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Participant Guide

2020 Middle East and North Africa
Positive Youth Development Symposium
March 2-5, 2020 | Tangier, Morocco

Name:

Organization:



USAID
FROM THE AMERICAN PEOPLE

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Day 1: Monday, March 2

Time	Session Description
8:30-9:00	Registration Attendees check-in and pick up their name badges and participant guides from the registration table.
9:00-9:10	Welcome and Introductions USAID facilitators provide welcoming remarks and discuss the objectives and themes for the Symposium. Participants introduce themselves at their tables.
9:10-9:45	Call to Action: Youth Visions for the MENA Young leaders share their visions and call to action for youth voice and engagement throughout the MENA.
9:45-10:45	State of the Field: Research on Youth and PYD Programs in the MENA Experts present the results of recent research papers on youth in the MENA region, framing the Symposium's discussions in the evidence base. The presenters will lead a Q&A session after their presentations about constructing a research agenda.
10:45-11:00	Official Welcome Senior U.S. and Moroccan government officials provide opening remarks to the plenary.
11:00-11:30	Coffee/Tea Break
11:30-13:00	Deep Dive into Models of PYD Programming In the first hour, presenters highlight key components of PYD program models from across the region. After presentations conclude, participants will break into small group discussions for 30 minutes to discuss each model in more depth.
13:00-14:00	Lunch Break
14:00-14:30	Learning from What Hasn't Worked and Adapting to Improve Adaptive learning can result in program improvement, but we must be able to acknowledge when things go wrong. In this session, speakers share examples of how they have learned from things that have not worked in the past and how they have adapted their programs to improve.
14:30-15:00	Approaches to PYD: Bingo! Participants play an interactive bingo game to get to know their fellow participants and identify things they have learned that should be considered in PYD programming.
15:00-16:30	Working on a Better Model Participants work in small groups to synthesize the lessons from the previous session and develop guidelines for PYD programs. Teams will share their guidelines with the large group at the end of the session.
16:30-17:00	Day 1 Closing and Reflections USAID facilitators wrap up Day 1, synthesizing the key points and inviting participants to reflect on their main takeaways.
17:00-18:30	Welcome Reception

Day 2: Tuesday, March 3

Time	Session Description
8:30-9:00	Check-In Attendees check-in for the day at the registration table.
9:00-9:15	Day 2 Opening USAID facilitators frame Day 2 with an exercise on key findings related to effectiveness of PYD programs.
9:15-10:15	Promoting Inclusion in PYD Panelists discuss promising practices related to gender transformative activities, at-risk environments, displacement, disability, and social inclusion.
10:15-11:15	Effectiveness in the Public and Private Sectors Diverse panelists from both the public and private sectors discuss what effectiveness means in their PYD work and partnerships across sectors.
11:15-11:45	Coffee/Tea Break
11:45-13:00	Innovation Marketplace Presenters provide 60 second snapshot talks of their innovation or model of PYD programming. Afterward, participants move through the marketplace at their own pace, visiting exhibitor tables to learn more about each innovation and how it promotes effective, inclusive programming.
13:00-14:00	Lunch Break
14:00-14:45	The Human Element: Building Relationships and Trust in PYD This youth-facilitated panel discusses important components of building relationships and trust including staff and volunteer recruitment and development, and engaging parents, teachers and communities.
14:45-15:45	Breakout Sessions – Choose 1 of 4 <ol style="list-style-type: none">1. Relationships and Community Ownership2. Youth Engagement and Leadership3. Creating Youth Friendly Spaces and Well-Being4. The Role of Media and Social Media
15:45-16:15	Coffee/Tea Break
16:15-17:15	Telling Our Story: Approaches to Monitoring, Evaluation, and Communication for PYD Panelists deliver short TED Talks on innovative ways to track, measure, and communicate PYD program outcomes and impact. Topics include monitoring and evaluation in conflict and unstable conflicts, as well as youth-led monitoring and evaluation and research. Presentations will be followed by a hands-on activity so participants can learn more about the approaches.
17:15-17:30	Day 2 Closing and Reflections USAID facilitators wrap up Day 2, synthesizing the key points and inviting participants to reflect on their main takeaways.

Day 3: Wednesday, March 4

Time	Session Description
8:30-9:00	Check-In Attendees check-in for the day at the registration table.
9:00-9:05	Day 3 Opening USAID facilitators open the final day of the Symposium.
9:05-10:00	Transforming Youth Systems Presenters frame the day by harmonizing participants' understanding of what "systems" and "systems transformation" mean within PYD. This session highlights the Youth Systems Collaborative© framework for youth systems transformation.
10:00-10:30	Visions for the Future of Systems Change Speakers present short TED Talks on their visions for the future of systems change through PYD programming.
10:30-11:00	Coffee/Tea Break
11:00-12:00	Systems Change in PYD Programming Presenters share stories of systems change at different levels of a system that they have seen in their programs or countries, their effects, and how they build systems in contexts that are experiencing shocks and stressors.
12:00-13:00	Lunch Break
13:00-14:00	Seeing Youth Outcomes at Scale Presenters share creative approaches to scaling youth outcomes across the region. Examples range from scaling small local pilots to larger regional initiatives.
14:00-15:30	Creativity Lab: Mapping Systems for Better Youth Outcomes After a video demonstration introducing system mapping, participants will work in small groups to map systems from their country or program contexts.
15:30-16:30	Next Steps: Connecting PYD Programs Across the MENA Region Each group presents the results of the previous session's key outcomes, followed by USAID sharing information, tools, and resources related to the new YouthPower mechanism. After this there will be an open dialogue on how to improve learning across the MENA on PYD.
16:30-17:00	Day 3 Closing and Overall Symposium Reflections Senior officials close the Symposium, identifying key takeaways and underscoring next steps for all participants.

Day 4: Thursday, March 5
Implementing Partner Workshop

Time	Session Description
8:30-9:00	Check-In Attendees check-in for the day at the registration table.
9:00-10:00	Applying a PYD Approach This session presents PYD tools and evidence and sheds light on how to better contextualize and integrate them into our programs.
10:00-10:30	Coffee/Tea Break
10:30-12:00	Peer-to-Peer Consultations Participants work in small groups to discuss challenges related to PYD programming and identify potential solutions, then discuss the proposed solutions as a full group.
12:00-13:00	Lunch Break
13:00-16:00	Site Visit to Local Youth Center Participants sign up to visit one of three local youth centers in the Tangier area, analyzing how each is approaching the issues discussed throughout the Symposium. The site visits will end with a dialogue among participants about the successes and challenges they observed.

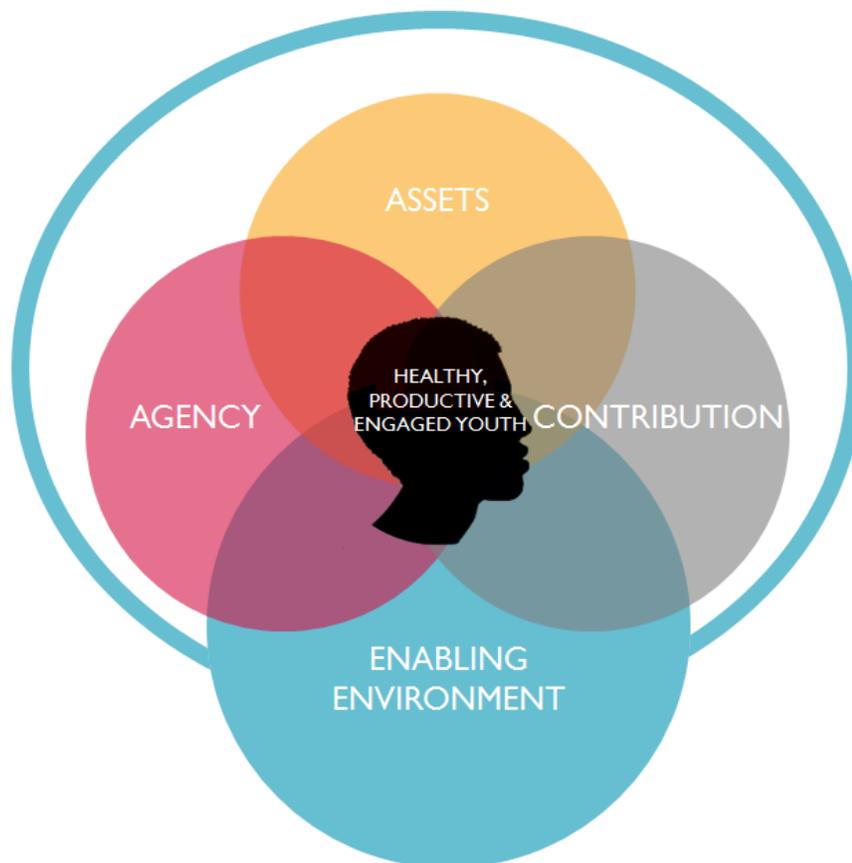
RESOURCES | What is Positive Youth Development?

Positive Youth Development (PYD) is both a philosophy and an approach to adolescent development. While there are several definitions of PYD, YouthPower has defined it as:

Positive youth development engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

Positive Youth Development Framework

This framework illustrates that to achieve the vision of healthy, productive, and engaged youth, PYD programs, practices, and policies must work with youth to improve their:



- **Assets:** Youth have the necessary resources, skills, and competencies to achieve desired outcomes.
- **Agency:** Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes.
- **Contribution:** Youth are engaged as a source of change for their own and for their communities' positive development.
- **Enabling Environment:** Youth are surrounded by an environment that develops and supports their assets, agency, access to services, and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected and live without fear of violence or retribution. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive. The term "environment" should be interpreted broadly and includes social (e.g. relationships with peers and adults), normative (e.g., attitudes, norms, and beliefs), structural (e.g., laws, policies, programs services, and systems), and physical (e.g., safe, supportive spaces).

PYD Framework with Program Features

Seven features of PYD are essential for strong programs. These features link directly to the domains presented in the PYD Framework. Like the domains, these features are grounded in the literature, particularly the work of the National Research Council and Institute of Medicine, but are tailored for the context of developing countries. The PYD features can help to define what activities can be incorporated within each of the four PYD domains.

PYD Domains	PYD Program Features	Key Activities
Assets	Skill building	Develop soft and life skills through skill building activities within individual, family, peer, and community settings.
Agency		
Contribution	Youth engagement and contribution	Allow youth engagement to take different shapes. This can include youth expression, youth involvement in community service, and creating opportunities for youth decision-making at various levels of government. This can also include programs that provide structure for youth contribution or that support youth leadership.
Enabling Environment	Healthy relationships and bonding	Identify and link youth to positive adult role models, mentors, coaches, teachers, healthcare providers, and community leaders. Ideally, youth have at least one caring and consistent adult in their lives. Healthy peer relationships are also particularly important to youth.
	Belonging and membership	Foster activities where youth feel included regardless of gender, ethnicity, sexual orientation, disabilities, or other factors. Identify activities that provide positive sense of belonging (schools, sports, community service, faith-based youth group, etc.)
	Positive norms, expectations, and perceptions	Have clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth an increasing amount of responsibility and independence and allow youth to grow and take on new roles.
	Safe space	Create safe spaces that are tailored to the needs of youth—including physical infrastructure as well as emotional safety. Space can be defined in a variety of ways, including virtual. Many communities lack any space for youth to convene. Thus, communities must be committed to providing youth with safe spaces to practice, engage, and learn creatively and collaboratively. An emotionally safe space is critical to learning.
	Access to age appropriate and youth-friendly services; integration among services	Make information available to youth and families, connecting and integrating health and social services so there is a continuum of care and support at a community level.

What does PYD mean for USAID and its Missions?

Both the PYD field and USAID’s Youth in Development Policy recognize youth participation as vital to development. Youth’s full participation in development efforts can contribute to more sustainable investments to end cycles of poverty; to build resilient, democratic societies; to improve health and nutrition outcomes; and to strengthen economies (Scales, Roehlkepartain & Fraher, 2012). USAID Missions can enact and reinforce the broader Agency’s efforts to empower youth by advancing programs which: 1) recognize that youth participation is essential for effective programming; 2) invest in youth’s assets; 3) foster healthy relationships by involving mentors, families, and communities; 4) account for differences and commonalities among youth; 5) pursue gender equality; 6) harness youth innovation and technology; and 7) create second-chance opportunities for youth. Investments in

youth translate to benefits for society by increasing youth's connections to civil society and helping youth make successful transitions to adulthood (World Bank, 2007). The PYD approach can inform evidence-based design of future USAID youth-focused programming, and it can inform evaluation design for such programs.

What does PYD mean for implementers of USAID programming?

Programs that utilize a PYD approach have increasingly demonstrated that building the intellectual, physical, social, and emotional competence of youth is a more effective development strategy than one that focuses solely on correcting problems (Scales, Roehlkepartain, & Fraher, 2012). Incorporating a PYD approach during program design and using indicators of positive development to evaluate the program can help to assess trends in positive outcomes over the life of a project. When applied across multiple projects and sectors, implementers can ensure PYD program effectiveness within and across sectors, provide evidence for increased funding, and set the stage for program sustainability and scale-up. Implementers can incorporate and measure PYD in youth programming to improve program performance over time, contribute to the body of evidence on PYD, and ultimately influence multi-sector outcomes and impact.

How do we adapt PYD?

Building the assets and skills of adolescents has potentially both immediate and long-term positive effects on the mental and physical health, economic development, and overall well-being of adolescents, their families and communities (Patton et al., 2016). However, while the adolescent experience has many shared elements globally, [there are important variations in the needs and vulnerabilities of adolescents according to age, gender, and developmental stage, as well as cultural, socio-economic and environmental factors](#). It is therefore crucial that interventions account for the distinct and diverse age-specific and context-specific needs of youth to create conditions in which youth can thrive (Patton et al., 2016). There is also tremendous variation from culture to culture about whether adolescence is formally recognized as a distinct stage of life and progression toward adulthood is often dependent on cultural and historical contexts (Patton et al., 2016). This, in part, reflects the tremendous diversity of the youth experience globally, as well as in cultural and social conceptualizations of how transitions are made between adolescence and adulthood (Crocket & Silbereisen, 2000). As a result, few programmatic and policy approaches have effectively and comprehensively addressed the needs of all youth, and rarely reach the most marginalized, including very young youth, those living in extreme poverty, married youth, out-of-school youth, and others.

USAID seeks to strengthen and ensure the effectiveness of youth programming by moving investments from single-sector, problem-focused responses toward cross-sectoral PYD investments that help countries support youth in reaching their full potential. Building on the theoretical and empirical work on positive youth development and USAID's Youth and Development Policy, YouthPower Learning developed a conceptual framework of positive youth development that is contextually relevant and provides a basis for the use of positive indicators across multiple sectors in LMICs. A targeted PYD approach will enable USAID to understand what components work best for specific segments of youth across sectors.



Day 1 | March 2, 2020

Objectives

- Discuss results of research on youth and PYD programming
- Identify priorities, challenges, and opportunities for further progress in PYD programming
- Share and discuss country case studies of quality, scalable, and sustainable PYD programs

SESSION | Welcome and Introductions

Monday, March 2 | 9:00 – 9:10

USAID facilitators will provide welcoming remarks and discuss the objectives and themes for the Symposium. Participants will introduce themselves at their tables.

Facilitators:

- Angie Haddad, USAID/Jordan
- Hind Houas, USAID/Tunisia



Reflections

What does Positive Youth Development mean to you?

What are you most interested in learning over the next few days?

SESSION | Call to Action: Youth Visions for MENA

Monday, March 2 | 9:10 – 9:45

Young leaders share their visions and call to action for youth voice and engagement in the MENA region. Manar will deliver recorded remarks via video and Omar will speak in person. Omar will invite young leaders in attendance to share their visions.

Speakers:

- Manar Sameh Shamsan Zagheer, from Yemen
- Omar Al Tal, Mercy Corps



Notes

SESSION | State of the Field: Research on Youth and PYD Programs in MENA

Monday, March 2 | 9:45 – 10:45

Experts present the results of recent research papers on youth in the MENA region, framing the Symposium's discussions in the evidence base. The presenters will lead a Q&A session after their presentations about constructing a research agenda.

Facilitator: Carol Wilson, USAID/Middle East Bureau

Speakers:

- Behzad Noubary, UNICEF | MENA Generation 2030 Report
- Andrew Epstein, Social Impact | Youth Spaces Report
- Saji Prelis, Search for Common Ground | PYD in Conflict Report

Please review the “Additional Resources” section at the back of your Participant Guide for more information about each of these presentations and reports.



