



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

## Skills for Success®

### Employability Skills for Women



**Final Report for Jordan & Morocco**

**December 2015**

*Skills for Success has been generously funded by the **Flemish Department of Foreign Affairs** and the **Norwegian Ministry of Foreign Affairs**.*



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NORWEGIAN MINISTRY  
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## Table of Contents

<i>Visibility of Flanders &amp; Norway in Skills for Success</i>	2
I. Program Background	3
II. Program Design	3
III. Program Implementation	6
Program Timeline	6
Program Promotion & Advertising	7
Participant Recruitment	8
Curriculum Development	9
Training Approach	9
Delivery Schedule & Calendar	9
IV. Participant Profiles	10
V. Program Monitoring & Evaluation	10
M&E Overview	10
Evaluation Design	11
Evaluation Means	12
Evaluation Results	13
VI. Challenges, Lessons Learned, & Recommendations	25
VII. Conclusions	27
<i>Quotes from Graduates</i>	31
<u>Annexes</u>	32
1 – Press Release for Project Launch	
2 – Sample Flyer for Recruitment	
3 – Program Application Form	
4 – Training Delivery Sample Schedule	
5 – Program Feedback Survey	
6 – Pre- and Post-Program Skills Survey	
7 – Follow-Up Survey on Graduate Job Status	



## Visibility of Flanders and Norway 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 the Flemish Department of Foreign Affairs and the Norwegian Ministry of Foreign Affairs. At the UfM's conference titled *Women's Socio-Economic Empowerment: Projects for Progress* in March 2014, the opening session included the formal launch of the project, with the signing of the agreements between the Flemish and Norwegian Governments and AMIDEAST. Mr. Yves Wantens, Head of the Diplomatic Flemish Office in Spain, Embassy of Belgium, and Mr. Arne Gjermundsen, Coordinator for Africa, Section of the Middle East and North Africa from the Norwegian Ministry of Foreign Affairs, were present for the signing. This event was covered by the press agencies (e.g., France 24) at this high-profile gathering, as well as featured on both the UfM's and AMIDEAST's communication channels.



AMIDEAST also featured the Flemish and Norwegian Governments 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 Flanders and Norway was evident in the presentations and materials provided by AMIDEAST and the UfM, 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 the Flemish Department of Foreign Affairs and the Norwegian Ministry of Foreign Affairs' funding of the project.

## 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%.<sup>1</sup> 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.<sup>2</sup>

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.

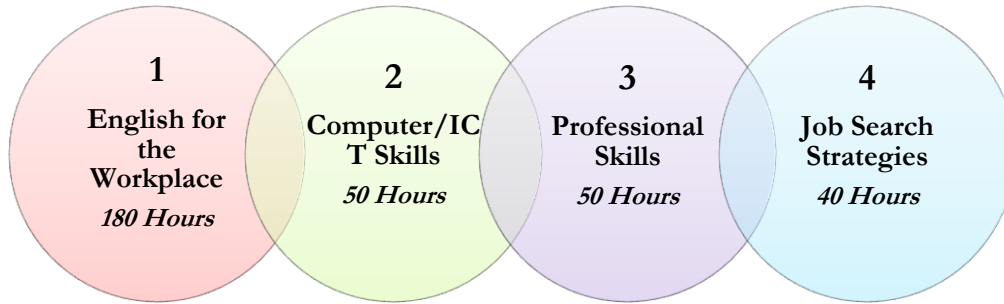
## II. Program Design

*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*.

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

<sup>2</sup> *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.

#### *Skills for Success Curriculum Overview*

	Component	Hours	Materials & Topics
1	English for the Workplace	180	<ul style="list-style-type: none"> <li>• <b>Open Mind</b> textbook series (Macmillan)</li> <li>• 4 courses, 45 hours each, two proficiency levels</li> <li>• Communication skills for professional and personal uses</li> <li>• Listening, speaking, reading, writing skills</li> <li>• Vocabulary, pronunciation, grammar practice</li> <li>• Study skills and life skills</li> </ul>
2	Computer/ ICT Skills	50	<ul style="list-style-type: none"> <li>• <b>Intel</b> modules, adapted</li> <li>• Computers and operating systems</li> <li>• Internet and email</li> <li>• Word processing</li> <li>• Spreadsheets</li> <li>• PowerPoint presentations</li> <li>• Project planning</li> <li>• ICT skills for business and entrepreneurship</li> </ul>

3	<b>Professional Skills</b>	<b>50</b>	<ul style="list-style-type: none"> <li>• Personal management skills</li> <li>• Critical thinking skills</li> <li>• Decision-making skills</li> <li>• Communication for the workplace</li> <li>• Job-specific skills (customer service, administrative skills, sales)</li> <li>• Entrepreneurship awareness</li> <li>• Women in the workplace</li> </ul>
4	<b>Job Search Strategies</b>	<b>40</b>	<ul style="list-style-type: none"> <li>• Preparing for a job search</li> <li>• Doing a job search</li> <li>• Linking with employers</li> <li>• Exploring internships</li> <li>• Beginning a new job</li> </ul>

### III. Program Implementation

Following the official launch of the **Skills for Success® - Employability Skills for Women** program in March 2014 by the **Union for the Mediterranean (UfM)**, AMIDEAST initiated full program planning in Jordan and Morocco. 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 in each country, overseen by AMIDEAST’s Regional Director of English Language Programs.

#### Program Timeline

Timeframe	Activities
March 2014	Launch of <i>Skills for Success</i> at the UfM’s conference, <i>Women’s Socio-Economic Empowerment: Projects for Progress</i>
April – May 2014	Finalize project work plan; prepare teams in Jordan and Morocco; contact potential local partners for collaboration
May – July 2014	Develop recruitment strategy; draft application; prepare promotional materials; disseminate announcement; adapt <i>Skills for Success</i> curriculum to the target audience
August – September 2014	Launch program; receive and review applications; interview candidates; select participants
October 2014 – February 2015	Hold orientation sessions; train participants in four components; monitor training and program implementation
February – March 2015	Participants begin job search and implement personal development plan
June 2015	Hold follow-up session 1 – to assess participant job status, success indicators, and further support needed

November 2015	Hold follow-up session 2 – to assess participant job status, success indicators, and further support needed
December 2015	Project wrap-up and graduation; complete evaluation and draft final report

### **Program Promotion & Advertisement**

AMIDEAST’s promotional strategies for *Skills for Success* in Jordan and Morocco involved social media (AMIDEAST and partner Facebook pages), local press, 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 in October 2014, with the top leadership of the UfM and AMIDEAST present, as well as representatives from funders 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 Jordan and Morocco 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 (Jordan and Morocco sites)
- Newspaper ads
- NGO websites and networks
- Ministries and national organizations

