="checkbox"/>	مبتدئة
	أستطيع أنأ أفهم واستخدم التعبيرات اليومية والعبارات الأساسية جيدا.
	أستطيع أن أعرف عن نفسي والآخرين، ويمكنني أن أسأل وأجيب عن أسئلة حول التفاصيل الشخصية.
<input type="checkbox"/>	مستوى أولي
	أستطيع فهم الجمل والتعبيرات المتعلقة بالمعلومات الأسرية، والتسوق، والجغرافيا المحلية، وفرص العمل.
	يمكنني التواصل حول مهام بسيطة.
<input type="checkbox"/>	مستوى متوسط
	أستطيع أن أفهم نقاط التواصل الرئيسية في العمل والمدرسة.
	أستطيع أن أصف التجارب والأحداث وإعطاء أسباب وتفسيرات للآراء والخطط.
<input type="checkbox"/>	مستوى متقدم
	أستطيع أن أفهم المتحدثين الأصليين للغة في معظم الحالات.
	يمكنني أن أشارك في المحادثات عن العديد من المواضيع، بما في ذلك مع الناطقين الأصليين للغة خلال المواقف الرسمية وغير الرسمية.

14. الرجاء تحديد الخانة المناسبة لتحديد مستوى مهارتك في استخدام الحاسوب والإنترنت.

Internet	PowerPoint	Excel	Word	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	مبتدئة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	مستوى متوسط
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	مستوى متقدم

15. ما مدى سرعتك في الطباعة على الحاسوب؟

- سريعة
- متوسطة
- بطيئة
- لا يمكنني الطباعة على الحاسوب

16. الرجاء تعداد أي مهارات عمل أخرى تمتلكينها ومستوى مهارتك في كل منها:

المهارات المتعلقة بالعمل	مستوى المهارة (مبتدئة، متوسطة، متقدمة)

17. الرجاء تعداد أي اهتمامات شخصية وهوايات تمتلكينها:

آرائك الشخصية

الرجاء الإجابة عن الأسئلة التالية بفقرة أو فقرتين (ما لا يزيد عن 100-150 كلمة):

18. ما هي أهدافك المهنية؟

19. لماذا تريد الانضمام إلى برنامج مهارات من أجل النجاح؟ وكيف سيساعدك في تحقيق أهدافك؟

20. ما هي التحديات التي تواجهها النساء في لبنان عند سعيهنّ لتحقيق أهدافهن الأكاديمية أو المهنية؟

21. هذا البرنامج هو فرصة تدريبية مكثفة تتطلب الإلزام الكامل وتكريس الوقت، هل ستكونين قادرة على الالتزام لمدة أربعة أشهر مكثفة ضمن هذا البرنامج؟

لا	<input type="checkbox"/>	نعم	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

22. ما هي التحديات التي قد تواجهها والتي من الممكن أن تعرقل التزامك بهذا البرنامج وكيف يمكنك التغلب عليها؟

ANNEX 4 – Training Delivery Sample Calendar

Skills for Success Group 1 - June 2015

~ June 2015 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8 Orientation 10:00-2:00 pm	9 English - 4 hours 10:00-2:00 pm	10 English - 4 hours 10:00-2:00 pm	11 English - 4 hours 10:00-2:00 pm	12 English - 4 hours 10:00-2:00 pm	13
14	15 English - 4 hours 10:00-2:00 pm	16 English - 4 hours 10:00-2:00 pm	17 English - 4 hours 10:00-2:00 pm	18 English - 3 hours 10:00-1:00 pm Ramadan begins	19 English - 3 hours 10:00-1:00 pm Ramadan	20 Ramadan
21 Ramadan	22 English - 3 hours 10:00-1:00 pm Ramadan	23 English - 3 hours 10:00-1:00 pm Ramadan	24 English - 3 hours 10:00-1:00 pm Ramadan	25 English - 3 hours 10:00-1:00 pm Ramadan	26 Computer - 3 hours 10:00-1:00 pm Ramadan	27 Ramadan
28 Ramadan	29 English - 3 hours 10:00-1:00 pm Ramadan	30 English - 3 hours 10:00-1:00 pm Ramadan	Notes: A 2-hour special session will be scheduled during this month. Topic to be determined.			