Notes



What questions do you have for Social Impact, UNICEF, or Search for Common Ground about their research findings?

SESSION | Deep Dives into Models of PYD Programming

Monday, March 2 | 11:30 – 13:00

In the first hour, presenters highlight key components of PYD program models from across the region. After presentations conclude, participants will break into small group discussions for 30 minutes to discuss each model in more depth.

Facilitator: Hind Houas, USAID/Tunisia

Speakers:

- Vincent Carbonneau, International Organization on Migration | Morocco FORSATY
- Maha Fakhry Moussa, American University in Cairo | Egypt University Centers for Career Development
- Ma'en Rayyan, Questscope Jordan
- Rachel Surkin, IREX | Youth Development Resource Centers
- Maria Presley, FHI360 | Ma3an



Notes

SESSION | Learning from What Hasn't Worked and Adapting to Improve

Monday, March 2 | 14:00 – 14:30

Adaptive learning can result in program improvement, but we must be able to acknowledge when things do not go well or as planned. In this session, speakers share examples of how they have learned from things that have not worked in the past and how they have adapted their programs to improve.

Facilitator: Mike McCabe, USAID

Speakers:

- Haneen Al-Rasheed, USAID/Jordan
- Nermeen Obeidat, Global Communities | YouthPower Jordan
- Mohamed El Idrissi, Teach for Morocco



Notes

SESSION | Approaches to PYD: Bingo!

Monday, March 2 | 14:30 – 15:00

Instructions: Fill out as many boxes as you can in 30 minutes.

FIND SOMEONE WHO:	WRITE DOWN SOMETHING THEY LEARNED FROM THIS EXPERIENCE THAT SHOULD BE CONSIDERED IN PYD PROGRAMMING:
Advocated for youth	
Designed a youth program	
Evaluated a youth program	
Mentored a young person	
Worked with youth-led civil society organizations	
Served as a peer mentor	
Consulted with young people on a regular basis	
Was a member of a youth assessment team	
Learned a critical life skill from an adult	
Looked up to a role model when you were between the ages of 10-29	

FIND SOMEONE WHO:

WRITE DOWN SOMETHING THEY LEARNED FROM THIS EXPERIENCE THAT SHOULD BE CONSIDERED IN PYD PROGRAMMING:

Worked on a youth activity or initiative that continued after the program ended

Conducted a systems analysis

Contributed to a youth policy

Taught life skills to a young a person

Shared power with young people

Conducted a community mapping

Participated in a youth program

Scaled a youth program

Participated in activities outside of school between the ages of 10-29

Started a business between the ages of 10-29

Contributed to a youth policy

SESSION | Working on a Better Model

Monday, March 2 | 15:00 – 16:30

Facilitator: Rachel Goldberg, USAID/Middle East Bureau



Notes

1. BRAINSTORM: From your experiences, develop guidelines for promoting PYD.

2. PRIORITIZE: As a team, pick your top three guidelines.

1.

2.

3.

3. PRESENT: Share the top three guidelines with the group.

SESSION | Day 1 Closing and Reflections

Monday, March 2 | 16:30 – 17:00

USAID facilitators will wrap up Day 1, synthesizing the key points and inviting participants to reflect on their main takeaways.

Facilitators:

- Angie Haddad, USAID/Jordan
- Hind Houas, USAID/Tunisia



Reflections

What are your two main takeaways from today?

1.

2.



Day 2 | March 3, 2020

Objectives

- Discuss best practices in effective PYD programming
- Identify best practices in gender and social inclusion
- Share innovative models of effective PYD programs across the region

SESSION | Day 2 Opening

Tuesday, March 3 | 9:00 – 9:15

USAID facilitators frame Day 2 with an exercise on key findings related to effectiveness of PYD programs.

Facilitators:

- Angie Haddad, USAID/Jordan
- Hind Houas, USAID/Tunisia



Notes

SESSION | Promoting Inclusion in PYD

Tuesday, March 3 | 9:15 – 10:15

Panelists discuss promising practices related to gender transformative activities, at-risk environments, displacement, disability, and social inclusion.

Facilitator:

- Angie Haddad, USAID/Jordan

Speakers:

- Reem Bou Shaheen, Teach for Lebanon
- Yassine Isbouia, Mediterranean Forum for Youth and the No Hate Speech Movement
- Zena Itani, Mercy Corps
- Quincy Dermody, AMIDEAST Egypt



Notes

SESSION | Effectiveness in the Public and Private Sectors

Tuesday, March 3 | 10:15 – 11:15

Diverse panelists from both the public and private sectors discuss what effectiveness means in their PYD work and partnerships across sectors.

Facilitator:

- Mike McCabe, USAID

Speakers:

- Isra'a Awajan, Education for Employment – Jordan
- Nazik El Yaalaoui, International Youth Foundation – Morocco
- Othmane Gair, Morocco Ministry of Youth
- Kathryn Porter, Hilton



Notes

INNOVATION MARKETPLACE

Tuesday, March 3 | 11:45 – 13:00

Presenters provide 60 second snapshot talks of their innovation or model of PYD programming. Afterward, participants will move through the marketplace at their own pace, visiting exhibitor tables to learn more about each innovation and how it promotes effective, inclusive programming.

INNOVATION MARKETPLACE BOOTHS

Rural & Urban Advocates Working for Development (RUAWFD)

Social Fund for Development | Yemen

The RUAWFD youth program built youth capacities through the program's primary phase (fundamental principles, concepts and issues of development) and intermediate phase (Participatory Rural Appraisal PRA and Community Committees Formation CCF). This youth initiative trained more than 8,000 young people, resulting in more than 7,000 of them gaining temporary work opportunities and 500 others gaining long-term jobs with the Social Fund for Development and other local and international organizations. Forty-eight percent of these youth were female and from all governorates of Yemen.

Ma3an Program Learn to Discern Methodology

FHI360 & IREX | Tunisia

In Tunisia as around the world, people are flooded by fake news and propaganda and Ma3an's Learn to Discern methodology empowers youth to reject manipulative information, engage responsibly online, and influence families and friends to do the same. Ma3an youth mentors learn how to train youth and families to fact-check information and images, distinguish fact from opinion and falsehoods, and identify hate speech and emotional triggers and biases. Ma3an will reach 30 communities with this approach.

Training for Employment Activity (TEA)

Education for Employment | Jordan

TEA is an innovative program that provides Jordanian and Syrian youth with the skills and opportunity to gain meaningful and sustainable Jobs. EFE-Jordan and USAID are providing youth with career and technical education programs in various sectors such as garment manufacturing, cosmetology, retail sales, hospitality, auto mechanics, digital marketing, and HVAC. The program will train 2,500 youth and following the training, EFE-Jordan will place at least 80% of successful graduates in sustainable jobs. To date, EFE-Jordan has trained 883 youth in career and technical education classes and placed 256 graduates in jobs.

"I Am the President" Reality TV Show

Search for Common Ground | Tunisia

"I Am the President" is the first political television reality show in Tunisia. It seeks to strengthen young women and men's knowledge about politics and political life by equipping them with the right tools to peacefully engage with their national and local governments. Through this program, 100 selected youth participants (18-35 years old) have gained leadership skills, deepened their knowledge about politics, and built strong professional networks.

Non-Formal Education (NFE)

Questscope for Social Development in the Middle East | Jordan

Non-Formal Education (NFE®) is an alternative education program, accredited with the Jordanian Ministry of Education, using specialized learning methods that empower children to learn and provides a restorative pathway to personal empowerment and social inclusion. The main learning method is “Participatory Learning Methodology” designed to enhance the value and the role of dialogue between facilitators and youth, introduce participatory pedagogy to foster critical thinking, and respond to learners’ exploratory initiatives as positive change agents. The target group for the NFE® program is children who have dropped out of school for at least one year or never attended school: Boys (13 – 18 years) and girls (13-20 years). The NFE® program is implemented in MoE schools.

Favorable Opportunities to Reinforce Self-Advancement for Today’s Youth (FORSATY)

International Organization for Migration | Morocco

FORSATY brings together existing community-level mechanisms and services and the work of civil society organizations to foster inclusive and socializing urban environments that are stable and resilient; environments that enable youth, women, and other groups to dream of a future at home and keep from radical ideology and rapacious smugglers. The Morocco Community Resilience Activity (2019-2024) translates the substantial outcomes of the USAID FORSATY program (2012-2019) into community empowerment, broadening socioeconomic inclusion from the individual to the community, from a youth target to all excluded groups.

Career Center Program

USAID | Morocco

The USAID Career Center program developed six pilot physical Career Centers, establishing a gold standard for career services specifically adapted to the Moroccan context. The program also developed a work readiness offering adapted to the Moroccan labor market for integration into the higher education curricula.

Technical Vocational Training Academy

Jordan

TEA is an innovative program that provides unemployed Jordanian and Syrian youth with the skills and opportunity to gain meaningful and sustainable Jobs. TVTA and USAID are providing youth with career and technical programs in various sectors such as retail sales, hospitality, auto mechanics, teachers rehabilitation and money exchange. The program will train 2,500 youth and following the training, TVTA will place at least 80% of successful graduates in sustainable jobs. To date, TVTA has trained 900 youth in life skills, occupational safety and health as well as technical training and placed 90% of graduates in jobs.

YouthPower

Global Communities | Jordan

YouthPower is focused on advancing the agency of unseen youth between the ages of 10-18 in schools, and 19-29 in 60 communities throughout Jordan. Through transformational learning approaches, youth survey assets on the individual, peers, and community levels, and then go through a learning experience to design youth-community development initiatives with an objective to create youth social innovative eco systems within target communities.

Ana Usharek and Usharek+ Programs

National Democratic Institute | Jordan

Ana Usharek is an extracurricular program targeting university students across Jordan. The program aims to increase engagement among youth in the electoral and political spheres through civic education, active learning and targeted participation. Upon graduation from Ana Usharek, top graduates continue their participation with NDI through Usharek+, an eight-month, interactive advanced leadership training program focused on advocacy and campaign skills.

Teach for Morocco and Teach for Lebanon

Teach for All | Morocco and Lebanon

These programs work with Ministries of Education and communities to support youth leadership opportunities by offering youth two-year opportunities to serve as teachers in classrooms. In Morocco, teachers work in early childhood education and in Lebanon they support all levels of education, including summer camp programs. Teach for Morocco strives for both immediate and long-term impact: recruiting and developing effective teachers to provide quality education and expanded opportunities for students in under-resourced schools and communities today (short-term impact), and investing in their development as collaborative leaders who will continue to pursue lasting change for children, within and beyond the education sector, throughout their careers (long-term impact). By recruiting and placing participants to teach for two years within schools in disadvantaged communities and supporting the leadership development of those participants through training, pedagogical coaching, and leadership mentoring, Teach for Morocco strives for participants to have a short-term impact on student academic achievement and Socioemotional skills, and in the long-term, develop the skills needed to pursue careers, within and beyond the education sector, to make lasting systemic change.

Egypt Local Scholarship Program (LSP)

Institute of International Education | Egypt

For 100 years, the Institute of International Education (IIE) has been the global leader in international education, designing and implementing programs that advance scholarship, build economies, and promote access to opportunity around the globe. The HEI Private University Scholarships Program (LSP), funded by USAID and managed by IIE, offers comprehensive scholarships to talented and deserving Egyptian students to obtain undergraduate degrees from Egyptian private universities. The program prioritizes fields of study that are important to Egypt's current and future development and prepares students for the job market through its component Leadership in Action Program.

Generation Global

Tony Blair Institute for Global Change | MENA Region

Generation Global is an education program that enables young people to embrace the future, equipped with the knowledge, skills and attitudes to become active, global and open-minded citizens. The program works with young people between ages 12 and 17, working in partnership with governments, school networks, and not-for-profit organizations to support young people to navigate globalization and life's opportunities and challenges in a peaceful way. Generation Global aims to expand the program's reach and pilot projects that will test and measure the success of different approaches and their contribution to increasing young people's open-mindedness. New technology will be integrated into our systems, processes and website to automate the capture and management of data and knowledge.

SESSION | The Human Element: Building Relationships and Trust in PYD

Tuesday, March 3 | 14:00 – 14:45

This youth-facilitated panel discusses important components of building relationships and trust including staff and volunteer recruitment and development, and engaging parents, teachers and communities.

Facilitator: Mohamed El Idrissi, Teach for Morocco

Speakers:

- Yassine Fahmi, Ma3an
- Maria Presley, FHI360
- Nourhene Lahouel, FHI360
- Omar Al-Tal, Mercy Corps



Notes

BREAKOUT SESSIONS | Elements of PYD

Tuesday, March 3 | 14:45 – 15:45

Participants select one of four breakout sessions to engage in dynamic dialogue on a specific topic within a facilitated group. Sign-up sheets will be at the registration table throughout Day 2.

The four breakout session topics are:

- 1. Relationships and Community Ownership:** FORSATY representatives from USAID/Morocco and the International Organization for Migration will discuss lessons learned around community engagement and ownership and use interactive discussion and games to allow participants to share experience and learn more about community ownership.
- 2. Youth Engagement and Leadership:** USAID/Jordan staff and young leaders will share insights on engaging youth as partners in development across sectors. The session will include a discussion on supporting youth engagement and networking.
- 3. Creating Youth Friendly Spaces and Well-Being:** The Institute of International Education team will discuss the importance of creating youth friendly spaces and promoting well-being. The discussion will provide participants with the opportunity to share ideas and approaches
- 4. The Role of Media and Social Media:** The USAID/Tunisia and Ma3an team will discuss emerging trends around social media and its influence in Tunisia. The discussion will explore how to use social media to support positive youth development.



Notes

SESSION | Telling Our Story: Approaches to Monitoring, Evaluation, and Communication for PYD

Tuesday, March 3 | 16:15 – 17:15

Panelists deliver short TED Talks on innovative ways to track, measure, and communicate PYD program outcomes and impact. Topics include monitoring and evaluation in conflict and unstable conflicts, as well as youth-led monitoring and evaluation and research. Presentations will be followed by a hands-on activity so participants can learn more about the approaches.

Facilitator:

- Ahmad Al-Amine, USAID/Lebanon

Speakers:

- Andrew Epstein, Social Impact
- Sana Gasmi, Search for Common Ground
- Omar Al-Tal and Zena Itani, Mercy Corps
- Loubna Rais, FHI360



Notes

SESSION | Day 2 Closing and Reflections

Tuesday, March 3 | 17:15 – 17:30

USAID facilitators will wrap up Day 2, synthesizing the key points and inviting participants to reflect on their main takeaways.

Facilitators:

- Angie Haddad, USAID/Jordan
- Hind Houas, USAID/Tunisia



Reflections

What are your two main takeaways from today?

1.

2.



Day 3 | March 4, 2020

Objectives

- Discuss best practices in scaling and sustaining PYD programming
- Discuss systems level efforts to transform PYD outcomes
- Identify key takeaways from the Symposium and determine next steps

SESSION | Day 3 Opening

Wednesday, March 4 | 9:00 – 9:05

USAID facilitators open the final day of the Symposium.

Facilitators:

- Angie Haddad, USAID/Jordan
- Hind Houas, USAID/Tunisia



Notes

SESSION | Transforming Youth Systems

Wednesday, March 4 | 9:05 – 10:00

Presenters frame the day by harmonizing participants' understanding of what “systems” and “systems transformation” mean within PYD. This session will highlight the Youth Systems Collaborative© framework for youth systems transformation.

Speakers:

- Rachel Blum, Education Development Center
- Clare Ignatowski, Creative Associates



Notes

SESSION | Visions for the Future of Systems Change

Wednesday, March 4 | 10:00 – 10:30

Speakers present short TED Talks on their visions for the future of systems change through PYD programming. This includes bridging short-term protection programming to longer term PYD programming in conflict environments. This session asks participants to think about the bigger picture and understand at a higher level what is required for sustainability and systems change.

Speakers:

- Muhannad Jarrah, INJAZ
- Dr. Yassine Alhulayel, Jordan Ministry of Youth
- Kathryn Porter, Hilton



Notes

SESSION | Systems Change in PYD Programming

Wednesday, March 4 | 11:00 – 12:00

Presenters share stories of systems change at different levels of a system that they have seen in their programs or countries, their effects, and how they build systems in contexts that are experiencing shocks and stressors.

Speakers:

- Hon. Ibtissame Azaoui, Parliament of Morocco
- Ma'en Rayyan, Questscope Jordan
- Elias Saddy, AdoKit



Notes

SESSION | Seeing Youth Outcomes at Scale

Wednesday, March 4 | 13:00 – 14:00

Presenters share creative approaches to scaling youth outcomes from across the region. What does it take to scale youth outcomes? What are key factors to scale up programs and what are examples of overcoming obstacles? Examples range from career centers in Algeria to regional youth dialogue programming to country-based and regional initiatives.