#### *Local Partners for Skills for Success Collaboration*

Jordan	Morocco
<ul style="list-style-type: none"> <li>• E-TVET (Employment, Technical, &amp; Vocational Education Training)</li> <li>• Ministry of Labor</li> <li>• Ministry of Social Development</li> <li>• Jordan Education Initiative</li> <li>• Jordan River Foundation</li> <li>• Reclaim Childhood</li> <li>• INJAZ</li> <li>• Madrasati</li> <li>• UNRWA</li> <li>• Al Aman Fund for the Future of Orphans</li> <li>• Jara Association</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Foreign Affairs</li> <li>• Moroccan Youth Forum</li> <li>• Fikra – Association of Moroccan Young Business Women</li> <li>• Marock Jeunes Association</li> <li>• ANAPEC (National Agency for Employment and Skills Promotion)</li> <li>• Amal Association</li> <li>• El Jil Ljadid Association</li> <li>• Initiative Urbaine Association</li> </ul>



- Safad Association
- Women Against Violence Association
- Princess Basma Youth resources Center
- Khreibet Al-Souq Women Association
- Jordan Forum for Business & Professional Women
- Higher Council for Affairs of Persons with Disabilities

### **Participant Recruitment**

AMIDEAST targeted selecting 100 young women (90 + 10 alternates) as program participants in each country. *Skills for Success* in Jordan and Morocco 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**), 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 community organizations that serve youth and women. AMIDEAST also held information sessions, both at the premises of these organizations and at AMIDEAST offices, during which interested candidates could also 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 18-25, allowing more women in need of the program to apply. This resulted in an increased number of applications from diverse women in both Jordan and Morocco.

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 181 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 venue. A larger challenge was the transportation needed for the women, particularly in Jordan, with many residing in communities located over 1 ½ hours away from AMIDEAST and being unable to afford daily trips. AMIDEAST/Jordan resolved this issue by securing support from the Employment, Technical and Vocational Education Training (E-TVET) Fund, which paid for daily buses to transport the participants from outside Amman, as well as for refreshments during the breaks. In Morocco, the participants managed to handle their own transportation.

As part of the program kick-off, AMIDEAST held a 4-hour orientation session in Jordan and Morocco 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.

In Jordan, a total of 110 were selected and began the program, with 99 completing it. In Morocco, 97 began the program and 82 completed it. These totals represent a 10-15% 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 18-25. 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 small 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 in Jordan and Morocco 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 (and French in Morocco). In both countries, the training team consisted of: 4 English language teachers, 2-3 ICT trainers, and 3 professional skills/job-search trainers. These cross-cutting teams collaborated regularly and further linked the different topics and skill areas meaningfully during the training. For example, the final project integrated skills from the four components and involved mixed-trainer teams providing feedback for the women's final presentations.

*Skills for Success* participants in each country were divided into six groups of 15-17, based on their English language entry levels. Each group remained together throughout the program, but had regular opportunities to interact with all other groups. In the non-English-language components, training was delivered in Arabic (Jordan) and/or French (Morocco), with English increasingly incorporated into lessons as the participants progressed in their language and communication skills.

### **Delivery Schedule & Calendar**

The program was delivered over approximately four months (October 2014 to January/February 2015), 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 Jordan (110 women) and Morocco (97 women) at the start of the program.

	Jordan	Morocco	Comments
Age Range	18 - 25	18 - 25	Most were in the younger, 18-20, age range: 55% in Jordan, 49% in Morocco.
Home Location	Amman - greater area and outlying cities	Casablanca – greater area and outlying cities	Many traveled significant distances, living as far as 1 ½ to 2 hours away.
Education Level	Secondary school diploma; 9% also had 2-year college diploma	Secondary school diploma; 30% also had 2 years post-BAC studies	Most had not pursued university studies due to financial, academic, or personal reasons.
Job Status	All unemployed; 10% had held 1-2 jobs prior to program	All unemployed; 3% had held a job prior to program	Those with previous jobs worked mostly in the informal sector.
Special Circumstances	5 orphaned women; 1 in cancer treatment	1 blind woman	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 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-month and 8-month points 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.

### **Evaluation Design**

AMIDEAST's M&E design for *Skills for Success* combined the Kirkpatrick 4-level evaluation model<sup>3</sup> 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 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)*



<sup>3</sup> 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.

## Evaluation Means

Outcome		Indicators	M&E Tools	Frequency
<b>Client satisfaction</b>	1	Percent of participants satisfied with the employability training program	Feedback survey	Twice: mid-point and end of program
<b>Clients enroll in the program</b>	2	Number of participants enrolling in the training program	Enrollment spreadsheets	Once: start of program
<b>Increased skills and confidence</b>	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
<b>Program completion</b>	5	Number of participants who complete the training	Attendance spreadsheets and assessment reports	Ongoing and at end of program
<b>Increased employment options</b>	6	Number of job applications submitted	Survey	Twice: 4-month and 8-month point following training
	7	Number of job interviews held		
	8	Number of job offers received		
<b>Increased educational pursuits</b>	9	Number and percent of participants enrolled in degree or diploma studies due to program	Survey	Once: 8-month point following training
<b>Increased job placement</b>	10	Number and percent of participants placed in jobs or internships	Survey and focus groups	Twice: 4-month and 8-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 44 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 (99) participants in Jordan and (77) participants in Morocco completing it on the last day of the training.

The results indicate that in both Jordan and Morocco, participants were highly satisfied with the program, with 97% in Jordan and 92% in Morocco (with a total average of 94.5%) 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 (%)		Total
		Jordan	Morocco	
1	Overall, I have found this program helpful and relevant for my needs.	100	97	98.5
2	Skills for Success has fulfilled my expectations of an employability program.	98	95	96.5
3	I believe this program has helped prepare me for my future job.	97	92	94.5
4	I feel my English language skills have developed significantly in this program.	92	90	91
12	I feel the computer skills I have developed will help me achieve my job goals.	99	87	93
19	I feel the professional skills I have developed will help me achieve my job goals.	97	92	94.5
23	The Life Management module was helpful and relevant for me.	97	94	95.5
26	The Customer Service module was interesting and relevant for me.	94	86	90
29	The Entrepreneurship module was interesting and relevant for me.	100	87	93.5
30	The Women in the Workplace sessions were interesting and relevant for me.	96	83	89.5
31	I feel my job search skills have developed significantly in this program.	97	87	92
32	I feel my new job search skills will help me achieve my job goals.	96	90	93
38	The AMIDEAST training center provided a suitable environment for learning.	100	97	98.5

## **Outcome – Clients Enroll in the Program**

*Indicator 2 – Number of participants enrolling in the training program*

	Jordan	Morocco	Total
Number of participants enrolled at start of the program	110	97	207

AMIDEAST planned for possible attrition by selecting over 90 (the targeted number of graduates) in each country, 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%
<b>TOTAL</b>				<b>100%</b>

All 181 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 – 98%	81%
2	Computer/ICT Skills	70 – 95%	84%
3	Professional Skills	70 – 100%	85%
4	Job Search Strategies	70 – 100%	82%
	<b>Overall</b>	<b>70 – 100%</b>	<b>83%</b>

## 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	---
<b>TOTAL</b>	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 follows: 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 in the low/mid A1 level (beginning/elementary), with only one class in each country beginning at a low A2 level (pre-intermediate). 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
Jordan	145 - 430	166	96	266.5	A2+
Morocco	140 - 780	227	134	332.5	A2+
<b>TOTAL</b>	<b>140 - 780</b>	<b>181</b>	<b>131</b>	<b>299.5</b>	<b>A2+</b>



The TOEIC scores in both Jordan and Morocco 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 25% of the participants had a total TOEIC score of below 225 (A1+), 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 – in many cases, being at least twice as high. Approximately 94% 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.					