Skills for Success Group 1 - July 2015

~ July 2015 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 English - 3 hours 10:00-1:00 pm Ramadan	2 English - 3 hours 10:00-1:00 pm Ramadan	3 Computer - 3 hours 10:00- 1:00 pm Ramadan	4 Ramadan
5 Ramadan	6 English - 3 hours 10:00-1:00 pm Ramadan	7 English - 3 hours 10:00-1:00 pm Ramadan	8 English - 3 hours 10:00-1:00 pm Ramadan	9 Legal rights of Women - 2 hours 11:00-1:00 pm Ramadan	10 Off Ramadan	11 Ramadan
12 Ramadan	13 English - 3 hours 10:00-1:00 pm Ramadan	14 Off Ramadan	15 English - 3 hours 10:00-1:00 pm Ramadan	16 Off Ramadan	17 Off Ramadan	18 Eid Al Fitr
19 Eid Al Fitr	20 Off Eid Al Fitr	21 English - 3 hours 9:30-1:30 pm	22 English - 3 hours 9:30-12:30 pm	23 English - 3 hours 9:30-12:30 pm	24 Computer - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	25
26	27 Off Road Closures	28 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	29 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	30 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	31 Computer - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	Notes: A 2-hour special session will be scheduled during this month.

Skills for Success Group 1 - August 2015

~ August 2015 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	4 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	5 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	6 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	7 Computer - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	8
9	10 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	11 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	12 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	13 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	14 Computer - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	15
16	17 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	18 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	19 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	20 English - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	21 Computer - 3 hours 9:30-12:30 pm Prof Skills - 2 hours 1:00-3:00 pm	22
23	24 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	25 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	26 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	27 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	28 Computer - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	29
30	31 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	Notes: A 2-hour special session will be scheduled during this month. Topic to be determined.				

Skills for Success Group 1 - September 2015

~ September 2015 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	2 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	3 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	4 Computer - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	5
6	7 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	8 Job Search - 2.5 hours 12:30-3:00 pm	9 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	10 English - 3 hours 9:30-12:30 pm Job Search - 2 hours 1:00-3:00 pm	11 Computer - 3 hours 9:30-12:30 pm English - 3 hours 1:00-3:00 pm	12
13	14 English - 2 hours 9:30-11:30 pm Computer - 3 hours 12:00-3:00 pm	15 Special Session - 3 hours 9:30-12:30 pm Computer - 2 hours 12:45 - 2:45 pm	16 Computer - 2 hours 9:30-11:30 pm English - 3 hours 12:00 - 3:00 pm	17	18	19
20	21	22	23	24	25	26
27	28	29	30	Notes: A 2.5-hour special session will be scheduled during this month. A 1.5-hour session will be scheduled during this month. Topics to be determined.		

ANNEX 5 – Program Feedback Survey



Skills for Success – Employability Skills for Women

Final Program Feedback – January 2015

DATE _____

GROUP _____

Use the scale below to give your opinion about each statement. Put an **X** in the correct box.

5 = strongly agree 4 = agree 3 = neutral 2 = disagree 1 = strongly disagree

Statements		5	4	3	2	1
General						
1.	Overall, I have found this program helpful and relevant for my needs.					
2.	Skills for Success has fulfilled my expectations of an employability skills program.					
3.	I believe this program has helped me to prepare for my future job.					
English Language Training						
4.	I feel my English language skills have developed significantly in this program.					
5.	I feel the English skills I have developed will help me achieve my job goals.					
6.	My English teacher was well prepared and had a clear plan for the lessons.					
7.	My English teacher created a positive learning environment and engaged all students.					
8.	My English teacher used a variety of activities that gave me many opportunities to practice my skills.					
9.	My English teacher informed me about my progress in a supportive way.					
10.	The topics and activities in the <i>Open Mind</i> textbooks were interesting to me and helped me develop my English language skills.					
Computer/Technology Training						
11.	I feel my computer skills have developed significantly in this program.					
12.	I feel the computer skills I have developed will help me achieve my job goals.					
13.	My computer skills trainer was well prepared and had a clear plan for the lessons.					
14.	My computer skills trainer created a positive learning environment and engaged all students.					
15.	My computer skills trainer used a variety of activities and tasks that helped me to improve my computer/technology skills.					
16.	My computer skills trainer informed me about my progress in a supportive way.					
17.	The computer training materials were interesting and relevant for me.					