Facilitator: Nancy Taggart, USAID/Bureau for Economic Growth, Education and Environment

Speakers:

- Leah Bitat, World Learning
- Fiona Dwinger, Tony Blair Institute
- Yasmine Smires, UNICEF



Notes

SESSION | Creativity Lab

Wednesday, March 4 | 14:00 – 15:30

After a video demonstration introducing system mapping, participants will work in small groups to map systems from their country or program contexts on flipchart paper.

Facilitator: Rachel Goldberg, USAID/Middle East Bureau

“SIMPLE” SYSTEM MAPPING PROCESS AND INSTRUCTIONS

Step 1: Clarify the key problem you are trying to address. Be as clear and precise as possible.

Step 2: What are the main contributors to this problem? Think in terms of broad themes. Articulate them as a **few** high-level problem statements and connect them to your key problem with arrows showing the direction of influence.

Step 3: Identify as many causes of each one as possible. Write them on individual sticky notes. Organize the causes into “cause and effect” chains contributing to the problem. Use arrows to indicate the direction of influence.

Step 4: Continue to “drill down” to identify underlying causes, where useful.

Step 5: Identify interconnections among the causes and effects – show where a single problem has multiple causes and/or multiple effects.

Step 6: When you have finished, you will have a very messy map. Try to consolidate and simplify the map.



Notes

SESSION | Connecting PYD Programs Across the MENA

Wednesday, March 4 | 15:30 – 16:30

Each group presents the results of the previous session's key outcomes, followed by USAID sharing information, tools, and resources related to the new YouthPower mechanism. After this, there will be an open dialogue on how to improve learning on PYD across the MENA.

Facilitator: Rachel Goldberg, USAID/Middle East Bureau

Speakers:

- Angie Haddad, USAID/Jordan
- Hind Houas, USAID/Tunisia
- Nancy Taggart, USAID/Bureau for Economic Growth, Education and Environment



Notes

SESSION | Day 3 Closing and Overall Symposium Reflections

Wednesday, March 4 | 16:30 – 17:00

Senior officials close the Symposium, identifying key takeaways and underscoring next steps for all participants.



Reflections

How will you implement what you learned at the Symposium in your youth development work or activities?



Day 4 | March 5, 2020

Optional Workshop for USAID Implementing Partners Objectives

- Build capacity of implementing partners around PYD
- Attend site visits to see PYD in action

SESSION | Applying a Positive Youth Development Approach

Thursday, March 5 | 9:00 – 10:00

This session presents PYD tools and evidence and sheds light on how to better contextualize and integrate them into our programs.

Facilitator: Carey Utz, USAID/Middle East Bureau



Notes

SESSION | Peer-to-Peer Consultations

Thursday, March 5 | 10:30 – 12:00

Participants work in small groups to discuss challenges related to PYD programming and identify potential solutions, then discuss the proposed solutions as a full group.

Facilitator: Carey Utz, USAID/Middle East Bureau



Notes

SITE VISITS | Local Youth Centers

Thursday, March 5 | 13:00 – 16:00

Participants will sign up to visit one of three local youth centers in the Tangier area. The purpose of the site visits are to analyze how each is approaching the issues discussed throughout the Symposium. The site visits will end with a dialogue among participants about the successes and challenges they observed.

CHIFAE ASSOCIATION FOR DEVELOPMENT TRAINING

Chifae Association for Development and Training is a non-profit association created in 1998 in Bir Chifae neighborhood. Its mission is centered on three main axes: education for in-school youth, professional integration, and community development. Chifae has been a FORSATY partner since 2012 and has adopted new statutes with FORSATY technical and organizational assistance. This year, Chifae expanded its services to three new public centers in three marginalized neighborhoods: Bir Chifae, Tanja Lbalia and Merss. Chifae runs a large, dynamic vocational component, recently adding automotive training to its vocational offerings. Chifae also partners with three public schools in Bir Chifae neighborhood. Chifae serves an average of 1,900 at-risk youth per year.

OFPPT VOCATIONAL CAREER CENTER OF TANGIER

The OFPPT Vocational Career Center of Tangier was created in March 2017 under the USAID Career Center Program in partnership with the Moroccan Ministry of National Education, Vocational Training, Higher Education and Scientific Research. The Career Center is designed to respond to the problem of youth graduate unemployment. Located within the Specialized Institute of Applied Technologies, New Information and Communication Technologies, the Center was the fifth career center of the six USAID pilots. Its services aim to improve vocational trainees and recent graduates through a range of personalized services, including: diagnostic tools to help them discover their potential and help them build their skills assessment; market information on viable career pathways; soft skills and job search skills trainings; and networking opportunities to prepare youth for a professional work environment. Since its creation, the Vocational Career Center of Tangier is also investing in labor market actors engagement to provide youth with a better understanding of employment trends, demand for skills, and opportunities to connect youth with the private sector.

CAREER CENTER OF ABDELMALEK ESSAADI UNIVERSITY (UAECC)

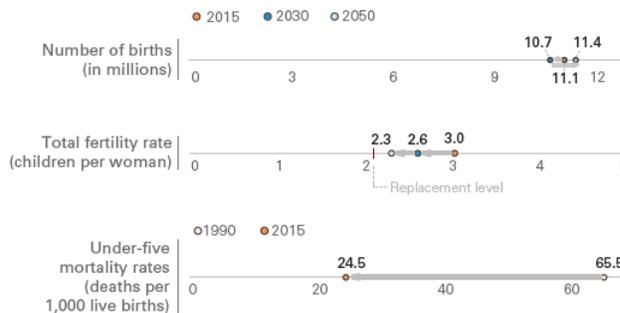
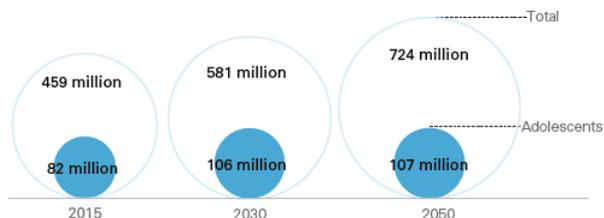
The Career Center of Abdelmalek Essaadi University - Tangier was established in April 2016 by USAID/Morocco in partnership with Moroccan Ministry of National Education, Vocational Training, Higher Education and Scientific Research. This youth development program, located in the National School of Applied Sciences, aims to assist young people's transition from education to employment by providing different services including: diagnostic tools to help them discover their potential; market information on viable career pathways; work readiness training (soft skills and job search skills); and networking opportunities to prepare youth for a professional work environment. Since its creation, the UAECC has engaged public and private sector partners, as well as university leadership and faculties, in a dialogue about students' career development and labor market needs through outreach events, job fairs, guest speakers and companies visits. A virtual Career Center is also available to all public that cannot attend the physical Career Center. It offers online trainings (Najahi Prêt pour l'emploi) and most services that are offered in-person.

Middle East and North Africa

MENA GENERATION 2030
REGIONAL FACT SHEET

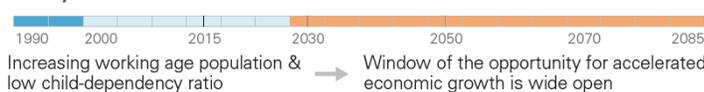
DEMOGRAPHIC PROJECTIONS

Number of total population and adolescents (10-19 years), 2015, 2030 and 2050 (in millions)



THE PROSPECT OF A DEMOGRAPHIC DIVIDEND

Early-dividend (as of 2015) ■ Pre-dividend ■ Early-dividend ■ Late-dividend ■ Post-dividend



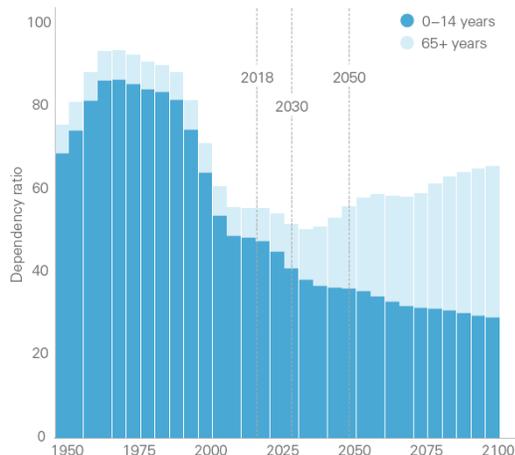
The most urgent policy priorities:

Equipping adolescents and youth with the skills they need to make an effective transition from school to work.

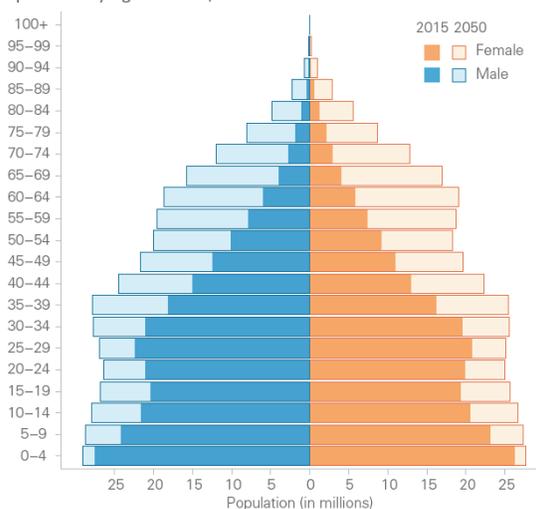
Prerequisites for realizing the window of opportunity for accelerated economic growth offered by this demographic dividend:

- Political and social stability
- Inclusive and equitable economic and social policies
- Expanded employment opportunities

Composition of the total dependency ratio (child dependency ratio and old-age dependency ratio), 1950-2100

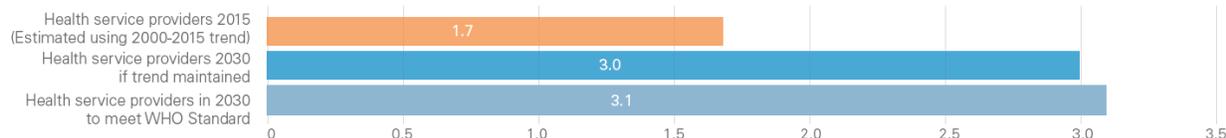


Population by age and sex, 2015 and 2050



HEALTH SERVICE PROVISION

Number of health service providers (doctors, nurses and midwives) for each scenario (in millions)*

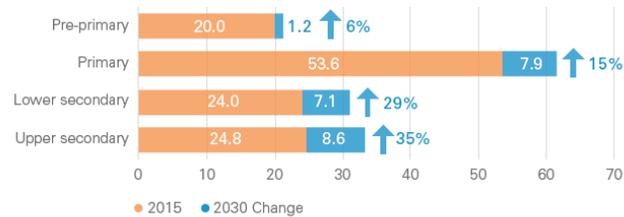


EDUCATION SERVICE PROVISION

Increase in and composition of the school age population

By 2030, the countries in MENA will face a 23 per cent increase in school-age population (aged 5-17), resulting in the need for approximately 25 million additional students to be accommodated in the education system.

Quantitative/proportional change in school-age population between 2015 and 2030 (in millions)*



Assumption: Population growth follows the trend projected by the United Nations Department of Economic and Social Affairs (UN DESA)

Most urgent policy priorities

Ensuring access to quality education opportunities, nurturing the skills required to realize the full potential as productive members of the economy and society.

Increase in out-of-school children

If the countries in MENA do not address this additional influx of children and adolescents into the education system in an adequate manner, additional 5 million children (aged 5-17), reflecting 27 per cent increase, may be out of school.

Quantitative/proportional change in out-of-school children between 2015 and 2030 (in millions)*



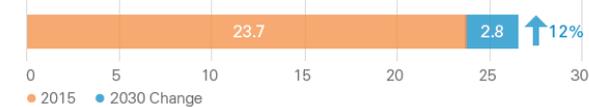
Assumption: Out-of-school children rate, i.e. percentage of the total school age population out of school, from 2015 remains the same until 2030.

SCHOOL TO WORK TRANSITION

Increase in and composition of the youth labor force

By 2030, the countries in MENA will face a 12 per cent increase in the youth labor force (aged 15-24), and hence 2.8 million new entrance into the labor markets.

Quantitative/proportional change in the youth labor force between 2015 and 2030 (in millions)*



Assumption: Labor force participation rate for both, men and women, follows the trend projected by the International Labor Organization (ILO)

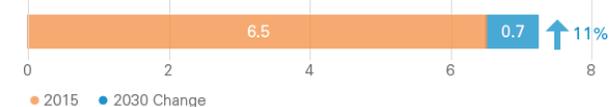
Most urgent policy priorities

Ensuring (1) the supply of qualified workforce through education systems that are adjusted to labor market requirement, and (2) the demand of the economy through creating new jobs for these new labor force entrance.

Increase in unemployed youth

If the countries in MENA do not take advantage of this additional influx of youth into the labor market in an adequate manner, additional 0.7 million youth (aged 15-24), reflecting a 11 per cent increase, may be unemployed.

Quantitative/proportional change in unemployed youth between 2015 and 2030 (in millions)*

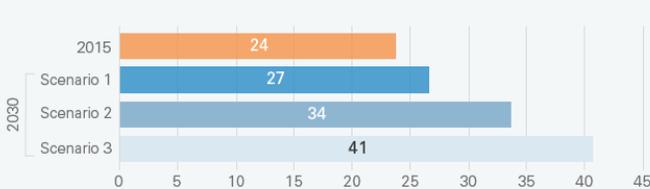


Assumption: Youth unemployment rate, i.e. percentage of the total youth population unemployed, from 2015 remains the same until 2030.

BOX 1 / Female youth labor force participation

Number of youth labor force in 2015 and 2030 under different scenarios (in millions)*

- Scenario 1 – youth labor force participation for both men and women follows ILO projection for 2030
- Scenario 2 – youth labor force participation for men as in scenario 1, while for women increase to close the gender gap by half;
- Scenario 3 – youth labor force participation for men as in scenario 1, while for women increase to close the gender gap by full



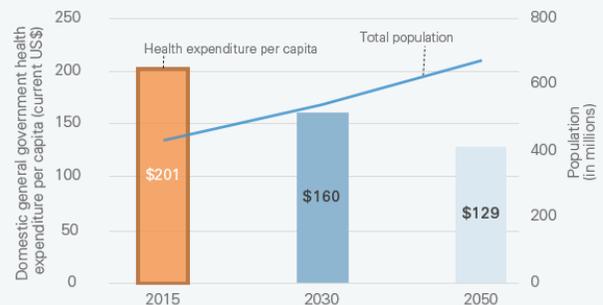
Most urgent policy priorities

Realizing the full share of human capital with vast potential for economic growth, requires unlocking the potential of girls and women contributing to the labor force and productivity of the country.

BOX 2 / Government health expenditure

A growing population requires the increase in total health expenditure to even maintain the status quo. This chart shows the resulting health expenditure per capita for 2030 and 2050 if the total expenditure would remain at the level of 2015.

Domestic general government health expenditure per capita (current US\$) and total population (in millions) under assumption of constant 2015 total expenditure*



- See the full report for more details, sources and additional explanations: <https://www.unicef.org/mena/reports/mena-generation-2030>

- All population projections based on 2017 revision of World Population Prospects (United Nations Population Division). Current and future crises and refugee movements may alter these projections for single countries significantly.

* Regional aggregates include only countries with available data, see full report for details.

MENA GENERATION 2030

Frequently Asked Questions

August 2019

What is 'MENA Generation 2030' about?

During the first half of the 21st century, an unprecedentedly large proportion of the population in the Middle East and North Africa (MENA) will transition into their most productive years, opening up the potential for a demographic dividend – economic growth spurred by demographic changes.

This report provides an in-depth analysis of demographic projections for children, adolescents and youth in the countries of the MENA region, highlights the significant changes and explores their implications for policy-making and programming in the areas of health, protection, education, transition to employment, civic engagement and the empowerment of girls and women in the region. A clear understanding of the projected demographic trends is essential if policy-making, programming and decision-making in the region are to be evidence-based. The report therefore examines projected estimates of population size, age structure and population density in the MENA region during the first half of the 21st century.

The report further highlights the significance of these projections for the possibility of a demographic dividend in MENA, explores current barriers – for example, political and social instability, inequitable economic and social policies, and limited employment opportunities – and discusses policy actions most likely to enable adolescents and youth and their communities and countries to realize their potential and benefit from these demographic changes.