### 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.					

### *Jordan Results*

	Mean	N	Std. Deviation	Std. Error Mean
Total of Pre Survey	98.1546	97	26.76570	2.71765
Total of Post Survey	130.127	97	21.78900	2.21234

In Jordan, 97 participants completed both the pre- and post-program surveys. The paired samples statistics and T-test show that there is a significant difference between the pre- and post-program surveys in Jordan. This significant difference is due to the fact that 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*). The pattern of participants' responses at the higher end of the scale strongly reflects their belief in the usefulness of the training provided.

Moreover, the statistical analysis shows that the standard deviation around the average is lower in the post-program survey than in the pre-program survey, which indicates more harmonized participants' responses than the post-program survey. This, in turn, indicates the effect of the *Skills for Success* program on the awareness and competencies of almost all participants from Jordan.

Participants' self-assessment of their improvements in three components (i.e. English in the Workplace, Professional Skills, and Job Search Strategies) are more harmonized than their self-assessment in the Computer/ICT Skills training, where participants' self-assessment on the post-program survey is far less harmonized. This could reflect participants' confusion about their improvement in the computer skills training, or individual differences among participants from Jordan in regard to the progress they made in this component, or both.

### *Morocco Results*

	Mean	N	Std. Deviation	Std. Error Mean
Total of Pre Survey	50.1690	71	33.48816	3.97431
Total of Post Survey	120.380	71	21.90653	2.59983

In Morocco, 71 participants completed the pre- and post-program surveys. The paired samples statistics and T-test also show that there is a significant difference between the pre- and post-program surveys in Morocco. Participants' responses on the post-survey are at the higher end of the survey scale (i.e. *extremely* and *very much*), reflecting participants' belief in the usefulness of the training. Moreover, the standard deviation around the average decreases in the post-survey, which indicates more harmonized participants' responses on the post-program survey compared to the pre-program survey.

As for participants' improvements in the four program components, the paired samples statistics and T-tests show that there is a significant difference between the pre- and post-program surveys from Morocco across all four components, indicating an improvement in participants' awareness and competencies, based on their self-assessment in all components.

However, participants from Morocco tend to be less harmonized in their self-assessment in the post-program survey in the English for the Workplace and Computer/ICT Skills components. This difference could reflect their confusion about the progress they made in these two components, or the actual differences among participants from Morocco in making progress in these two areas. This point is further emphasized through what participants from Morocco indicated on the feedback questionnaire regarding their need to be better informed about their progress, especially in the English language and computer skills components.

### **Outcome – Program Completion**

*Indicator 5 – Number of participants who complete the training*

	Jordan	Morocco	Total
Number participants who completed the program successfully	99	82	181

In Jordan, where 110 participants began the program, 11 women dropped out, primarily in the first two weeks of training. This represents a 10% attrition rate. In Morocco, 97 began the

program, with 15 dropping out, mostly in the first month of training. This represents a 15% attrition rate, with an average overall rate of 12.5%. These women discontinued the program mostly due to the academic rigor of the program, transportation access, or personal issues.

It is worth noting that among the 181 participants who went on to complete *Skills for Success*, attendance was consistent and commitment extremely high. As mentioned earlier, many women traveled over 1 ½ hours 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 two follow-up sessions in Jordan and Morocco, four months and eight months later. These gatherings provided 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 future plans. AMIDEAST also took advantage of these reunions to facilitate follow-up workshops that provided more information about local employers and job opportunities.

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 graduates without a university degree, the vast 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. Only 5% had held jobs before the program, with most of these being in the informal sector. 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, 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. In Jordan, 32% are now pursuing further education, and in Morocco, 31%. 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 ended 8 months after the end of the training phase, 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 year/s ahead, with more

*Skills for Success* women entering the workforce and, eventually, improving their financial situations.

#### *AMIDEAST Post-Program Support for Employability*

- Inviting HR representatives to attend follow-up sessions and meet graduates
- Linking graduates with local job fairs and informing them of participating companies
- Sharing databases of local companies with graduates
- Assisting women in registering at job placement organizations
- Informing local companies of graduates and sending their resumes of graduates
- Linking graduates with relevant Ministry of Labor programs
- Informing graduates of internship opportunities (including at AMIDEAST)
- Linking interested women with opportunities for entrepreneurship training

By the end of the follow-up evaluation phase, 50% were still actively looking for work in Jordan, and 27% in Morocco – with a total average of 39% continuing their job search. Others had found work or internships (26%), returned to school (32%), or, in a few cases, interrupted their job search for personal reasons (5%), such as pregnancy. Among the group of job seekers, 41% 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, with a few in each country dedicating their final presentation to a new business idea. 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 181 women at the 8-month point following the end of *Skills for Success* training.

	Jordan		Morocco	
<b>Job Applications</b>				
<b>Number of participants submitting job applications</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
	62	62%	58	70%
<b>Number job applications submitted</b>	404		341	
<b>Average number per participant</b>	4		4	
<b>Sources for job ads</b>	<ul style="list-style-type: none"> <li>• Internet search</li> <li>• Newspapers</li> <li>• Job fairs</li> <li>• Word of mouth</li> </ul>			
<b>Types of jobs applied for (in order of frequency)</b>	<ul style="list-style-type: none"> <li>• Administrative – 22%</li> <li>• Other – 21%</li> <li>• Retail/sales – 15%</li> <li>• Call center – 10%</li> <li>• Education – 9%</li> <li>• Government – 8%</li> <li>• Tourism – 8%</li> <li>• Health care – 2%</li> <li>• Child care – 2%</li> <li>• Manufacturing – 2%</li> <li>• Housekeeping – 2%</li> </ul>		<ul style="list-style-type: none"> <li>• Administrative – 30%</li> <li>• Call center – 28%</li> <li>• Retail/sales – 13%</li> <li>• Education – 13%</li> <li>• Tourism – 6%</li> <li>• Health care – 4%</li> <li>• Child care – 2%</li> <li>• Government – 1%</li> <li>• Manufacturing – 1%</li> <li>• Hospitality – 1%</li> <li>• Housekeeping – 1%</li> </ul>	