Statements		5	4	3	2	1
Professional Skills Training						
18.	I feel my professional skills have developed significantly in this program.					
19.	I feel the professional skills I have developed will help me achieve my job goals.					
20.	My professional skills trainer was well prepared and had a clear plan for the lessons.					
21.	My professional skills trainer created a positive learning environment and engaged all students.					
22.	My professional skills trainer used a variety of activities and tasks that helped me to develop my skills for the workplace.					
23.	The <i>Life Management</i> (time management, basic finance) module was helpful and relevant for me.					
24.	The <i>Communication Skills</i> module was interesting and relevant for me.					
25.	The <i>Critical Thinking</i> (decision-making & problem-solving) module was interesting and relevant for me.					
26.	The <i>Customer Skills</i> module was helpful and relevant for me.					
27.	The <i>Administrative Skills</i> module was helpful and relevant for me.					
28.	The <i>Sales Skills</i> module was helpful and relevant for me.					
29.	The <i>Entrepreneurship</i> module was helpful and relevant for me.					
30.	The <i>Women in the Workplace</i> sessions were helpful and relevant for me.					
Job Search Skills Component						
31.	I feel my job search skills have developed significantly in this program.					
32.	I feel my new job search skills will help me achieve my job goals.					
33.	My job search skills trainer was well prepared and had a clear plan for the lessons.					
34.	My job search skills trainer created a positive learning environment and engaged all students.					
35.	My job search skills trainer used a variety of activities and tasks that helped me to improve my confidence to find work.					
36.	My job search skills trainer informed me about my progress in a supportive way.					
37.	My new job tools have helped build my confidence for my job search.					
Program Administration						
38.	The AMIDEAST training center provided a suitable environment for learning.					
39.	The AMIDEAST program staff members provided participants with the needed support to help us succeed.					
40.	The AMIDEAST staff made the program expectations and requirements clear to me.					
41.	The schedule of the program was suitable for me.					

42. What were the most important aspects of the *Skills for Success* program for you?

43. Do you have suggestions for changes or improvements that should be made to the *Skills for Success* program?

44. If someone outside of the program asked you about your experience in *Skills for Success*, what would you say?

I give AMIDEAST my permission to use information and my own words from this survey for marketing purposes.

Yes _____ No _____

Signature _____

Thank you!

ANNEX 6 – Pre- and Post-Program Survey



Skills for Success - Employability Skills for Women

Post-Program Self-Assessment Survey

Name: _____ Group: _____ Date: _____

- 1) Please respond to each statement in the table below by writing an “X” in the correct column, using the following scale:

4 = Extremely 3 = Very Much 2 = Somewhat 1 = A Little 0 = Not at All

		4	3	2	1	0
1	I am confident in my ability to find a good job.					
2	I now know the career path I should pursue that is most suitable for my capabilities and interests.					
3	I can set personal and job goals for myself.					
4	I know how to assess my own skills in deciding if an available job is appropriate for me.					
5	I feel I am prepared to apply for a variety of jobs.					
6	I know a lot about current job opportunities in my local area.					
7	I know about different sectors and companies that are growing in my city and country.					
8	I am familiar with different means of searching for available jobs, such as through online job sites.					
9	I know how to be prepared for attending job fairs to apply for jobs					
10	I know how to prepare a professional resume and cover letter.					
11	I am able to change my resume and cover letter for different types of jobs.					
12	I feel confident in answering job interview questions related to my personal qualities, interests, and ambitions.					
13	I know how to behave professionally in following up with employers regarding my job application					
14	I can create a personal portfolio outlining my skills, achievements, and priorities.					
15	I am aware of my assets that distinguish me as a job applicant.					
16	When considering a job offer, I am aware of the importance of negotiating other benefits in addition to salary- if applicable.					

		4	3	2	1	0
17	I am now familiar with the process of exploring and applying for internships.					
18	I know how to create an action plan for my job search.					
19	I know how to behave and dress professionally for a wide variety of jobs.					
20	I feel confident I can communicate professionally with different clients and colleagues in a new job.					
21	I am able to communicate in English for common work and social situations.					
22	I am able to write in English for common work and social situations.					
23	I can use the computer to create common documents used in applying for and starting a new job.					
24	I know how to use the internet to search for information related to jobs and careers.					
25	I can manage my time efficiently in order to accomplish my daily and weekly tasks, both personal and job-related.					
26	I know how to organize my day and prioritize my responsibilities.					
27	I am able to work well on a team and contribute successfully to the team goals.					
28	I feel confident about managing my own finances and doing personal budget planning.					
29	I know effective strategies for making sound and informed decisions.					
30	I understand my type of personality and my decision-making strategies.					
31	I feel capable of solving job-related problems and reacting properly to challenging situations at work.					
32	I know about effective customer service skills required in different jobs.					
33	I know about effective sales skills required in different jobs.					
34	I know about effective administrative skills required in office jobs.					
35	I know about “entrepreneurship” and the basic steps for starting my own business.					
36	I can come up with innovative ideas for a small business plan.					
37	I am familiar with local labor laws and workers’ rights in my country.					
38	I am aware of my rights and responsibilities as a human resource in the work place					
39	I am familiar with workplace policies regarding harassment on the job.					
40	I am aware of common issues affecting women’s ability to find and keep decent work.					
41	I am familiar with local organizations that help women have an active role in their community and society.					