What data and methodology did UNICEF use in the 'MENA Generation 2030'?

The demographic indicators included in this report are based on estimates by the United Nations Population Division (UNPD) in its 2017 revision of World Population Prospects, projections are using the median fertility variant [[United Nations Department of Economic and Social Affairs, Population Division, 2017. World Population Prospects: The 2017 Revision](#)]. These projections take into account past trends in fertility, mortality and migration, as well as the current age structure of a population. It is important to note that policy changes as well as new or protracted crises and conflicts may influence the underlying assumptions, leading to actual demographic developments which diverge from the presented projections.

In the report, these data are further analyzed regarding the current and the projected composition of the population, the expected trends across different age-groups, especially children (aged 0-17), adolescents (aged 10-19) and youth (aged 15-24) and expected implications for social service delivery. This is further discussed in relation to current social service indicators, such as the number of health service providers and workforce, the number of children being out of school, and the number of youth unemployed. Discussing this implications on social service delivery, further data and standard indicators have been used to monitor the Sustainable Development Goals, such as [WHO Global Health Workforce Statistics](#), [UNESCO Institute of Statistics](#), and [ILO Labor Statistics](#).

The discussion of barriers and policy recommendations, further builds on findings from recent thematic studies (please see individual references), and have been verified with international and regional organizations, such as IMF, World Bank, ESCWA, ILO, and AUC, in September 2018.

The methodology applied is similar to the one used for the publications '[Generation 2030 Africa](#)' (UNICEF 2014) and '[Generation 2030 Africa 2.0](#)' (UNICEF 2017), to make data comparable across regions.

Why did UNICEF choose to publish 'MENA Generation 2030'?

The report is a way of encouraging forward-looking thinking and planning across the MENA region. Population growth and change is usually perceived as a burden, and UNICEF wants to highlight the potential benefits instead. This report should show that we can take advantage of population changes, if we invest smartly now, and equip children and young people with the capacities and skills they need to contribute to the economic and social development of their countries and communities.

What are the key messages from 'MENA Generation 2030'?

During the first half of the 21st century, an unprecedentedly large proportion of the population in the MENA region will transition into their most productive years, opening up the potential for a demographic dividend – economic growth spurred by demographic changes.

The countries in the region experience different rates of population growth – depending on how far advanced the demographic transition is in their specific case. Pre-dividend countries still experience high fertility and high number of children, early-dividend countries usually experience high number of youth transitioning into working-age, and late-dividend countries experience an increasing elderly population.

Depending on demographic stage of each country, the most urgent policy priorities should be – ensuring that children, adolescents and youth are healthy and well-nourished, protected and well educated for pre-dividend countries; equipping adolescents and youth with the skills they need to make an effective transition from school to work for early-dividend countries; empowering those of working age via initiatives targeting labor force participation and employment generation for late- dividend countries.

However, prerequisites for realizing the demographic dividend are common across all – political and social stability, inclusive and equitable economic and social policies, and expanded employment opportunities to absorb the increasing working-age population.

However, prerequisites for realizing the demographic dividend are common across all – political and social stability, inclusive and equitable economic and social policies, and expanded employment opportunities to absorb the increasing working-age population.

What are the key asks of 'MENA Generation 2030'?

The changemakers in this region are its children and young people – they have the potential to contribute to peace and stability in the region and the expansion of economic opportunities.

Now is the window of opportunity – during the first half of the 21st century an unprecedented proportion of the population will transition into their most productive years.

Enabling changemakers requires the ideas, expertise and ingenuity of all – to reap the demographic dividend government, the private sector, and young people themselves need to work together.

It requires improved health and education services, education systems that nurture the skills demanded by the rapidly changing economy and expanded training and employment opportunities for young people.

new skills seemingly overnight. Skills for 'adaptability' – the ability to respond to new circumstances and to unlearn and relearn quickly – are increasingly in demand. How well countries cope with the demand for changing job skills depends on how quickly the supply of those skills shifts within the education system.

- » **Engaging young people in the process:** Children and young people are a powerful force of change, and we should take advantage of the creativity and ingenuity of young people. Therefore, we need to provide children and young people with spaces to raise their concerns and share their ideas, and we need to involve them in decisions that affect their lives.

Also see, UNICEF's Regional Directors block for the regional World Economic Forum, in April 2019 in Jordan: ['MENA's young population is a huge opportunity – if we get it right'](#).

Which documents will I find on the 'MENA Generation 2030' website (link – [ENG/ARB](#))?

- » **Full Report:** including all relevant projections and data in the annex, which can be used for further regional- and country-level analysis.
- » **Regional Summary:** including a brief reflection on the situation of children, adolescents and youth in the MENA region, followed by the opportunity of reaping a demographic dividend if investing in children and young people now, a brief summary of barriers and recommendations to reap the demographic dividend, wrapped-up with some country examples.
- » **Regional Factsheet:** including key demographic data for the MENA region as a whole, and a graphic-visualization of implications of demographic change.
- » **Country Factsheets:** including key demographic data for each country in the MENA region, and a graphic-visualization of implications of demographic change.



Who can I contact if I would like to know more about 'MENA Generation 2030'?

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UNICEF Middle East and North Africa Regional Office
Tel: + 962 79 867 4628 | Email: jtouma@unicef.org

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The UNICEF **MENA Generation 2030** report ([Arabic/English](#)) provides an in-depth analysis of demographic projections for children, adolescents and youth in the countries of the Middle East and North Africa (MENA) region.

The population in the MENA region is expected to more than double in size during the first half of the 21st century. An unprecedentedly **large proportion of the population will be in their most productive years, opening up the potential for a demographic dividend** – economic growth due to demographic changes. This temporary age structure presents a **historic opportunity to invest in human capital** and boost economic growth. Provided that appropriate policies are budgeted and operationalized within a **politically and socially stable environment**.

Appropriate policies like – improving access to healthcare, protection, education, and meaningful engagement opportunities – thereby enhancing the prospects for productive employment, increased income per capita and thus stimulated growth and wealth generation.

WITHOUT URGENT INVESTMENTS IN



Healthcare



Education



Employment



Engagement

we will have:



5 MILLION
additional children
out of school



11 PER CENT
Increase in youth
unemployment



Greater disillusionment among young people

ADOLESCENTS AND YOUTH IN MENA¹

A young population:

There are currently **124 million adolescents and youth** in the MENA region



of the MENA populations is aged between **10 and 24 years**



Children and young people (0-24 year olds) account for nearly half of the region's population

Impact by 2030

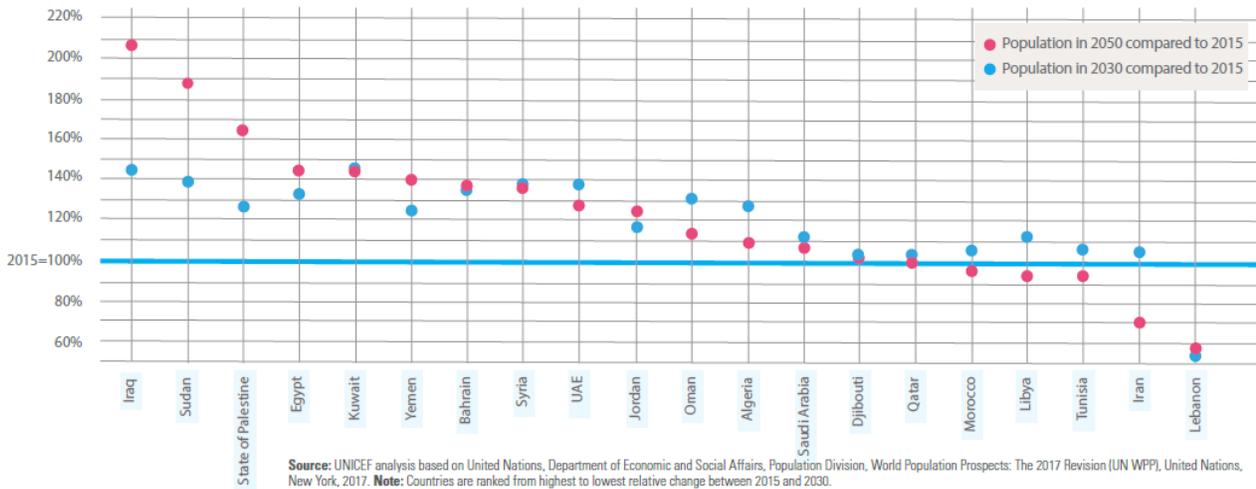


more students to accommodate in school



new entrants to the labour market. Additional burden on region's economies to create 2.6 million new jobs per year

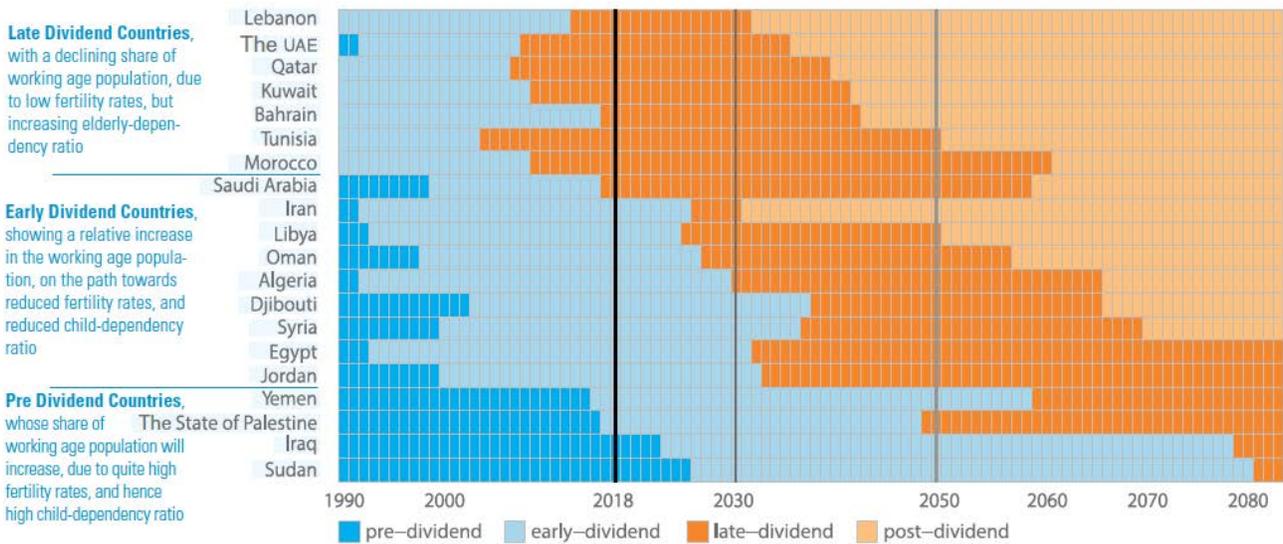
Changes in youth population (15-24 years) from 2015 to 2030 and 2050



MENA COUNTRIES BY DEMOGRAPHIC PHASES

Countries in the Middle East and North Africa by demographic type (1990-2085)

Countries sorted from top to bottom by type (from post- to pre-dividend) and Total Fertility Rate (increasing) in 2018



¹ This document refers to the overlapping age groups and follows the UN definitions as follows: children - 0 to 17 years; adolescents - 10 to 19 years; youth - 15 to 24 years; and young people - 10 to 24 years.

BARRIERS TO REAPING THE DEMOGRAPHIC DIVIDEND IN MENA

Conflict and Violence



MENA is home to **six per cent** of the world's adolescents



More than one-third (**37 per cent**) of youth in MENA live in **fragile and conflict** affected countries



MENA is home to **58 per cent** of the world's refugees and **nearly half** of the world's internally displaced populations



1 in 4 aged 13 to 15 in countries reported being **bullied at school at least once** in the past two months

Extreme Survival Measures



1/4 of the **118 million** under-18-year-olds, **experience moderate poverty**, while one in four (29.3 million) experience acute poverty²



One in five girls in the region **married before the age of 18**



The poorest children are five times less **likely to complete primary education**



One-third of school-aged Syrian refugees in host countries are still **out of school**

Education

15 million children out of school in MENA, many because of conflict



3.5 million are out of school
2.9 million at risk of dropping out of school

Of the 23.5 million **children of lower secondary school-age** in the region, at least 3.5 million are out of school, and an additional 2.9 million are at risk of dropping out of school



Learning outcomes

Out of those children who are in school, only half meet the lowest benchmark measuring skills for reading, mathematics and science

Employment



MENA has the world's highest **youth unemployment rates**: 29 per cent in North Africa and 25 per cent in the rest of the region

29 per cent

39 per cent

25 per cent

41 per cent



Female youth unemployment is even higher: 39 per cent in North Africa and 41 per cent in the rest of the region



Unemployment is also particularly **high among Syrian refugees in host countries**, for example 61 per cent in Jordan.

2

Beyond monetary poverty, this measures the multi-dimensional child poverty due to lack of access to, or poor quality of: water, sanitation, housing, health, nutrition, education, and information

Barriers for expanded employment opportunities:



Poor quality education



Mismatch between skills and labour market requirements



Lack of available jobs

Disillusionment and Disengagement

Disillusionment among young people due to:



Unemployment, conflict, crises and violence



Discriminatory roles and social norms



Limited space and scope for voice and accountability

As a result:

Young people feel that **life in MENA has deteriorated** over the last decade



of young people **have confidence in their governments** in dealing with unemployment

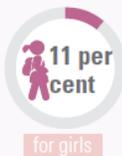


Civic engagement levels among the adolescents and youth of the region **are the lowest** in the world, with only **nine per cent** of youth in region volunteering with a civic organisation in any given month

VULNERABLE ADOLESCENTS AND YOUTH

Girls, refugees, the displaced and people with disabilities face multiple burdens and discriminatory practices. For girls, these practices start early. As a result, girls are more likely to be out of school than boys, face higher unemployment levels, lower labour force participation and lower civic engagement. Currently one in five girls in the region are married before the age of 18 and the rate is increasing in conflict-affected countries in response to instability.

Primary education
Out-of-school rate



Secondary education
Out-of-school rate



PRIORITY ACTIONS FOR REAPING THE DEMOGRAPHIC DIVIDEND IN MENA

Pre-dividend countries – window of opportunity is yet to open



Increased investment in **early childhood development**, as it is proven to be the most effective investment, with the highest rates of return.

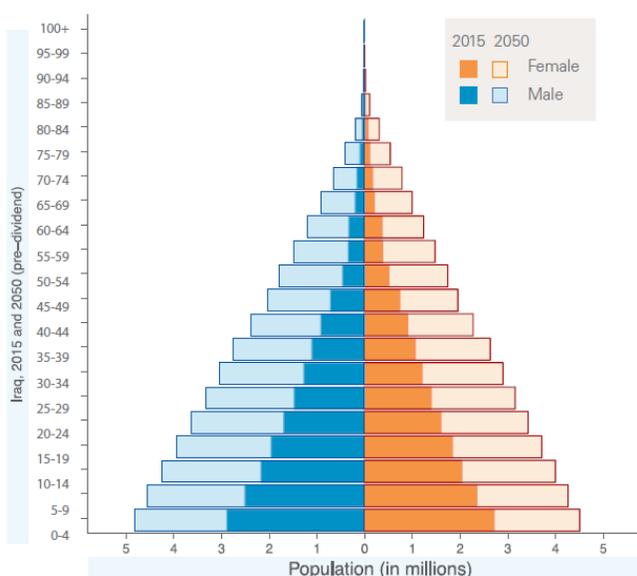


Investment in **relevant and quality education**, prioritizing skills for a fast-changing world, combined with policies **facilitating the school-to-work transition**, and

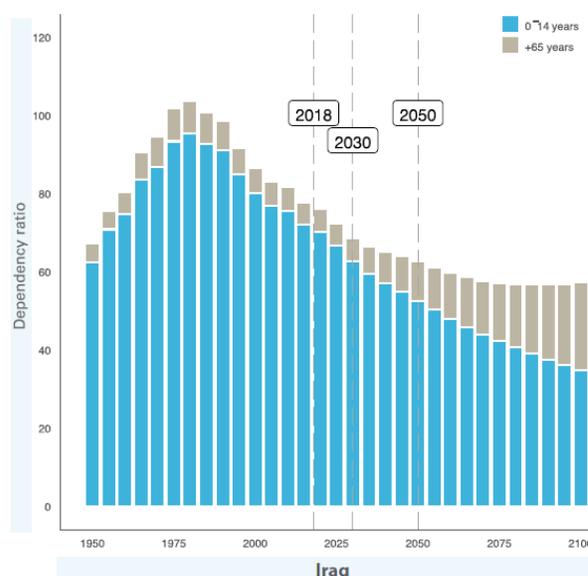


Strong **engagement of adolescents and youth**, especially girls, to reap the peace and the gender dividend.