Job Interviews				
Number participants interviewed	No.	%	No.	%
	37	37%	53	65%
Number interviews held	84		155	
Job Offers				
Number of participants offered jobs	No.	%	No.	%
	28	28%	31	39%
Types of jobs offered (in order of frequency)	<ul style="list-style-type: none"> <li>• Retail/sales – 28%</li> <li>• Administrative – 19%</li> <li>• Call center – 14%</li> <li>• Education – 12%</li> <li>• Manufacturing – 7%</li> <li>• Other – 7%</li> <li>• Child care – 5%</li> <li>• Tourism – 4%</li> <li>• Government – 2%</li> <li>• Health care – 2%</li> </ul>		<ul style="list-style-type: none"> <li>• Administrative – 43%</li> <li>• Call center – 19%</li> <li>• Retail/sales – 14%</li> <li>• Education – 13%</li> <li>• Child care – 3%</li> <li>• Health care – 2%</li> <li>• Hospitality – 2%</li> <li>• Government – 2%</li> <li>• Manufacturing - 1%</li> </ul>	
Reasons for not accepting job offers	<ul style="list-style-type: none"> <li>• Family resistance</li> <li>• Distance from home</li> <li>• Working conditions</li> <li>• Low pay</li> <li>• Marriage, pregnancy</li> <li>• Decision to continue education</li> </ul>			

### **Outcome – Increased Educational Pursuits**

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

	Jordan		Morocco		Total	
	No.	%	No.	%	No.	%
Number and percent of participants pursuing further education due to program	32	32%	25	31%	57	31.5%

*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 32% in Jordan and 31% in Morocco had made this decision by the end of the program, with the majority of these already enrolled in a course of study in Fall 2015. 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 was 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). In Jordan, of the 99 graduates, 37 are currently not in the job market due to their studies (32) or other reasons (5). In Morocco, of the 82 graduates, 29 are currently not in the job market due to their studies (25) or other reasons (4). The other 62 graduates in Jordan and 53 in Morocco began actively looking for work once the training ended, with 15 in Jordan and 31 in Morocco having found jobs or internships to date.

#### *Job Placement among Total Number of Graduates*

	Jordan		Morocco		Total	
	No.	%	No.	%	No.	%
<b>Total Number = 181 Participants</b>						
Number and percent of participants placed in formal jobs	13	13%	26	32%	<b>39</b>	<b>22%</b>
Number and percent of participants placed in internships	2	2%	5	6%	<b>7</b>	<b>4%</b>
<b>TOTAL</b>	<b>15</b>	<b>15%</b>	<b>31</b>	<b>38%</b>	<b>46</b>	<b>26%</b>

#### *Job Placement among Total Number of Job Seekers*

	Jordan		Morocco		Total	
	No.	%	No.	%	No.	%
<b>Total Number = 115 Participants</b>						
Number and percent of participants placed in formal jobs	13	21%	26	49%	<b>39</b>	<b>34%</b>
Number and percent of participants placed in internships	2	3%	5	9%	<b>7</b>	<b>7%</b>
<b>TOTAL</b>	<b>15</b>	<b>24%</b>	<b>31</b>	<b>58%</b>	<b>46</b>	<b>41%</b>

Such results should be compared to the national employment rates for women, taking into account the current situation and realities in each context. Available statistics show that in Morocco, 22.6% of females are employed, while in Jordan, only 11% are employed. (In agricultural areas, the female employment rate is much higher.) These figures do not distinguish age groups or educational levels. The Urban Institute's evaluation model – which AMIDEAST adapted for *Skills for Success* - uses this comparison in measuring outcomes of employability and workforce development programs. Within such parameters, the job placement rates for *Skills for Success* at the 8-month point following training surpass the national rates in Jordan and Morocco for these young women, most of whom entered the program with only a high-school diploma.

	Employment Rates for Women		
	Jordan	Morocco	Total Average
<b>National Rates</b>	11%	22.6%	<b>16.8%</b>
<b>Skills for Success Rates</b>	24%	58%	<b>41%</b>

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 women
- Lack of formal contracts for jobs offered 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
Ait Malem, Fatima	<i>Teacher (Pre-K2)</i>	Ecole Lavillate	Following <i>Skills for Success</i> (SfS) training, Fatima was able to assess her own skills, which allowed her to move forward with her job search and prepare herself to succeed in her new role as a kindergarten teacher.
Laajaj, Nisrine	<i>Teleconsultant</i>	Call Center	Nisrine was unable to finish her studies, so following the SfS training, she opted for a job in a call center. She plans to continue her studies in journalism, to then find a job in this field.
Makhada, Asya	<i>Operations Officer</i>	Kaidi Freight Express	Asya asserts that the SfS program enabled her to gain self-confidence, overcome her fears, and develop her interpersonal skills - which helped her find her current job.
Hanzaz, Meryem	<i>Pre-Employment Training</i>	CIMR Insurance Company	Meryem was able to find this job after her SfS training, which taught her how to network and take advantage of her contact list. It also helped her know herself better, set her own objectives, and improve her job search techniques.



Amezgou, Karima	<i>Call Center Representative</i>	Groupo Konnecta	Thanks to the SfS training, Karima was able to develop self-confidence, and dare to go door to door to apply for jobs. She kept it up and insisted on being interviewed, until she found her current job.
El Matichi, Chaimaa	<i>Administrative Assistant</i>	Sister Cities Africa	The SfS training strengthened Chaimaa's self-confidence and enabled her to "break free from the judgment of others", to master the questions asked during interviews, and to undertake Internet job searches. This all helped her find her current job.
Adel, Kamelia	<i>Administrative Assistant</i>	Wafasalaf Loan Company	Kamelia confirms that the training helped her because she got rid of her fear and gained confidence and a sense of organization, which made her succeed in her job interview and land her current position.
El Merzougui, Salma	<i>Restaurant Employee</i>	Pomme de Pain	The SfS training made Salma reconsider small jobs and focus on the positive side of her current position, which allows her to maintain financial stability. She aspires for a better job once she succeeds at this entry-level position.
El Makkaoui, Samia	<i>Versatile Management Assistant</i>	Invitro Palm Biotechnology	After SfS, Samia was able to look for work with more confidence than before, thanks to the personal development and job-search training, which she believes helped her to find her new job.
Oumadi, Asmaa	<i>Teacher Assistant</i>	Gaza High School	Asmaa always dreamed of being a teacher, but was unable to pursue this profession. Thanks to this program and the support of her trainers, she got the self-confidence to pursue work at a school, and her dream is coming true.
Ouzzad, Soumia	<i>Nurse Assistant</i>	Dentaire Barnousi	Soumia was unable to find a job before SfS, but during the program, she learned how to be professional during a job search and on the job. She says that is why she got her first job a few months after the training finished.