		4	3	2	1	0
42	I feel confident that my financial situation will improve within the next six months.					

2) During your time in the *Skills for Success* program, have you started the process of finding a suitable job for yourself by doing any of the following actions? (Please tick all relevant answers.)

Learning about relevant job opportunities available	
Using the internet in searching for relevant job opportunities	
Preparing your resume	
Filling out a job application	
Writing a covering letter	
Sitting in a job interview	

If you ticked any of the actions in the above table, did you get a job offer as a result?

Yes ()

No ()

If yes, please indicate the job title and the start date of the job.

Job Title: _____ Company _____ Start Date (Month/Year) _____

3) Has the program prompted you to have new or adjusted job goals?

Yes ()

No ()

If Yes, what is/are your new or adjusted job goal/s?

4) Have you participated or are you planning to participate soon in any educational or training program/s that serve your job goals?

Yes ()

No ()

If Yes, please give details about the educational or training program/s that you participated or will participate in.

Name of Program	Name of School or Organization	Start Date	End Date

Thank you!

ANNEX 7 – Follow-Up Survey on Graduate Job Status



Skills for Success: Employability Skills for Women

Post-Program Survey (3 months)

Name _____ Age _____ City _____

1. Are you actively looking for work now? **YES – NO**
2. Have you applied for any jobs since starting the Skills for Success program? **YES – NO**
If so, how many jobs have you applied for?

1 2 3 4 5 6 7 8 9 10 or more

3. How did you find out about the jobs you applied for? (Circle all that apply.)

Internet search Newspapers/magazines Job fairs
Word of mouth (i.e. someone informed me about a vacancy) Other (specify)

4. What types of jobs have you applied for, if applicable? (Circle all that apply.)

Administrative Retail/sales Health care Education
Manufacturing/factory Hospitality/hotels Housekeeping Government
Call center Tourism Child care Other (please specify)

5. How many of the jobs you applied for are new for you (i.e. you have not worked in this area before)?

1 2 3 4 5 more than 5

6. Have you had any job interviews since starting the Skills for Success program? **YES – NO**
If so, how many job interviews have you had?

1 2 3 4 5 more than 5

7. Have you had any job offers since starting the Skills for Success program? **YES - NO**

If so, how many job offers have you had?

1 2 3 4 5 more than 5

8. What types of jobs have been offered to you? (Circle all that apply.)

Administrative	Retail/sales	Health care	Education
Manufacturing/factory	Hospitality/hotels	Housekeeping	Government
Call center	Tourism	Child care	Other (please specify)

9. Have you accepted a job offer in the past eight months (since October 2014)? **YES - NO**

If so, what job have you accepted? (Provide information below.)

Company _____ Job Title _____

Main Duties _____

Start Date _____

10. Have you considered starting your own business because of the Skills for Success program?

YES - NO

If so, what steps have you taken so far? (Circle all that apply.)

Researching local businesses

Deciding on a business idea

Developing a business plan

Exploring types of support for new business owners

Finding out more about entrepreneurship

Other:

11. Have you gotten any internship opportunities since starting the Skills for Success program?

YES – NO

If so, please explain the internship.

Company _____ Department _____

Main Duties _____

Start Date _____

12. Have you decided to continue your education because of Skills for Success? **YES – NO**

If so, what education or training are you pursuing or will pursue soon? (Please circle.)

University degree

Skills courses (e.g. language, computer)

Vocational/technical degree

Other (please specify)

Short diploma

13. Are there personal benefits you gained from the Skills for Success that you have noticed since you left the program? If so, briefly explain below.

14. Have you encountered obstacles in looking for work? If so, please list these.

15. What other types of information or support might AMIDEAST provide to further help you in your job search?

Thank you!