Iraq: the country with the fastest growing population in the region – similar to Bahrain and Palestine, Iraq's population will grow by almost 50 per cent within only 15 years.



Current population 2018: 39 million
 2018-2030: +35 per cent (+14 million), to a total of 53 million
 2018-2050: +107 per cent (+42 million), to a total of 81 million



High increase in children population between 2018-2030:
 +20 per cent children (0-4), to a total of 7 million
 +30 per cent school-aged children (5-17), to a total of 16 million
 +35 per cent adolescents (10-19), to a total of 12 million
 +35 per cent youth (15-24), to a total of 10 million

Early-dividend countries – window of opportunity is wide open



Increased investment in **secondary education**, where the highest increase of school-age population is expected,



Investment in policies focusing on **skills development** through multiple pathways and **vocational training, apprenticeships, entrepreneurship and job placements**,



For the most vulnerable adolescents and youth, **transformative social protection measures** that can facilitate their transition to employment, breaking the cycle of generational poverty, and



Strong engagement of adolescents and youth, to reap the peace and the gender dividend.

Community, School-Based, and Embedded Youth Programs in the MENA Executive Summary of Desk Review Report

Social Impact, Inc. conducted a desk review of community, school-based, and embedded youth programs in the Middle East and North Africa (MENA). This is the executive summary of a report that was commissioned by the United States Agency for International Development (USAID) Middle East Bureau through the Middle East Education Research, Training, and Support (MEERS) activity, a four-year, \$5 million activity that supports education research, data analysis, and capacity building in the region. The report details best practices and identifies quality tools and resources for implementing, sustaining, and scaling youth programs more effectively in the MENA region. The report's findings are based on a limited review of available literature and program documents for three categories of youth programs and interviews with program staff, implementers, and donors of these types of activities in the MENA region. The three types of youth programs examined in this report include:



Community-based youth programs with dedicated spaces structured for youth-focused activities that are not located in schools or provided by the school system.



School-based youth programs implemented in or via partnerships with schools or the school system.



Embedded youth programs or youth “spaces within spaces” that serve members of the wider community but dedicate a portion of space and/or resources for youth programming.

The MENA region has great cultural, social, economic, and political diversity and should not be treated as a monolith. This report does not make generalizations about the region, rather it presents a spectrum of instances where specific types of youth programming were successful.

Considerable further research and evidence gathering in the MENA region is needed. While there are many types of youth programming throughout the region, there remains little guidance on how to effectively design, sustain, and grow successful community, school-based, and embedded youth programs. There are few practical tools for those serving youth in the MENA region.

KEY CONCLUSIONS: Design and Effectiveness

- **Successful community, school-based, and embedded youth programs in the MENA region have safe, accessible spaces for participants and actively engage community members**—including parents, families, and community leaders, as well as government, private sector companies, and non-governmental organizations. The space type and location, as well as the level of community engagement, should be flexible depending on the youth population targeted. For example, programs serving girls may seek an indoor space for privacy and dedicate additional time and resources for talking with parents to address safety or other concerns, as well as the provision of childcare. Programs that serve refugee youth must be prepared to address their specific vulnerabilities such as trauma or social and economic marginalization.
- **Effective and sustainable community, school-based, and embedded youth programs in the MENA region employ a combination of well trained, full-time staff alongside youth interns and community volunteers.** The programs use traditional staffing structures with managers, program officers, and financial and administrative staff. These paid staff are often complemented by trained volunteers. Staffing presents a key opportunity to engage young people as trainers, coaches, or interns.
- **Successful community, school-based, and embedded youth programs in the MENA region use a formal curriculum to structure their programming but also remain flexible to the needs of their participants.** The programs this desk review examined primarily address workforce development, violence prevention, and

community engagement. Dynamic economic, political, social conditions require these types of youth programs to be nimble and continuously responsive to participants' needs to remain relevant, while adopting and adapting a formal curriculum that reflects the youth competencies central to each program's mission.

KEY CONCLUSIONS: Scale and Sustainability

- **Partnerships are critical to sustainability.** Government, private sector, and local institutions such as universities often provide long-term management and operational support to youth programs. Sustained programs have strong connections at the community level—with parents, families, community leaders, etc.—that help to ensure ongoing demand and support for community, school-based, and embedded youth programs. However, the benefits of these relationships must also be balanced with potential risks; local conflicts make accepting funding from some sources socially or politically fraught.
- **Sustained youth programs in the MENA region meaningfully involved youth in decision-making and planned for sustainability vis-à-vis cost and capacity building from the beginning.** Lasting programs integrated the views and needs of youth into the design phase so that they are reflected in the mission and programming. Ensuring operational and management costs were not prohibitive to long-term community ownership is also vital. For example, investment in high-cost facilities that cannot be locally maintained may be detrimental to sustainability. Another key activity was transitioning responsibility to local actors from an early stage and providing organizational capacity building to ensure that local stakeholders are equipped to take on program operations.
- **Scaled-up community, school-based, and embedded youth programs in the MENA region identified one of three approaches—expansion, collaboration, or replication—and planned accordingly starting at the design phase.** Many of the same sources of support for sustainability can also be drawn on for scaling, but these must be managed and budgeted for independently. In the programs reviewed, expanding within a community required different types of engagement with government, private sector, and community leaders; for example, community leaders can be recruited to serve on a Board while government officials need to be visited and lobbied in the capital. The private sector provided sponsorships and in-kind support. Local resources were drawn on for sustainability more often, but less so for scaling because communities are more likely to invest in their own areas rather than elsewhere. Strong leadership and trained staff are vital for building networks.
- **To both sustain and scale community, school-based, and embedded youth programs in the MENA region, strong monitoring and evaluation systems are necessary to ensure quality and increase the likelihood of attracting interested investors.** Successful programs have monitoring systems with well-defined indicators and methods for tracking them, as well as independent evaluations and studies of the program's theory of change in order to demonstrate the effectiveness of an approach or model.
- **Sustainable and scalable community, school-based, and embedded youth programs have multi-year, unrestricted funding for management and operations.** Many of the best practices identified in the reviewed programs (e.g. setting up traditional staffing and management structures, staff training, cultivating partnerships, etc.) require investment in staff salaries and overhead funds. In addition, the most sustainable programs have a long-term funding horizon, which allows for planning and implementing sustainability strategies.

These findings present a starting point for a conversation among community, school-based, and embedded youth programming practitioners, implementers, and donors in the MENA, to learn from existing experience and practice, fill knowledge gaps, and envision the future of youth development programming in the region.

For more information, please contact Andrew Epstein from Social Impact (aepstein@socialimpact.com).

Brief: Design & Effectiveness of Youth Spaces Programming

Site selection, participant recruitment, curriculum, staffing, and partnerships are all critical elements in the design of effective community, school-based, and embedded youth development programs in the Middle East and North Africa (MENA) region. Several considerations that can aid practitioners, policymakers, and other stakeholders in effectively carrying out these elements include the following:

1. SITE SELECTION AND RECRUITMENT

- Meet the local community's and target youth population's definition of "safe" spaces.
- Consult key community members and engage parents and youth in site selection and recruitment practices.
- Consider travel routes, site infrastructure, and activity design to enable all youth to access the program, including girls, youth with disabilities, youth who have experienced crisis, or other underserved groups.

Safety encompasses a range of factors—physical, social, and psychological—unique to the operational context and the needs of the target youth population. Safe travel to the space and privacy during participation are key issues for **girls** in the MENA region. Fostering a sense of safety is also key when engaging refugee and internally displaced person (IDP) youth; this may include an emphasized physical safety (fencing, security guards, latrines), or inclusion of spaces where youth feel comfortable having important conversations. Youth with disabilities - intellectual/cognitive, psychological/mental, or physical - may require more dedicated attention to the features of the physical space provided.

Consult community members (including youth) when selecting sites and recruiting participants. This can be done through focus groups, community meetings, or house-to-house visits by program staff. This is particularly important for understanding the safety needs of the target youth population.

- **SAVE THE CHILDREN'S YOUTH IN ACTION (YiA)** program responded to parent's safety concerns by choosing sites close to girls' homes, and by hiring female facilitators from the communities, which helped build trust in the program. YiA also arranged for facilitators to escort girls to youth centers.
- When parents of refugee and IDP participants in **ADOLESCENT DEVELOPMENT PROGRAM IRAQ** expressed concerns about sending their children outside of the home to youth centers, the program responded by organizing dialogue sessions to share information on center safety and keep parents informed.

2. CURRICULUM

- Design flexible curricula that include a mix of relevant technical and soft skills
- Allow youth and partners to identify activities that are relevant to the market and interesting to youth.

Effective curricula combine technical and soft skills development. Delivering technical and soft skills training via active exercises, such as sports and games, is an option to engage youth and enhance learning. Soft skills include a broad range of competencies that prepare youth for economic, civic, and social participation, as well as emotional and physical health.¹

Effective curricula are flexible, allowing for adaptation depending on participant needs and the operational context. Curricula should have a distinct structure and modules, with flexibility to adapt the order and number of modules as appropriate. If building a curriculum from an international model, pilot and adapt to the program context.

- **THE INTERNATIONAL YOUTH FOUNDATION'S** multi-country **Passport to Success (PTS)** curriculum was designed to be implemented via different models, including in schools, vocational training or other community centers. PTS includes more than 80 modules that can be modified to the context as needed.

3. STAFFING

- Traditional staffing structures are common practice among youth development programs, with staff drawn from the local community.
- Volunteers should be supported by paid employees.

Hire staff from the local community, including women and older youth. Staff hired from the surrounding community tend to reflect the needs and experiences of participants. Engaging youth as staff (older youth or graduates of the program were most frequently hired) helps their own skill development and supports program participants who can learn from role models who are close in age and live in their communities. Including adult females (either staff or volunteers) to facilitate activities for girl participants is common practice in the region. Beyond facilitating, these female staff can serve as a critical link between girls, parents, and the program.

Paid staff should be used to ensure continuity, particularly in finance and management positions. Traditional staffing structures for youth development programs include a Director or Chief Executive Officer, program officers, trainers, coaches, and finance, administrative, contracting, and operations managers. Programs that engage youth volunteers can also offer training and structured pathways to employment.

Volunteers can be an effective resource but should be trained and closely managed by paid staff. Sources for volunteers include private sector employees, past participants, and local university and secondary school students. While offering cost-effective options for activity implementation, volunteers come in with varying skillsets and are restricted in the time they can dedicate. Turnover can also be high, necessitating regular retraining as existing volunteers leave and new ones come on board.

- **ISHRAQ** engaged adult females to facilitate activities for girl participants. These female “promoters” served as teachers, role models, and advocates; they were involved in participant recruitment and served as a critical link between girls, parents, and the program. Promoters received training to build skills to engage with community members and met regularly as a group to discuss challenges and lessons learned.²
- **PEACEPLAYERS MIDDLE EAST** offers the Leadership Development Program (LDP) to high school students, who undergo leadership development and coach certification training, engage in community service projects, and serve as assistant coaches for teams of younger children in their communities. After completing LDP, the program can hire interested youth as staff.

4. PARTNERS

- Government, private sector, NGO and other partners are frequently engaged to enhance youth development implementation. These partners lend specific knowledge and skills and can contribute to ensuring relevance and local ownership of the program.

Programs should **seek a diverse range of partners** who provide different services and support. Youth development programs in the MENA region often partner with **government** to identify areas of most need during the planning stages, with **private sector** companies to support workforce development outcomes for youth, and with **local NGOs** to increase overall community support.

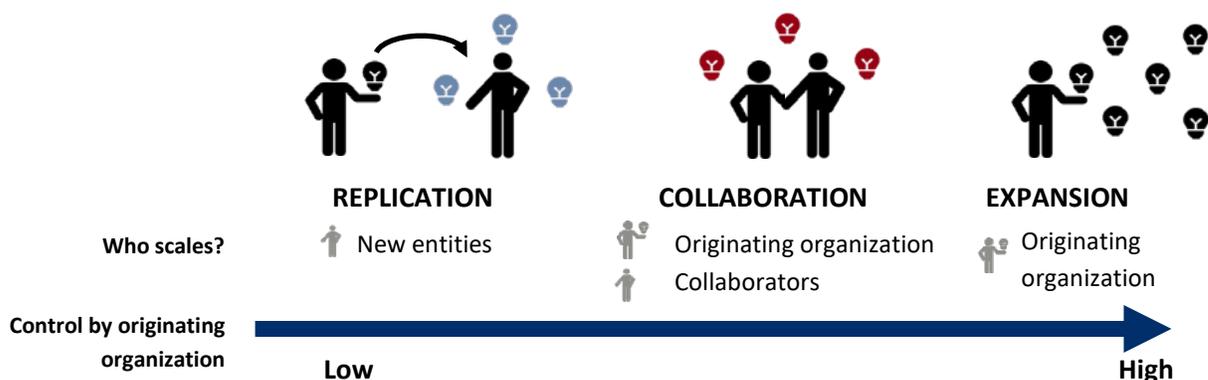
- **WORKFORCE IMPROVEMENT AND SKILL ENHANCEMENT PROGRAM (WISE)** in Egypt partnered with government to select program sites and facilitate connections with the private sector. WISE used its private sector partnerships to offer career coaching and job placement for youth, and to align its workforce development activities with actual labor market needs.³

Brief: Scaling Successful Community, School-Based, and Embedded Youth Programs

SCALING is the process of expanding “successful policies, programs, or projects in different places and over time to reach a greater number of people.”⁴ Scaling a successful program is one of the biggest challenges for youth development programs, with few successfully scaled examples in the Middle East and North Africa (MENA) region. Those that have achieved this goal shared at least one of the three following characteristics: designing for scale, mobilizing partnerships and resources, and establishing systems for quality assurances.

1. DESIGN FOR SCALE: Identifying the appropriate approach early can support scaling by guiding program design (low-cost model, flexible curriculum, etc.) and allocating financial resources to facilitate.

- **EXPANSION:** The originating organization increases in size and the model is implemented in additional regions or populations. This ensures more uniform programming and quality assurance; however, it relies on a single organization to mobilize resources, which can slow the process.
- **COLLABORATION:** The originating organization collaborates with a partner to implement an adapted model. This approach keeps the originating organization involved through design and implementation, though there is room for the program structure to evolve.
- **REPLICATION:** The model is adapted in different contexts, potentially by different organizations. Replication may take the form of licensing or sharing core program approaches, but the final program is largely directed by the new implementing organization in the new context. This allows expansion without significant investment from the originating organization but may limit influence over the program’s evolution.



INJAZ planned for their expansion approach to scaling early. The program received three distinct phases of funding to support implementation (\$4.9 million), sustainability (\$10 million), and scaling (\$5.5 million).⁵ This **long-term financial commitment** was instrumental in enabling INJAZ to scale.

QUESTSCOPE’S NON-FORMAL EDUCATION (NFE) program derived from a **unique governmental-non-governmental partnership** between Questscope and the Jordan Ministry of Education. In six years, the NFE program transitioned from a relatively small, organic initiative run by a few community-based organizations to a national program with 120 NFE centers and thousands of enrolled youth,⁶ aiding the Jordanian government in its commitments to expand opportunities for youth.

2. MOBILIZE PARTNERSHIPS AND RESOURCES

- Programs should align with existing government, private sector, or donor initiatives to access new resources and more partners.
- Programs should seek a diverse range of partners and draw upon existing donor networks to expand linkages.
- Adopting well established models, aligning with the missions of partner institutions, and/or collaboratively developing models with target youth, institutional stakeholders, and donors, can increase the likelihood of attracting support for scaling.

A program's model can impact its success in establishing partnerships and scaling. Adopting a proven, established model for youth development may attract donor support for scale. School-based programs can also select models that are aligned with the public-school curricula in order to co-locate and/or receive public funding. Some programs have designed their program's models together with target participants, donors, and government partners to build legitimacy through consensus building and participation. Deliberately involving private and public sector champions in expansion plans can also be an asset to facilitate policy change or gain resources for scaling, however, this model is more difficult to achieve with local government institutes or companies without a national presence. Local resources are often drawn on for sustainability, but less so for scaling—at least directly—because communities are more likely to invest in their own areas rather than elsewhere.