## 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, 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 the 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 second half of the Professional Skills segment.</p>
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	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

	<p>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.</p>	<p>the workforce.</p> <p>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.</p>
5	<p>By the end of the project period, job placement for the graduates was still quite low, despite taking into account that over a third had decided to return to school to further increase their employment options in the future. Although AMIDEAST used various strategies to link the participants with local employers, only a small number had been hired by the end of the project.</p>	<p>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.</p> <p>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, most employed graduates are now working as administrative assistants, call center agents, or retail sales reps.</p> <p>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.</p>
6	<p>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 critical themes sufficiently, considering these young women’s lack of information and awareness upon entering the program.</p>	<p>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.</p>
7	<p>Since the project ended, 8 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</p>	<p>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.</p>

	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.	
8	In planning the program, a false assumption was made that the participants could handle the transportation to reach the training site with their own resources. In fact, this was a big hurdle for most, particularly since many lived far away and could not afford daily trips.	Include transportation costs, using public means, in the program budgets, as well as refreshment costs, given the long training days.

## VII. Conclusions

Based on the program evaluation model used by AMIDEAST, *Skills for Success* had various levels of impact on the 181 participants in Jordan and Morocco, and was successful in achieving the following outcomes.

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

Based on feedback surveys, participants were highly satisfied with the program overall, with the various components, and with AMIDEAST's administration of the program. Their feedback showed a 95% 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 181 participants in Jordan and Morocco successfully completing the program.

### 3. *Improving the skills and 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 181 participants demonstrated improvements in their skills, with average final grades ranging from 81% - 85% (100% scale) 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.*

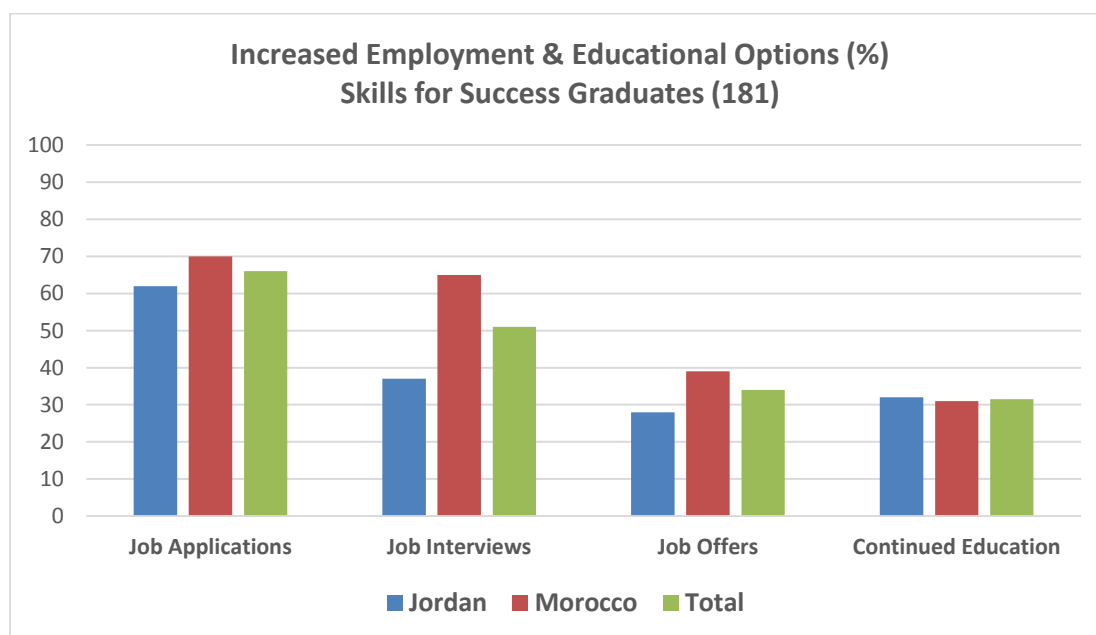
By the end of the program, all 181 participants demonstrated the ability to carry out a job search process, with the skills and tools to do online searches, create networks, complete job applications, draft a resume and cover letter, prepare for job interviews, follow up with potential employers, and 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.*

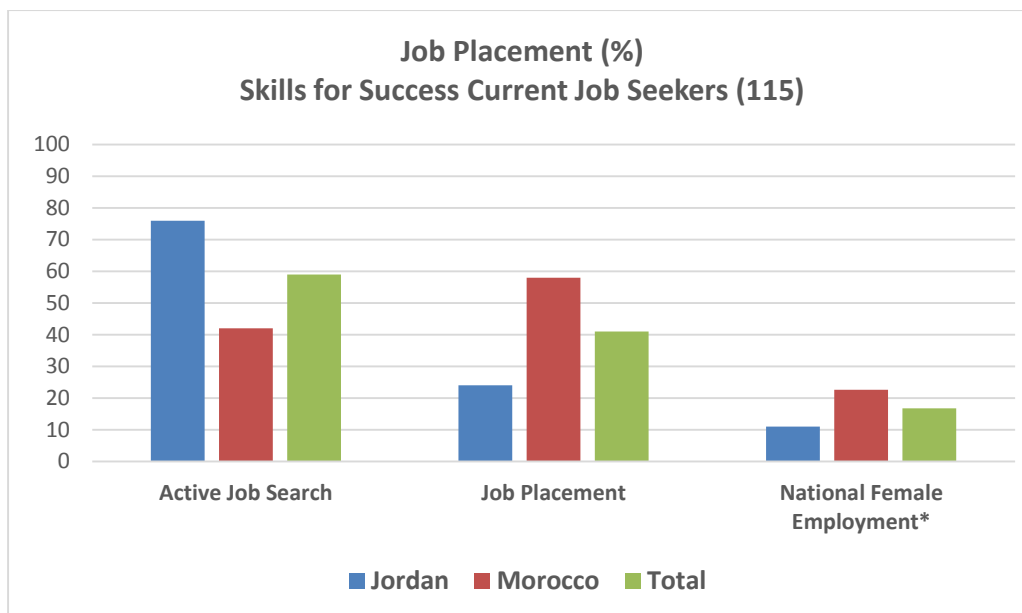
*Skills for Success* graduates left the program with an increased awareness of their individual goals, interests, abilities, and challenges – as well as strategies to continue assessing these. They also demonstrated an increased ability to make decisions about their future based on various factors in their lives. As a result, a remarkable 32% of participants in Jordan and Morocco 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.

*“For two years, I have been asking myself: Who am I? What are my skills? Where can I use them? I knew all these questions help us develop ourselves and progress in our lives, but I just had the questions and no answers...This program started giving me the answers I had been looking for. I discovered who I am, what I want, what my skills are, and which areas suit me most.”*



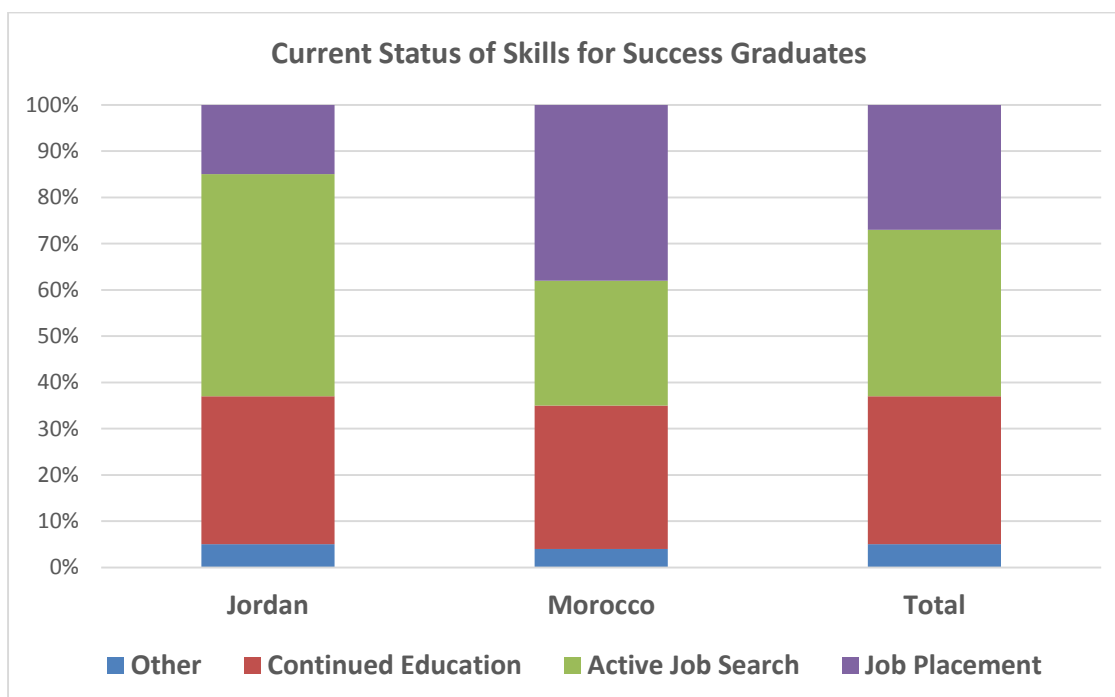
In terms of direct job placement, *Skills for Success* has had a moderate degree of impact on the job status of graduates. By the 8-month point (approximately a year after the program began), 26% (38% in Morocco, 15% in Jordan) among all graduates had found decent work or internships in local companies. However, among the 115 (62 in Jordan and 53 in Morocco) women who actually began seeking work following the training – with others postponing entering the job market due to educational pursuits or personal reasons – 41% (24% in Jordan and 58% in Morocco) had found decent work by the 8-month point. Those who are working have positions in administration, call centers, retail/sales, education, hospitality, etc. The remaining graduates have either returned to school (32%) or continue to actively look for

entry-level jobs (32%), except for a small percent (5%) who have interrupted their job search for personal reasons (e.g., pregnancy). 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.



(National Female Employment Rates: Jordan, 11%; Morocco, 22.6%)

The following chart provides an overall summary of the 181 graduates' current status in both countries, as well as overall.



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, providing graduates with databases of local employers, informing graduates of job fairs and linking them with companies represented, helping graduates register with employment agencies and 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.



*“The **Skills for Success** program came at the right moment for me. I didn’t expect it would change me this way. I am now a new person with new life perspectives. I first worked on my personality and learned how to gain my confidence, and I can say that I’m very proud of myself now. After completing the program, I had two successful interviews and I was accepted by both companies. I’m now a call center agent at Group Konnecta. Many thanks for this opportunity that came to me when I really needed it.”*

**Karima**, Skills for Success graduate, Morocco



*“Before enrolling in **Skills for Success**, I was so lost and confused about what I should do about my life and future job. Then I had the chance to meet wonderful trainers who knew how to guide me to get my dream job and discover my skills. I realized I just needed a right positive push and I thank them for that. Three weeks after completing the program, I got a new a job at Excelsa Company in Casablanca.*

**Asmaa**, Skills for Success graduate, Morocco

*“This program allowed me to meet other women who aspire to become great – great at home, great at school, and great at work. The training increased my ability to speak English and use computers, skills that I know will help me find a job after graduating. Additionally, it also boosted my self-confidence, increasing my ability to communicate with others openly and freely. Thank you, UfM, AMIDEAST, and the Flemish and Norwegian governments! You have changed my life for the better.”*

**Rawan**, Skills for Success graduate, Jordan





## **LIST OF ANNEXES**

**ANNEX 1** – Press Release for Project Launch

**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

ABOUT AMIDEAST OUR WORK WHERE WE WORK NEWS & RESOURCES DONATE

**>> NEWS & RESOURCES**

**AMIDEAST, Union for the Mediterranean Launch Employability Skills Initiative for Women in Five Arab Countries**



*Ms. Helena Simas, AMIDEAST Regional Director for English Language Programs, presents an overview of the Skills for Success program.*

**Washington, DC, March 26, 2014**—AMIDEAST is pleased to announce the launch of a new partnership with the Union for the Mediterranean (UfM) to provide employability skills training in Egypt, Jordan, Lebanon, Morocco, and Tunisia. "Skills for Success—Employability Skills for Women" will specifically target disadvantaged women who have completed secondary school with training designed to improve their ability to enter and succeed in the workforce.

The launch of Skills for Success took place during the UfM's "Women's Socio-economic Empowerment: Projects for Progress" conference at its Barcelona headquarters on March 26-27, 2014. It included a formal signing of the agreement between AMIDEAST, the UfM, and the Flemish Department of Foreign Affairs, which will add to funds already provided for the program by the government of Norway. The program was also previewed in detail before the conference audience of some 250, including government representatives, development experts, officials of international organizations focusing on women's empowerment and gender equality, and others from the private sector and civil society.

In supporting Skills for Success, the UfM is reinforcing its broader efforts to advance the socioeconomic empowerment of women in the Euro-Mediterranean region. The program specifically addresses the high unemployment rates among young women across the region by providing skills training coupled with job search coaching to help them bridge the gap between school and the workplace. By working with local employers to match participants with jobs and by emphasizing training in English language, computer, basic business, and other skills, it also seeks to raise the region's very low rates of labor participation for women.