- **THE ADOLESCENT FRIENDLY SPACES (AFS) PROGRAM IN IRAQ** developed the “National Criteria and Guidelines for Adolescent-Friendly Spaces” through a collaborative and participatory process with key stakeholders. As the program scaled in Jordan, Lebanon, and Syria, it attracted a variety of international partners and ultimately led to UNRWA adopting the action research program designed by AFS as part of the curricula in the 172 schools it operates.⁷
- **THE INTERNATIONAL YOUTH FOUNDATION (IYF)** was successful in scaling use of its Passport to Success curriculum in Jordan through a combination of public and private sector partnerships. Specifically, the program worked with public schools, the Jordanian Federation for Tourism Association, and the Hospitality and Tourism Education Company, providing workforce development activities to unemployed youth. Partnering with these private sector institutions; for example, enabled IYF to dramatically increase the number of stakeholders using and adapting its training system.⁸

3. ESTABLISH SYSTEMS FOR QUALITY ASSURANCE:

- Programs that scale successfully support on-going monitoring and evaluation activities to determine what elements of the program are most effective for scaling and to continuously monitor program quality as scaling occurs.
- Best practices for quality assurance also include involving youth in collecting, analyzing, and reporting monitoring and evaluation data, and offering a structured training system for program staff.

Evidence of program effectiveness and the existence of a quality assurance system increases scalability. Evidence refers to both internal and external evaluations that determine not only if and how the program met its objectives, but also those that test the program's theory of change. Quality assurance refers to the mechanisms in place to collect and analyze data for ongoing learning and decision making, essential to support successful expansion.

Expansion can cause resources to be spread thin and management to be decentralized (depending on the scaling model), making quality assurance particularly important. Similarly, as a program scales, more individual staff become involved in program implementation. While some scaled programs reviewed reported success using a systematic approach to training increasing numbers of volunteers and staff, no information is available assessing the effectiveness of this model as a quality assurance check.

- **INJAZ** applied a **learning methodology to monitor program quality** during scaling. This ongoing assessment of inputs allowed INJAZ to only replicate those activities that produced the best results.⁹
- During IREX's efforts to scale the Youth Development Resource Center (YDRC) network, the Partnerships with Youth program focused heavily on measurement and monitoring of implementer capacity. The program was guided by **IREX'S CAPACITY DEVELOPMENT PROCESS**, a participatory methodology that requires YDRCs to reflect on their capacity, allowing the program to co-design capacity building approaches best fitting to each YDRC.¹⁰
- **ISHRAQ** scaled up nationally in Egypt with 50 new classes run by a diverse team, which included staff from the ministry, NGOs, and youth centers. To ensure quality, Ishraq developed a **toolkit on how to establish new cohorts** and trained government officials on the process through four workshops.

Brief: Sustaining Community, School-Based, and Embedded Youth Programs

Programs successfully planned for sustainability from the beginning in the design stage, seeking diverse funding models, developing operations, management, and governance structures that support the project after initial funding has ended, establishing community ownership, and building linkages with complementary organizations. Key considerations for promoting sustainability of youth development programs in the MENA region include:

1. DIVERSIFY PARTNERS AND FUNDING: Diversifying funding sources to the greatest extent possible protects the program in situations of partner instability, such as shifts in government priorities or depletion of funding. In addition to direct funding, partners can provide in-kind resources, serve as volunteers to implement program activities, or lend financial, administrative, management, or other expertise.

Government: Both local and national-level government institutions can be important sources of financial support and their relative stability make them a valuable partner in ensuring sustainability. Programs in the MENA region have had success both transitioning financial responsibilities to government entities and merging activities with existing government programming. Nevertheless, government partnerships can bring risks (e.g., turnover in government positions and shifts in political stances) and may not be appropriate in all contexts, particularly in areas of conflict.

Local Institutions: Programs that were established within existing local institutions, such as universities or community centers, often benefitted from long-term support, either through funding or implementation support, such as physical space for activities, site management and administration, or supplies.

Private Sector: In addition to financial contributions, private sector partnerships—particularly with larger or well-known entities—can also support sustainability by lending validity and recognition to programming.

- **INJAZ'S** long-term partnership with Jordan's **Ministry of Education** enabled the afterschool program's curriculum to be **mainstreamed and expanded** nationwide.¹¹ The program's partnerships with private sector, vocational training institutions, and universities have also **leveraged a network of volunteers** to support the program's activities.
- **USAID'S PARTNERSHIP WITH YOUTH (PWY) ACTIVITY** in the West Bank and Gaza had staff positions dedicated to establishing **private sector partnerships**. Relationships with well-known corporate brands **elevated the perceived value** of the program, helping to attract youth participants and encouraging other donors to become involved. The program did encounter challenges, however, particularly in terms of staff ability to manage partnerships and difficulties making connections with local companies due to perceptions that the program was already adequately funded by the USG.

2. INVEST IN SUSTAINABILITY EARLY by investing in staff, leadership, and governance.

Programs that demonstrate sustainability plan for and invest in it starting at the design stage. This could include strategic structuring of the grant funding mechanisms or planning in capacity building activities for staff to build skills necessary to take over operational, financial, and managerial responsibilities.

Investing in paid staff and leadership positions supports program sustainability. Staff training should be implemented on an ongoing basis as a quality assurance mechanism in cases of staff turnover. Having a strong, dynamic leader in the program management role is especially critical to the success and sustainability of youth centers.

Governance structures that include external partners aid in sustainability and accountability. From the early stages of programming, develop a Board of Directors, steering committee, or similar structure that involve external partners to bring important buy-in for continuity. Governance structures can exist at all levels of operations, including structures at the village, governorate, and national level.

- The **steering committees** for the **PROMOTING YOUTH CIVIC ENGAGEMENT PROJECT (PYCE)**, for example, included representatives from various project stakeholders as well as government. Committees were “entrusted with maintaining communication with project stakeholders to ensure continued community buy-in to PYCE activities... and to secure PYCE sustainability over the long term.”¹²
- **INJAZ** separated its budget into **three distinct phases of funding** over 15 years, including implementation, scaling, and sustainability (the largest tranche at \$10 million). INJAZ, for example, worked to diversify its donor base and develop an endowment from Board of Trustee contributions over the life of the program. These efforts supported continuation of programming.¹³

3. ENGAGE LOCAL COMMUNITIES: Strong community partnerships are essential for sustainability, as community partners ensure local demand, share expertise, build partnerships with other organizations, provide leadership and local context, and can offer resources—financial or otherwise.

The structure of community partnerships varies from program to program. Some engage community partners directly in activities (e.g., parent-child basketball game, open houses inviting parents and community members into centers), while others involve select community members in advisory roles. In general, program staff began developing these relationships during the initial stages of programming. Using community volunteers is also common; while this can be effective in lowering costs as part of a sustainability strategy, it must include systems to effectively train volunteers to maintain quality.

Youth development programs benefit from direct outreach to parents. Efforts to engage parents are especially important in contexts where safety is an issue, as parental concerns may limit the ability of youth, particularly girls, to attend program events. Parents can also serve as advocates for a program over the long-term. As parents witness firsthand the positive experiences of their children in a program, they become more likely to support community initiatives to maintain the program.

- **Building community ownership was a key to success** for the **PARTNERSHIP WITH YOUTH** program in West Bank and Gaza. Using a participatory approach, PWY leveraged local resources in targeted ways to facilitate community buy-in, such as including community members in the organizational assessment process. Community leaders reviewed assessment results and co-developed program designs for each youth center.

To reach female participants, MERCY CORPS PLAY IRAQ and SAVE THE CHILDREN’S YOUTH IN ACTION (YIA) used program staff to **connect with parents** to communicate the main activities and benefits of program participation and build trust.

4. LEVERAGE NETWORKS AND CREATE LINKAGES: Partnerships with donors, nonprofits, or community organizations can broaden opportunities for youth and leverage shared resources.

International donors or multinational private sector partners allow a youth development program to **leverage the networks and connections** of these larger actors to establish linkages with other nonprofit, multilateral, or community-based organizations. Linkages with other complementary organizations can broaden opportunities for youth and leverage shared resources. While some programs have successfully coordinated with other initiatives of national and multinational donors, projects are sometimes seen as competitive rather than cooperative. More research is necessary to ascertain the benefits and challenges of cross-sectoral youth programming, especially in terms of sustainability.

- The **WORKFORCE IMPROVEMENT AND SKILL ENHANCEMENT PROJECT (WISE)** worked to **embed its structures, systems, and processes** into existing Egyptian organizations via grant-making and capacity building. Specifically, WISE engaged “master trainers” to support partner staff in learning to implement program activities.
- **ISHRAQ linked program activities to existing resources** of the Egyptian Food Bank to provide snacks for participating youth.¹⁴

Youth Spaces Report Endnotes

- ¹ IREX (2014). 21st Century Youth Competencies Assessment. Retrieved from: <https://www.irex.org/sites/default/files/node/resource/west-bank-youth-competencies-assessment-executive-summary.pdf>
- ² Selim, M., Abdel-Tawab, N., Elsayed, K., El Badawy, A., and El Kalaawy, H. (2013). The Ishraq Program for Out-of-School Girls: From Pilot to Scale-up. Cairo: Population Council. pg. 2
- ³ MTC International Development Holding Company. (2016). Quarterly Report Third Quarter 2016 Workforce Improvement and Skill Enhancement Project. USAID pg. 9
- ⁴ Jowett, A. (2010). Paths to Scaling-up through Replication: An Educational Perspective. Retrieved from <https://pdfs.semanticscholar.org/59ee/47ab7c5c591357a9f9bb2776184f004371fe.pdf>
- ⁵ Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg 3
- ⁶ Questscope (2019). 2018-2019 Annual Report. Questscope. Retrieved from: <http://www.questscope.org/sites/default/files/QS-AnnualReport-digital2019.pdf>
- ⁷ UNICEF MENARO (2015). Analytical Report on the Good Practices in Adolescent and Youth Programming. UNIATTTYP, R-UNDG Arab States/MENA. pg. 219
- ⁸ Obeid, S. and Qursha, E. Rapid Assessment Report on the Youth Leadership Center, International Youth Foundation. pg. 11
- ⁹ UNICEF MENARO (2015). Analytical Report on the Good Practices in Adolescent and Youth Programming. UNIATTTYP, R-UNDG Arab States/MENA Pg. 6
- ¹⁰ IREX (2018). IREX West Bank: Partnerships with Youth Program Final Report. USAID.
- ¹¹ Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg. 8
- ¹² AMIDEAST (2014). Promoting Youth Civic Engagement Annual Operations Plan July 2014-September 2015. USAID. pg. 11
- ¹³ Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg 3
- ¹⁴ Selim, Mona, Nahla Abdel-Tawab, Khaled Elsayed, Asmaa El Badawy, and Heba El Kalaawy. (2013). The Ishraq Program for Out-of-School Girls: From Pilot to Scale-up. Cairo: Population Council. pg. 4-5

Tools and Resources for Implementing a PYD Approach

This toolkit provides tools resources, and guides organized by topic area to help you learn more about and implement a PYD approach. Each tool is hyperlinked which you can access in the online version of this participant guide.

General Resources



[YouthPower’s Systematic Review of Positive Youth Development Programs in Low- and Middle-Income Countries](#) details the development and design of PYD and a global review of PYD-modeled programs.¹⁵



[Towards Inclusion: A Guide for Organizations & Practitioners](#) is a tool for organizational and project development with a focus on gender responsiveness and disability inclusion, and tools to support good practice in implementation.¹⁶

Curriculum, Competencies, and Programming

Most programs use some form of educational or training curriculum to guide activities with youth. While curriculum type varies depending on program goals and targeted participants, many combine technical and soft skills development.



[YouthPower’s Key Soft Skills for Cross-Sectoral Youth Outcomes](#) reports on the promise of developing a core set of soft skills as an effective strategy to promote positive outcomes for youth, including workforce success, violence prevention, and sexual and reproductive health.¹⁷



[IRES’s Partnership with Youth 21st Century Youth Competencies Assessment in the West Bank](#) engaged youth in design and implementation and gauged the skills and knowledge that young people need for a successful transition to adulthood.¹⁸ The competencies within the 21st Century Youth Competencies Assessment are defined as a set of domains containing the knowledge and skills that youth need to prepare for economic, civic, and social participation, as well as emotional and physical health in today’s world. The four domains are cognitive/ intellectual, social, psychological/emotional, and physical. Within each domain is a set of individual competencies are outlined, such as initiative and empathy, which lie under the psychological/emotional domain.

Youth Engagement

PYD uses an asset-based perspective of youth development to structure programming.¹⁹ Engaging youth as program staff (older youth or graduates of the program are most frequently hired) helps these youth develop skills, and supports program participants who are able to learn from role models who are close in age and live in their communities.



[YouthPower’s Youth Engagement Measurement Guide](#) provides information and resources on meaningful youth engagement as a key component of PYD programs and how to measure the level and value of youth participation.²⁰



[Policy Brief: Beyond Dividing Lines, Youth-led Civic Engagement for Peace in Libya](#) is based on the findings of research carried out in Afghanistan, Colombia, Libya, and Sierra Leone in 2018 by the United Network of Young Peacebuilders. The project was undertaken in collaboration with four youth-led organizations, including Libyan organization Together We Build It.²¹



[The Youth Speak—Morocco Toolkit](#) includes detailed information on how to implement Youth Speak in middle schools across Morocco. Youth Speak—Morocco enables Youth Leaders, guided by coaches, to plan and carry out investigations into the underlying factors that cause student drop out.²²



[FHI360’s Youth Programming Assessment Tool \(YPAT\)](#) helps youth-serving civil society organizations (YSOs) reflect on their own internal programming and institutional practices and identify areas for improvement.²³

Evidence and Quality Assurance

Evidence of program effectiveness and the existence of a quality assurance system increases scalability. Evidence refers to both internal and external evaluations that determine not only if and how the program met its objectives, but also those that test the program's theory of change. Quality assurance refers to the mechanisms in place to collect and analyze data for ongoing learning and decision making, essential to support successful expansion.



[Positive Youth Development Measurement Toolkit](#) provides implementers of youth programming with a variety of references, resources, and tools on how to use a PYD approach for evaluating youth-focused programming.²⁴



[The Positive Youth Development Illustrative Indicators](#) is a companion to the Positive Youth Development Measurement Toolkit. The Positive Youth Development Measurement Toolkit provides guidance and resources for implementers of youth programming in low- and middle-income countries to integrate PYD principles in their monitoring and evaluation systems and effectively measure PYD outputs and outcomes within their programs.²⁵



[IREX's Guide to Organizational Performance Improvement](#) provides a conceptual framework for applying a performance improvement approach to IREX's organizational strengthening work and consolidates best practices based on IREX's experience working with a variety of institutional partners along with the latest thinking in the capacity development field.²⁶

Professional Development

A systematic approach to training staff and volunteers is necessary especially for programs that are scaling within a scaled program.



[Excel Beyond the Bell's A Youth Development Practitioner's Guide to Professional Development](#) is an example of a Core Competencies toolkit from a school district in the United States, which helps improve and support practitioners' work with children and families.²⁷

¹⁵ Alvarado, G., Skinner, M., Plaut, D., Moss, C., Kapungu, C., and Reavley, N. (2017). A Systematic Review of Positive Youth Development Programs in Low- and Middle-Income Countries. Washington, DC: YouthPower Learning, Making Cents International. Available at: <https://www.youthpower.org/sites/default/files/YouthPower/files/resources/SystematicReview%20FINAL%209-26-17%20compress.pdf>

¹⁶ Van Ek, V. & Schot, S. (2017). *Towards Inclusion: A guide for organisations and practitioners*. Retrieved from <https://www.youthpower.org/sites/default/files/YouthPower/resources/Towards%20Inclusion%20-%20A%20guide%20for%20Organisations%20%26%20practitioners.pdf>

¹⁷ Gates, S., Lippman, L., Shadowen, N., Burke, H., Diener, O., and Malkin, M. (2016). YouthPower Action Key Soft Skills for Cross-Sectoral Youth Outcomes. Retrieved from https://static.globalinnovationexchange.org/s3fs-public/asset/document/Key%20Soft%20Skills%20for%20Cross-Sectoral%20Youth%20Outcomes%20YouthPower%20Action.pdf?wrHO7nNAWLUXzP.BMyV6oMT7oH_cLlu#page=9

¹⁸ Ibid.