"AMIDEAST is pleased and gratified to receive UfM support for this important initiative. The program will help many women overcome obstacles to entering the workforce, benefiting their families and their societies," said AMIDEAST President and CEO Theodore H. Kattouf.

Initial implementation of Skills for Success will be in Jordan and Morocco, with Egypt, Lebanon, and Tunisia following later in 2014 or 2015. Approximately 90 women in each country will participate in the six-month training program. *representatives of the UfM and the Flemish Department of Foreign Affairs sign the agreement launching Skills for Success.*



*Development Vincent DeSomma (center) and representatives of the UfM and the Flemish Department of Foreign Affairs sign the agreement*

22 Tweet  
 Like

530 #

## ANNEX 2 – Sample Flyer for Recruitment



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

### Skills for Success® - Employability Skills for Women



Are you a high school graduate hoping to enter the workforce soon?  
Are you interested in acquiring the skills you need to find the right job?

*Skills for Success: Employability Skills for Women* is a 320-hour program that integrates the personal and professional skills participants need to expand their job options and increase their earning potential.

Endorsed by the **Union for the Mediterranean (UfM)**, **Skills for Success** will be launched in Amman, Jordan in October 2014, with training taking place October 2014 to January 2015.

Eligibility Criteria: *Women applicants must:*

- Be 18 - 25 years old
- Hold a secondary-school diploma or equivalent
- Not have a university degree, nor be enrolled in university
- Be currently unemployed and actively seeking a job
- Be able to commit fully to intensive, 4-month program

Eligible women should complete an application through AMIDEAST. Please contact: [dderani@amideast.org](mailto:dderani@amideast.org)

*Through funding from the Flemish Department of Foreign Affairs and the Norwegian Ministry of Foreign Affairs.*



## **Skills for Success®**

### Employability Skills for Women



### **APPLICATION FORM**

Please return the completed application form to AMIDEAST by (deadline):

(Name, Address, Fax, Email...)

*Skills for Success®: Employability Skills for Women is a program administered by AMIDEAST and endorsed by the Union for Mediterranean (UfM) to provide employability skills training to young women in the Middle East and North Africa (MENA) who are unemployed secondary-school graduates. The training will provide participants the knowledge and skills they need to compete successfully for entry-level jobs. The 320-hour, 4-month program consists of an English-language training component, as well as workshops on computer/ICT skills, professional skills, and job search strategies.*

### **Eligibility Criteria**

To be considered for the **Skills for Success** program, women applicants must:

- Be between the ages of 18 to 25 years old.
- Hold a secondary-school diploma.
- Not hold a university degree, nor be enrolled in university.
- Be currently unemployed and actively looking for a job.
- Be able to commit to fully to the intensive program.
- Reside in the greater (Amman) area.

This project aims at helping people in need. Therefore, priority in the selection process will be given to underprivileged women.

### **To Apply for the Program:**

- Fill out the application form completely.
- Provide copies of the following documents:
  - Clear copy of your official national ID
  - Certified copy of your secondary-school diploma
  - One recent passport-size photo
- Submit the application form and required documents in one of the following ways:
  - In person:  
(AMIDEAST office address)
  - By email:  
[jordan@amideast.org](mailto:jordan@amideast.org) with “Application for Skills for Success” in the subject line

**The deadline for applying is:**

**DATE**

### **Applications will not be considered if:**

- Information in the application form is incomplete or inaccurate.
- Any required document is missing.
- Application form and required documents are not submitted by the deadline.
- Applicant does not meet the eligibility criteria.

*Only shortlisted applicants will be contacted to schedule an interview.*

How did you find out about this opportunity to apply for **Skills for Success**?

Please check all that apply and provide the related details, as needed.

- AMIDEAST office: \_\_\_\_\_
- AMIDEAST website: \_\_\_\_\_
- AMIDEAST Facebook page: \_\_\_\_\_
- Newspaper ad: \_\_\_\_\_
- Government ministry: \_\_\_\_\_
- School or university: \_\_\_\_\_
- Friend or relative: \_\_\_\_\_
- Another organization: \_\_\_\_\_
- Other: \_\_\_\_\_

## I. Personal Information

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Mobile: \_\_\_\_\_ Email: \_\_\_\_\_

Home Address: \_\_\_\_\_  
Street City District

Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_  
Day Month Year City Country

Nationality: \_\_\_\_\_

Gender: Male Female

## II. Education

1. Please check all that apply regarding your current status:

- Currently enrolled in high school
- Received a secondary-school diploma
- Currently enrolled in vocational school
- Received a vocational diploma
- Currently enrolled in university
- Received a university degree

2.

Name of School or University Attended	Type of School (private, public, vocational)	Degree Attained (and specialization)	Final Score or Grade	Month & Year of Graduation

### III. Work Experience

3. Are you currently employed?                      Yes                      No

4. If you are currently employed, or if you were previously employed, please fill out the following information for the 3 most recent jobs or internships you have held.

Position	Main Duties	Name of Company & Location	Dates		Status (Full-time, part-time, hourly, intern, volunteer, etc.)
			From (month, year)	To (month, year)	

### IV. Family Information

5. What is your current marital status?

- Single
- Married
- Separated
- Divorced
- Widowed
- Other: \_\_\_\_\_

6. What is your family's total monthly income?

- Less than \$500
- Between \$500 and \$1000
- Between \$1000 and \$1500
- Between \$1500 and \$2000
- Between \$2000 and \$2500
- More than \$2500

7. Do you have any children?                      Yes    No                      If so, how many?                      \_\_\_\_\_

8. Do you own a house?                      Yes    No                      Estimated value?                      \_\_\_\_\_

9.

Number of Dependents	Relationship to You



### 10. Father's Information

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

- |         |                                     |            |   |
|---------|-------------------------------------|------------|---|
| Status: | <input type="radio"/> Employed      | Education: | <input type="radio"/> Elementary School   |
|         | <input type="radio"/> Self-employed |            | <input type="radio"/> Preparatory School  |
|         | <input type="radio"/> Unemployed    |            | <input type="radio"/> Secondary School    |
|         | <input type="radio"/> Retired       |            | <input type="radio"/> Vocational School   |
|         | <input type="radio"/> Deceased      |            | <input type="radio"/> University          |
|         |                                     |            | <input type="radio"/> Graduate Studies    |
|         |                                     |            | <input type="radio"/> No Formal Schooling |

If employed: Position: \_\_\_\_\_ Company: \_\_\_\_\_

### 11. Mother's Information

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

- |         |                                     |            |   |
|---------|-------------------------------------|------------|---|
| Status: | <input type="radio"/> Employed      | Education: | <input type="radio"/> Elementary School   |
|         | <input type="radio"/> Self-employed |            | <input type="radio"/> Preparatory School  |
|         | <input type="radio"/> Unemployed    |            | <input type="radio"/> Secondary School    |
|         | <input type="radio"/> Retired       |            | <input type="radio"/> Vocational School   |
|         | <input type="radio"/> Deceased      |            | <input type="radio"/> University          |
|         |                                     |            | <input type="radio"/> Graduate Studies    |
|         |                                     |            | <input type="radio"/> No Formal Schooling |

If employed: Position: \_\_\_\_\_ Company: \_\_\_\_\_

### 12. Husband's Information (if applicable)

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

- |         |                                     |            |   |
|---------|-------------------------------------|------------|---|
| Status: | <input type="radio"/> Employed      | Education: | <input type="radio"/> Elementary School   |
|         | <input type="radio"/> Self-employed |            | <input type="radio"/> Preparatory School  |
|         | <input type="radio"/> Unemployed    |            | <input type="radio"/> Secondary School    |
|         | <input type="radio"/> Retired       |            | <input type="radio"/> Vocational School   |
|         | <input type="radio"/> Deceased      |            | <input type="radio"/> University          |
|         |                                     |            | <input type="radio"/> Graduate Studies    |
|         |                                     |            | <input type="radio"/> No Formal Schooling |

If employed: Position: \_\_\_\_\_ Company: \_\_\_\_\_

## V. Personal & Professional Skills

13. Please check the appropriate box to indicate your level of fluency in English.

	English
<b>Beginner</b>	
I can understand and use everyday expressions and very basic phrases.	
I can introduce myself and others and can ask and answer questions about personal details.	
<b>Elementary</b>	
I can understand sentences and expressions related to family information, shopping, local geography, and employment.	
I can communicate about simple tasks.	
<b>Intermediate</b>	
I can understand the main points of communication at work and school.	
I can describe experiences and events and give reasons and explanations for opinions and plans.	
<b>Advanced</b>	
I can understand a native speaker in most situations.	
I can take part in conversations on many subjects, including with native speakers, in formal and informal situations.	

14. Please check the appropriate box(es) to indicate your level of proficiency in using computer applications and the Internet.

	Word	Excel	PowerPoint	Internet
Beginner				
Intermediate				
Advanced				

15. How fast do you type on the computer?

- Fast
- Average
- Slow
- I can't type on the computer.

16. Please list in the table below any other work-related skills that you have, and the level of proficiency for each.

Work-Related Skill	Level of Proficiency (beginning, intermediate, advanced)

17. Please list any personal interests and hobbies that you have:

---

---

## VI. Personal Reflections

Please answer each of the following questions in one or two paragraphs (100-150 words maximum). Use the back of the page, if necessary.

18. What are your job and career goals?

19. Why do you want to join the **Skills for Success** program? How will it help you attain your goals?

20. What are the types of challenges that women in your country face when pursuing their academic or career goals?

---

21. The program is an intensive training opportunity that requires dedication and commitment. Will you be able to commit to this intensive, 4-month program? **Yes** **No**

22. What are challenges you might face in committing to such a program and how could you overcome those challenges?

## ANNEX 4 – Training Delivery Sample Calendar

### SKILLS FOR SUCCESS – 2014

<b>Intro &amp; Wrap-Up to Program</b>	<b>English for Life and Work</b>	<b>Computer/IT Skills</b>	<b>Professional Skills</b>	<b>Job Search Strategies</b>	<b>Special Sessions</b>

WEEK	AUGUST						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
1			Program Orientation & Workshop: Self-Assessment & Goal-Setting (6 hours)				<i>Pre-Assessment</i>
	31						

WEEK	SEPTEMBER						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5	6
2		English for Life & Work – 20 hours (5 days X 4 hours)					
	7	8	9	10	11	12	13
3		English for Life & Work – 20 hours (5 days X 4 hours)					Event 1 <i>or evening</i>
	14	15	16	17	18	19	20
4		English for Life & Work – 15 hours (5 days X 3 hours)					
		Computer/ICT Skills – 10 hours (5 days X 2 hours)					
	21	22	23	24	25	26	27
5		English for Life & Work – 15 hours (5 days X 3 hours)					Event 2 <i>or evening</i>
		Computer/ICT Skills – 10 hours (5 days X 2 hours)					
	28	29	30				
6		English – 6 hours					
		Computer/ICT – 4 hours					

WEEK	OCTOBER						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6				English for Life & Work – 9 hours			
				Computer/ICT Skills – 6 hours			
	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
7		<i>Eid Al-Adha Break</i>			English – 5 hours		Event 3
	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
8		English for Life & Work – 15 hours (5 days X 3 hours)					
		Computer/ICT Skills – 10 hours (5 days X 2 hours) <b>END</b>					
	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
9		English for Life & Work – 15 hours (5 days X 3 hours)					Event 4
		Professional Skills/Core Modules – 10 hours (5 days X 2 hours)					
	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	
10		English for Life & Work – 15 hours (5 days X 3 hours)					
		Professional Skills/Core Modules – 10 hours (5 days X 2 hours)					

WEEK	NOVEMBER						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
							<b>1</b>
	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
11		English for Life & Work – 15 hours (5 days X 3 hours)					Event 5
		Professional Skills/Core Modules – 10 hours (5 days X 2 hours)					
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
12		English for Life & Work – 15 hours (5 days X 3 hours)					
		Professional Skills/Elective Modules – 10 hours (5 days X 2 hours)					
	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
13		English for Life & Work – 15 hours (5 days X 3 hours) <b>END</b>					Event 6
		Professional Skills/Elective Modules – 10 hours (5 days X 2 hours) <b>END</b>					

	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
14	Job Search Strategies – 15 hours (5 days X 3 hours)						
	Special Sessions: Volunteering & Internships (2 hours)						
	<b>30</b>						

WEEK	DECEMBER						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
15	Job Search Strategies – 15 hours (5 days X 3 hours)						
	Special Session: Preparing for Job Fairs (1.5 hours)						
	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
16	Program Wrap-Up: Self-Assessment & Final Projects (4 hours)						<i>TOEIC &amp; Post-Assessment</i>
	Job Fair (2-3 hours)						
	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
	Graduation Ceremony						
	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>			

### Special Events (Ideas) – 8-10 hours

Week	Topic	Event	Time
3	<ul style="list-style-type: none"> <li>Women leaders in the community</li> <li>Women entrepreneurs</li> <li>Perspectives on women's empowerment</li> <li>Women's rights in the workplace</li> <li>Women's safety in public space and the workplace</li> <li>Others</li> </ul>	Speaker	
5		Film	
7		Speaker	
9		Ted-X	
11		Speaker	
13		Film	
15-16		Job Fair	

## 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
<b>General</b>						
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.					
<b>English Language Training</b>						
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.					
<b>Computer/Technology Training</b>						
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
<b>Professional Skills Training</b>						
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.					
<b>Job Search Skills Component</b>						
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.					
<b>Program Administration</b>						
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.					

		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
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?

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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!**