¹⁹ UNICEF MENARO (2015) Analytical Report on the Good Practices in Adolescent and Youth Programming. UNIATTTYP, R-UNDG Arab States/MENA. pg. 37

²⁰ USAID YouthPower. Youth Engagement Measurement Guide. At: <https://www.youthpower.org/youth-engagement-guide>

²¹ UNOY Peacebuilders (2018). "Policy Brief: Beyond Dividing Lines: Youth-led Civic Engagement for Peace in Libya." Available at: <https://www.youthpower.org/sites/default/files/YouthPower/files/resources/Policy%20Brief%20-%20Libya%20-%20Beyond%20Dividing%20Lines.pdf>

²² Rusten, E. and Echotbi, M. (2014). YouthSpeak Morocco Toolkit. Retrieved from https://www.creativeassociatesinternational.com/wp-content/uploads/2014/10/Youth_Speak_Toolkit.pdf

²³ USAID YouthPower (2019). Youth Programming Assessment Tool. Retrieved from <https://www.youthpower.org/resources/youth-programming-assessment-tool>

²⁴ Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M., and Evans-Whipp, T. (2017). Positive Youth Development Measurement Toolkit. Available at: <https://www.youthpower.org/resources/positive-youth-development-measurement-toolkit>

²⁵ Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M. and Evans-Whipp, T. (2016). Measuring Positive Youth Development Toolkit: A Guide for Implementers of Youth Programs. Washington, DC: YouthPower Learning, Making Cents International. Retrieved from <https://www.youthpower.org/sites/default/files/YouthPower/resources/PYD%20Indicators%20Brief%20final%203.17.pdf>

²⁶ IREX's Guide to Organizational Performance Improvement. Retrieved from <https://www.irex.org/sites/default/files/node/resource/irex-guide-organizational-performance-improvement.pdf>

²⁷ Excel Beyond the Bell. Youth Development Practitioner's Guide. Retrieved from https://excelbeyondthebell.org/professional/practitioner_guide.html

Final Results delivered by the CDCs (Career Development Centers) and Techghil Federation

YOUTH EMPLOYMENT PROJECT (YEP)

Sept 2015 – Aug 2019 (4 years)

Services offered by the project:

- 1 Tamheed psychometric test
- 2 Soft Skills trainings
- 3 Vocational trainings
- 4 Direct job and Internship placements
- 5 Online job search platform www.Dzcareer.org

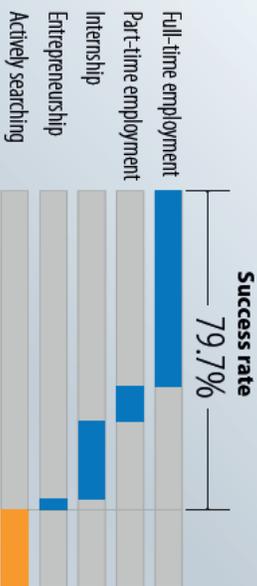
YEP enabled at least **5279** job-seekers to successfully enter the world of work-nearly **6x** the project target.



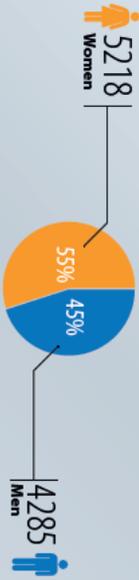
In a nationwide survey of CDC alumni: **98.2%** expressed a **positive appreciation** of the services provided.

Satisfaction rate: **98.2%** ★★★★★

79.7% of YEP graduates who searched had already succeeded in entering the world of work.



Over 4 years, the YEP project has trained **9503** first-time job-seekers (over 4x the project target) across 10 wilayas of Algeria: **Adrar, Algiers, Batna, Biskra, Bida, El Oued, Oran, Quargla, Setif, and Tizi Ouzou.**



World Learning's flagship employment promotion project in Algeria reached new heights, enabling thousands more young job-seekers to find work and solidifying a locally adapted career center model.

World Learning implemented the Youth Employment Project in Algeria with the generous support of MEPI and in collaboration with 10 local partner schools and the Techghil Federation of Algerian career centers, as well as Souktel and YM AFRICA.





World Learning

EDUCATION | DEVELOPMENT | EXCHANGE

Who We Are

World Learning is an international non-profit organization advancing leadership through education, exchange, and sustainable development programs in more than 100 countries.

Founded in 1932, the organization includes Global Development and Global Exchange divisions supported by the School for International Training (SIT), an accredited higher education institution providing world-class global education.

World Learning has worked in Algeria since 2005 to give youth the skills and opportunities to succeed in their careers and serve their communities.

Stay Informed & Get Involved

World Learning Algeria shares updates and opportunities regularly on social media. Follow us to stay informed all throughout the year and to learn how you can participate in our workshops and trainings, public events, and other initiatives:

-  WorldLearningAlgeria
-  WLAlgeria
-  worldlearninalgeria
-  Algeriaworldlearning.org
-  AlgiersSTEAMCenter
-  OuarglaSTEAMCenter



All projects

-  AULP
-  PEACE
-  Access Program
-  PLUS Program
-  Youth Employment Project
-  Career Mentorship Program
-  Ouargla University Career Center
-  DOSALYOUTH
-  Entrepreneurship & Employment
-  STEM Centers/Comers

SPEAKER AND PRESENTER BIOS

AHMAD AL-AMINE was born in Lebanon in 1981 and graduated from the American University of Beirut in 2004 with a Bachelor of Science in computer science and a minor in political science. He then worked for local and international civil society organizations where he managed several projects related to human rights, civic activism, elections and capacity development. Starting in November 2011, he joined the USAID mission in Lebanon as a project management specialist at the Education, Democracy, Rights and Governance office. He mainly managed civil society and local governance activities. In his sixteen years of work experience, he has participated in several conferences, trainings, and workshops related to a wide range of topics. Since 2018, Ahmad manages the higher education portfolio at USAID/Lebanon and is the Mission's Youth Point of Contact.

ANDREW EPSTEIN is a Technical Director in the Strategy, Performance, and Learning division of Social Impact, Inc. He specializes in qualitative research on education and youth in conflict- and crisis-affected communities, early grade reading and numeracy, and government capacity building. He is the Program Director for the Middle East Education, Research, Training, and Support (MEERS) project, a four-year initiative that supports the USAID Middle East Bureau and Middle East and North Africa Missions with research, data analysis, trainings, and capacity building. Over the last 15 years, Dr. Epstein has evaluated projects for diverse clients in countries around the world. Prior to his international evaluation work, Dr. Epstein worked in public education in the United States for 15 years as a high school English teacher and principal in New York, Seattle, and Iowa. Dr. Epstein has a Master of Education from the University of Washington in educational leadership and policy studies and a Ph.D. from the University of Wisconsin-Madison in international and comparative education and cultural anthropology.

ANGIE HADDAD is passionate about working with children and youth. She currently serves as the Youth Specialist and Youth point of contact at the Education and Youth Office at USAID Jordan Mission tackling activities focusing on positive youth development and providing second chance programs to youth who have dropped out of school or have never enrolled in school. Previously, she worked with a USAID-funded bookmobile activity promoting the love of reading among children and youth in Jordan.

BEHZAD NOUBARY has been serving as Deputy Representative of the United Nations Children's Fund (UNICEF) in Morocco since August 2016. Behzad joined UNICEF in 2008, with assignments in New York, Gabon, Democratic Republic of Congo, and Yemen. Prior to joining UNICEF, Behzad worked as management consultant at PricewaterhouseCoopers in the United States and served in the Peace Corps in Burkina Faso. An American citizen of Iranian descent and born in the UK, Behzad holds degrees from Columbia University and Bloomsburg University of Pennsylvania. He is married and has a daughter.

BROOKE ISHAM has served as the Mission Director for USAID/Morocco since 2018. She was previously the Mission Director for USAID/Iraq and USAID/Azerbaijan. Before Azerbaijan, Ms. Isham was posted in Afghanistan as Deputy USAID Mission Director, where her responsibilities included the USAID economic growth and infrastructure portfolios, as well as USAID field operations in Northern and Western Afghanistan. Ms. Isham also worked in Washington, DC, as the Director of USAID's Office of Food for Peace. Additionally, Ms. Isham served as Deputy USAID Mission Director in Sudan. Further, she has worked in Jordan, Russia, Central Asia, and Mali for USAID, focusing on program management and program analysis. Ms. Isham received a Ph.D. in commodity economics from Stanford University. She also holds a master's degree in applied economics and a bachelor's degree in economics, both from Stanford University.

CAREY UTZ serves as the Youth Advisor for the USAID Middle East Bureau where she supports and advises missions on youth integration across the region. She is part of the agency's YouthCorps building agency capacity for Positive Youth Development and previously worked in the Agency Youth Coordinator's office. Carey has consulted for Mercy Corps, Creative Associates International, UNICEF, and INEE with a focus on education in emergencies, non-formal education for youth, psychosocial support, and trauma-informed programming. She has conducted research studies in the Democratic Republic of Congo on psychosocial support programming and in Ghana on food security and smallholder cocoa farming. She has also worked as an early childhood teacher and teacher director in the Bronx. Carey holds an Ed. M. in International Education Policy from Harvard, an M.S. in Early Childhood Education and

Special Education from Hunter College, and a B.A. in International Relations and French from the Ohio State University.

CAROL WILSON is the Director of the Middle East Bureau's Office of Technical Services. She is a career Foreign Service Officer with over 30 years of international development experience, beginning as a Peace Corps Volunteer in Thailand. She has worked in Latin America, Africa, Eastern Europe, Southeast Asia and the Middle East, managing a range of Agriculture, Democracy and Governance, Economic Growth, Natural Resources Management and Infrastructure Development portfolios. As a Foreign Service Officer, she served in Afghanistan, Iraq, Angola, Ethiopia and Georgia. Carol has a master's degree in urban and environmental planning from the University of Virginia and a Bachelor of Science degree from Iowa State University.

CHRIS CAPACCI-CARNEAL is an Education Development Officer in USAID's Middle East Bureau. She has been with USAID since 2004. Prior to USAID, Chris worked for many years with non-governmental organizations such as Catholic Relief Services and Save the Children in their Sahel Field Office. Chris's career in international development education began as a Peace Corps volunteer in the Central African Republic and at the Africa-America Institute in the early 1990s. She has a Ph.D. in international development education from Florida State University and a master's in international development from American University.

CLARE A. IGNATOWSKI, Ph.D. is an independent consultant and Senior Advisor in Youth and Systems Thinking at Creative Associates International. She has 30 years of experience in international and domestic U.S. youth development. In her 12-year tenure at the United States Agency for International Development, she advocated for and co-authored the Agency's first Youth in Development Policy; led the creation of the YouthPower Project which invested over \$500 million globally in cross-sectoral youth programming; and provided technical assistance to USAID Missions in over 20 countries. She has also served in the U.S. Peace Corps (Cameroon) and at the Millennium Challenge Corporation. In 2017, she co-founded the Youth Systems Collaborative, a partner-led learning initiative devoted to building knowledge about what works in large-scale systems change efforts. Her current work is with the University Research Company on a global assessment of the status of Positive Youth Development in developing countries. Clare holds a Ph.D. in Anthropology from the University of Pennsylvania and is the author of an ethnographic book on cultural performance and modernity in Northern Cameroon, *Journey of Song* (Indiana University Press). She has lived in Washington, DC, since 2003, but still considers Philadelphia home.

DOA'A IBRAHIM is an Egyptian professional who works in the development field with a focus on education. In her capacity as Leadership and Enrichment Officer at the Institute of International Education (IIE) MENA Regional Office, she takes pride in her work with Egyptian youth to develop their leadership and community service skills as well as their future employment opportunities. Ms. Ibrahim is currently pursuing her MBA degree, with a project management specialization, through a joint program between Cardiff Metropolitan University, U.K., and Arab Academy for Science, Technology and Maritime Transport, Egypt. She graduated in 2016 from Future University in Egypt where she majored in pharmacy. Ms. Ibrahim attended university through the USAID-funded LOTUS Scholarship Program managed by IIE. Through this transformational scholarship experience, Ms. Ibrahim realized the importance of youth development and wanted to give back to her community and help youth to make a positive change.

ELIAS SADDY is the Managing Director and Founder of Adokit, a restaurant franchise in Lebanon. Elias studied business management at the Lebanese University in Ashrafieh-Beirut. Shortly after, he began working as a server at La Brioche Dorée, a French international franchise restaurant, later becoming a team leader and a manager of a 12-person team. He later worked at PF Chang's, an American-Chinese international franchise, where he gained rich knowledge in the franchise world and began to plan his own franchise. His restaurant concept seeks to provide good food to his community, maintaining traditional preparations against a modern backdrop. His goal is to expand his franchise globally, incorporating foods from other cultures into his menus.

FIONA DWINGER is a program manager for the Tony Blair Institute for Global Change's education program, Generation Global, in the Middle East and North Africa. Fiona is currently managing the USAID-funded program "Wahda: Understanding the impact of youth dialogue in Lebanon," which aims to evaluate the efficacy of youth dialogue in supporting identification of bias and increasing tolerance of difference and diversity. Fiona has 10 years

of experience in education and capacity-building programs. Before moving to London, she gained valuable grassroots experience working at a board of education in Hiroshima, Japan, for three years, teaching foreign languages at local schools. Growing up in a German household in South Africa, Fiona is enthusiastic about the creative resourcefulness that is synonymous with working in a global team. While Fiona's academic background is in political science and economics, and she has written several articles on these topics, her passion lies in engaging with people from a plethora of different backgrounds, improving cross-cultural communication and project management processes. Fiona is currently writing her dissertation to complete her Master of Science in development management at Open University.

HANEEN AL-RASHEED oversees the Employment and Workforce Development Portfolio in the USAID/Jordan Economic Development and Energy (EDE) Office. She is the Contracting Officer's Representative of the three Training for Employment Activities and is the EDE contact for workforce/employment activities and coordination with other donors – which include both Jordanians and Syrians. She's the focal point for Private Sector Engagement and represents EDE on the Gender team. She's part of the design team of the USAID/Jordan's new Women Economic Empowerment and Leadership Activity. Prior to joining USAID, Haneen worked in both the private and public sectors in Jordan. Her six years at the Jordan Ministry of Information and Communications Technology brought a lot of private sector interaction, whether through managing e-government projects, or through leading the Initiatives Unit to spread the use of technology in Jordan, and to bridge the gap between the outcome of higher education institutions and the labor market demand in the ICT sector. Haneen's private sector experience with a leading pharmaceutical company in Jordan included IT, operations, corporate purchasing and research and development projects. Haneen has a master's in business administration from the State University of New York at Buffalo, and a Master of Science in computer engineering from George Washington University. She got her Project Management Professional certificate in 2007.

HIND HOUAS has over 10 years of experience leading, implementing, and managing United States government-funded grants and programs providing technical and financial support and daily oversight. Hind currently leads USAID/Tunisia youth and community resilience program as the Agreement Officer Representative and serves as the Mission's Youth and Gender Advisor. Prior to working for USAID, Hind worked for the U.S. State Department as a Grants Officer Representative, managing over 200 Middle East Partnership Initiative grants in Tunisia that covered elections, civil society, youth, and economic empowerment.

IBTISSAME AZZAOUJ is a young Moroccan political leader and civil society activist with a brilliant academic and professional career. She is an engineer in information technology management, with a degree from the prestigious École Centrale Paris in France. She is also preparing a PhD thesis about Moroccan Parliamentary Diplomacy in Africa. She has had strong professional experience in senior positions in the insurance sector in Europe. Due to her remarkable activism in Morocco and at the international level, she was elected in 2016 as a Member of the Moroccan Parliament and member of the Foreign Affairs Committee. Mrs. Azzaoui is a founding member of international NGOs and actively involved in several social and cultural projects in Morocco and abroad. Mrs. Azzaoui is passionate about being a voice and advocate for the voiceless and cultivating a generation of young leaders that champion causes including gender equality, youth, and sustainable development. She deeply believes that a society can only flourish if it empowers its women and youth.

IDRISS TOUIJER is a Senior Development Specialist/Regional Countering Violent Extremism and Youth Advisor at USAID/Morocco. He has been with the U.S. Mission to Morocco since 2006. Prior to that, he worked as Deputy Chief of Party with the International Republican Institute in the areas of elections and political processes and legislative strengthening. Idriss established a peace and security portfolio for USAID/Morocco and manages/education and countering violent extremism (CVE) programs in Morocco, Algeria, and Tunisia. Currently, Idriss is serving as the CVE Regional Coordinator and Youth Advisor with an emphasis on the Maghreb countries. Idriss has a degree in governance and public policy with a minor in business administration and is fluent in English, French, and Arabic.

ISRA'A AWAJAN is a workforce activist with a passion for empowering youth to find their full potential. She graduated with a business administration degree from Al-Ahliyya Amman University and has over a decade of experience guiding youth through their educational and employment journey. She is currently a Program Manager for Education for Employment (EFE)-Jordan, a livelihood nonprofit organization that is part of network affiliates in

Egypt, Tunisia, Morocco, Algeria, Saudi Arabia, Yemen, Jordan, Palestine, Washington, Madrid, and Dubai. Her unique management style added to EFE-Jordan's mission of helping youth find sustainable employment opportunities. Isra'a managed several employability projects with EFE-Jordan, such as USAID Training Employment Activity, Jordan Competitiveness Program, and the Local Enterprise Support in addition to AFD Al-Amal Project, and the GIZ Skilled Crafts.

JENNIFER RASAMIMANANA assumed responsibilities as United States Consul General in Casablanca on August 18, 2017. A United States diplomat since 1999, she has served in political, consular, economic, and public diplomacy postings in France, the United Arab Emirates, Jordan, Tunisia, Syria, and Togo. While posted in Washington, DC, she served in the cabinets of Secretaries Powell and Rice, and also as an examiner for the Foreign Service Exam (the concours diplomatique). From 2010-2012 she was the State Department's Arabic Language Spokesperson, leading engagement with Arab-speaking publics from Oman to Morocco. In 2012, she was a Diplomat-in-Residence and professor at Sciences Po Paris. Ms. Rasamimanana speaks French and Arabic and is a proud native of California. She lives in Casablanca with her two sons.

KARIM BRIBI is a Moroccan expert in NGOs and youth development, with over 25 years of experience supporting community integration for disadvantaged youth. He was responsible for building the capacity of socio-economic development organizations with the Moroccan Association for Solidarity and Development (AMSED) for 4 years and served as the financial director for the microfinance association INMAA for 4 years. As a consultant, he conducted a study on perceptions of young Moroccans with the World Bank in 2006 and on young people, corruption and political participation with Achouala Association in 2012. He coached young people in implementing their economic projects with the Social Development Agency and Care International. From 2010-2012, Mr. Bribri provided technical assistance to local associations to create their own citizen participation initiatives through USAID/SANAD Civil Society and Advocacy Program and he contributed in creating two youth councils. Since 2013, he has been responsible for the Community Dynamics Component of the USAID/FORSATY Program, implemented by the International Organization for Migration, providing his technical expertise to develop new methods for youth integration into their communities.

KATHRYN PORTER is the Hilton Director of Youth Strategy for Europe, Middle East and Africa (EMEA), with over 20 years of experience in the hospitality industry. With Hilton since 2000, her current role focuses on promoting hospitality careers, providing opportunities to young people, and developing a talent pipeline for the growth of the business across EMEA. Kathryn has Chaired the Hospitality Trailblazer, now the Hospitality Skills and Quality Board, since its inception in 2014, and led the development of seven new government-approved apprenticeship standards and assessment plans. Following the launch of the United Kingdom Apprenticeship Academy in 2012, Kathryn is extending the program's reach across EMEA, developing innovative Hilton Global Apprenticeships. In September 2014, Kathryn was inducted into the "Women 1st Top 100 club" which recognizes female talent in the tourism sector. Kathryn has recently held the role of Co-Chair of the B20 Employment and Education Task Force, under the G20 German Presidency 2017. Since April 2018, Kathryn has also taken on the role of Vice Chair of the Apprenticeship Ambassadors Network, an employer network with the objectives of celebrating, storytelling, signposting employers and providing insight to governments on apprenticeships and 'T' Levels.

LEAH MYERS BITAT is a native of Alaska and has been living in Algeria for the past 10 years. She holds a Master of Education in risk and prevention from Harvard University. She has enjoyed the opportunity to implement programs across Algeria as the Country Representative for World Learning, developing opportunities for youth by increasing the capacity of the educational system to teach 21st century skills, and increasing opportunities for youth to find success in the workforce. Her areas of special interest are teacher training on practical inclusion techniques, Universal Design for Learning, and creating programs for students at risk of school failure.

LOUBNA RAIS is a development practitioner based in Morocco with over 10 years of experience supporting international development programs focused on youth development, democracy and governance, and recently preventing and countering violent extremism in Morocco and the MENA region. Mrs. Rais has experience in research and training and has helped develop and sustain networks and communities of practice in the Maghreb and Sahel regions. Mrs. Rais also served on core project teams to develop, implement and lead numerous capacity building and networking workshops, grant programs and other activities on the field. A social activist, she is

particularly interested in strengthening and building the technical and organizational capacities of civil society organizations in Morocco and across the Middle East, North Africa, and West Africa.

MA'EN RAYYAN has been with Questscope since 2004. He is currently the Questscope Deputy Country Director and the Chief of Party for the USAID Non-Formal Education Program. He has 16 years of experience in implementing non-formal education (NFE) curriculum, street education for out-of-school children methodology, training of NFE trainers, capacity building of community-based organizations, youth empowerment, advocacy, and mentoring programs. He is also a certified trainer in several specialized methodologies. Ma'en is a gifted leader who excels in managing staff well in challenging circumstances, including work with Iraqi and Syrian refugees and with Jordanian disadvantaged youth. He is an inspiring bridge-builder in local communities. Ma'en graduated in 2003 from the Sudan University of Science and Technology with a bachelor's of science in accounting and administration and is currently working on his Project Management Professional certificate. He has a special interest in business dynamics and strategy. On the personal side, he enjoys playing music, writing poems, and creative writing.

MAHA FAKHRY MOUSSA is the Chief of Party for the USAID-funded University Centers for Career Development (UCCD) program at the American University in Cairo (AUC). Maha has extensive experience leading career services and youth employability initiatives, co-founding the career center at AUC in 1991. Her vision and drive are instrumental in the conceptualization and start-up phases of new programs. With a passion for youth development, Maha has been working with USAID to start career centers at Egyptian universities since 2012. As Chief of Party of the UCCD, she leads the implementation, capacity building and sustainability of 21 career centers in 14 Egyptian public universities within 12 governorates serving one million Egyptian youth. A certified Global Career Development Facilitator Instructor by the National Career Development Association, Maha builds the capacity of hundreds of career development facilitators across Egypt. For years, she pioneered the launch of youth career programs, employer networks, and experiential learning models at AUC. Maha holds bachelor's and master's degrees from AUC, a Master of International Business Administration from Paris; and is a certificate of competence in psychometric and occupational testing from the UK.

MANAR SAMEH SHAMSAN ZAGHEER was born in 2003 in Sana'a and grew up in Aden's Mualla district. When the war began in 2015, she had to quit school and stay at home in Mualla with her family and siblings. Manar was concerned about missing school. For several months, Manar studied alone at her house, while awaiting the end of hostilities and school reopening. As soon as hostilities abated, Manar returned to Al Mualla Girls Secondary School, despite a dangerous journey to and from school each day. Manar persevered with school, even though many of her peers had quit their education due to perils associated with the war, economic hardship resulting in early marriage as well as child labour, and conservative mindset that views girls' education as unnecessary. Manar considers, education, especially for girls, as foundational for a better future for her country. As top student with high grades, Manar would like to get a scholarship in Germany to study medicine. Her dream is to become a heart surgeon. Manar is enthusiastic about her country and believes that the young Yemeni people working together can "make Yemen great again."

MARIA PRESLEY was born and raised in an overlooked Mississippi and is on a mission to equip those who are being left behind with the strategies, skills, and technology to adapt and thrive in our changing world. Over the past nine years, this has led her to work with citizens, governments, and for-profit and nonprofit organizations to design and implement social change programs in more than 20 countries, harnessing a skill set in ethnography, storytelling, data analysis, and design thinking. At present, Maria serves as the Senior Youth Innovation Advisor on FHI360's USAID-supported Ma3an project, where she advises on the topics of meaningful youth engagement, digital literacy, innovation, and organizational change. In her free time, Maria teaches and plays tennis, listens to a lot of banjo music, and is slightly obsessed with learning as much as she can about LeBron James.

MIKE MCCABE is the USAID Agency Youth Coordinator and brings over 28 years of professional experience managing international development programs. In his current role, he is responsible for helping integrate youth engagement and youth development issues across the Agency, oversee the Youth Policy implementation, and serve as a senior representative on youth issues in the interagency and external community. His expertise includes capacity development, youth development, technology for development, program design/ implementation, training design and facilitation, and public - private sector partnership development. Mike previously worked with:

Creative Associates International as Sr. Associate for Capacity Development, and Chief of Party for the Panama Youth At Risk Program; Peace Corps as Chief of Programming and Training for the Inter-America and Pacific Region, and Deputy Director for Peace Corps Dominican Republic; Youth Service America as Vice President; the Inter-American Foundation as Country Representative for Mexico, Venezuela, Panama; and UNICEF as National Programs Officer for Dominican Republic. Mike received his master's in public administration from Princeton University and his bachelor's of science degree in international relations from Georgetown University.

MOHAMED EL IDRISI is the founder and Chief Executive Officer of Teach for Morocco. His extensive experience in governance, social work, human resource management, business development, and marketing has led to the success of both fast-paced small-and medium-sized enterprises and the international retail channels of prominent global companies. Mohamed received a Bachelor of Business Administration in Finance from the International Institute for Higher Education in Morocco in 2003 and a Master of Business Administration in Global Business Leadership in 2006 from Johnson and Wales University in the United States. In 2011, he moved to the United Arab Emirates to join MAF Group as their Head of Market. In 2012, Mohamed ran for mayor of his hometown of Nador and was unanimously elected to serve the community. Mohamed's commitment to rural development inspired him to found several non-profit organizations to promote socio-economic projects in the region, including Teach For Morocco.

MUHANAD MANNA is a Project Management Specialist at the Democracy and Governance office at USAID/Jordan. He works primarily on elections, youth political engagement, and rule of law. Before joining USAID, he worked as a development consultant focusing on areas of economic development, institutional development, workforce policies and development, and gender equality issues in Jordan and the region.

MUHANNAD JARRAH is the Executive Director of INJAZ Education, a leading organization in education and youth empowerment in Jordan. Mr. Jarrah has been actively involved with INJAZ since 2000. Throughout the years, Mr. Jarrah has shared his leadership and managerial skills in regional and international trainings, consultations, facilitations and design thinking. He has held training sessions in Serbia, Uganda, Morocco, Tunisia, Pakistan, Turkey, and England, focusing on NGO development and organizational issues such as fundraising, board-building, sustainability, operations and strategic planning. Mr. Jarrah was elected to represent the Arab Countries on Aflatoun international Board. Aflatoun International offers social and financial education to millions of children and young people worldwide, empowering them to make a positive change for a more equitable world. He is also a board member for the United Nations Global Impact Jordan Chapter and a member of the executive steering committee for Princess Basma Award for Human Development and Community Service. He is the chairperson and founder of the Jordanian Chapter of the International Association of Facilitators (IAF) and a member of the EMENA chapter of IAF.

NANCY TAGGART has over fifteen years of experience directing and managing international education, youth workforce, and gender programs in Africa and the Middle East. Ms. Taggart is currently a Sr. Youth and Workforce Advisor in the Education Office at USAID in Washington, DC. Prior to USAID, she worked at Education Development Center (EDC) where she was the Youth Technical Team Leader and served as the Deputy Director of the EQUIP3 Program, a USAID-funded global mechanism that supported youth education and training projects. Prior to EDC, she was a Project Director at the International Youth Foundation for youth and workforce programs in Morocco and Tanzania. In addition, Ms. Taggart has led education and employment training programs for several international non-government organizations and has authored research on the topics of gender, technology training and workforce development. She holds a master's degree from Columbia University's School of International and Public Affairs and a bachelor's in history from Northwestern University. She lives in Nyack, New York.

NAZIK EL YAALAOUI has been the International Youth Foundation Morocco Country Director since 2016, providing strategic management and planning expertise to all IYF initiatives in Morocco, representing the organization throughout the country, liaising with government representatives, donors and other stakeholders, and leading the development of new and existing partnerships. Previously, she spent 19 years in various national public and private sector organizations where she gained experience in large project management, strategic planning, evaluation, and team coordination. Nazik was Director of the National Agency for Vocational Training and Employment Promotion, where she managed 63 Vocational Training Centers for more than 70,000 trainees, and a team of 1,200 employees.

Before that, she worked for the Secretary of State in charge of Water and Environment. Nazik holds an engineering degree from the Hassania School of Public Works in Casablanca, a master's of science in water planning and management from Colorado State University in the United States, and a master's of business administration from the Ecole Nationale des Ponts et Chaussées in Paris, France.

NERMEEN OBEIDAT is the Chief of Party of the USAID YouthPower in Jordan. Previously, she served as the Deputy Chief of Party for the USAID Takamol gender program. Nermeen has extensive experience in designing and managing development programs in Jordan, Oman, and the MENA region. In addition to her work with women and youth, she is an expert on public policy communications, education, rule of law, and social development. Nermeen has a master's degree in political communications from Goldsmiths, University of London, a bachelor's degree in architecture from the University of Jordan, and executive certificates on behavioral economics in public policy design, and women leadership from the Harvard Kennedy School of Government.

NOURHENE LAHOUEL is a 21-year-old hailing from Sousse, Tunisia, and is currently a student at the Sousse Higher Institute of Music. Nourhene loves music of all kinds and plays the oud, a musical instrument popular throughout the MENA region. An avid fan of comedy, Nourhene is also no stranger to the stand-up stage, where she competes regularly for laughs. Nourhene takes pride in the volunteer work she does for the Tunisian association, Didon, and for the Braille Association for Education and Culture. For the latter, Nourhene's own visual impairment serves as inspiration for her work to ensure that all people are given opportunities to succeed and are encouraged to thrive.

OMAR AL-TAL is a humanitarian aid worker with experience in Iraq, Jordan and Greece. With specialization in education, child protection, youth programming and psychosocial assistance, Omar currently manages Mercy Corps' education and youth portfolio in Iraq. His work focuses on programming to support children, adolescents, and their families through accelerated education, psychosocial assistance, and parenting support. Omar also managed Mercy Corps' adolescent girls center and child protection programs in Jordan. Previously, Omar coordinated a wide range of emergency programs focused on water and sanitation, protection and cash-based assistance with Mercy Corps and the International Rescue Committee in Jordan and in Greece. Omar previously presented at a wide range of national and international venues and voluntarily serve as a steering committee member for KARANGA the Global Alliance for Social Emotional Learning and Life skills. Passionate about putting forward the voices of youth, adolescents and children as advocates for peace, Omar aims to be a catalyst in their lives, supporting their efforts to define safe spaces, build self-reliance, and enforce the sense of belonging through education and emotional support. Omar studied business administration at Yarmouk University in Jordan and holds a diploma in international organizational management from the German Jordan University.

QUINCY DERMODY is a seasoned youth program manager, with over 15 years of experience in international education and development programs, primarily in the Middle East and North Africa. At AMIDEAST/Egypt, she is currently serving as Chief of Party of the United States-Egypt Higher Education Initiative Public University Scholarship Program—an undergraduate scholarship which includes a significant inclusion component—including scholarships for students with disabilities and establishing Disability Service Centers at the universities. Ms. Dermody has also worked managing several key youth scholarship, exchange, and internship programs on behalf of a wide range of sponsors as Assistant Country Director for Programs at AMIDEAST/Egypt, Country Director at AMIDEAST/Tunisia, and Exchange Programs Manager at AMIDEAST headquarters in Washington, D.C. As a teacher, she taught English through the American University in Cairo and at the Kiribati Teachers' College, in the Republic of Kiribati, and taught middle school history in the U.S. She holds a master's degree in education and a bachelor's degree in ancient civilizations, both from Clark University.

RACHEL BLUM has over 20 years of international development experience, specializing in youth employment and workforce development. She currently works at Education Development Center (EDC) and as a consultant to design, evaluate, and provide technical assistance to development programs that seek to integrate youth more effectively into markets. Previously, she worked for the U.S. Agency for International Development as a Senior Technical Specialist for Youth Workforce Development, and also for several non-governmental organizations including as a Country Director in two conflict-affected countries. Rachel has worked in 27 countries around the world, and has delivered training, presentations, and publications on the topic of youth employment, workforce development

systems, and youth inclusion in agro-food systems. Rachel has an undergraduate degree from the University of California at San Diego, and a master's degree in business administration from Georgetown University.

RACHEL GOLDBERG joined USAID in 2014 as a Presidential Management Fellow. She serves as a Senior Democracy Governance Peace and Security Advisor for the Middle East Bureau/Office of Technical Support. Rachel has worked across a range of areas including violence prevention, conflict mitigation, community resilience, local governance, positive youth development, institutional strengthening, civil society, and elections. In addition, she has experience conducting youth assessments, conflict assessments, developmental evaluations and youth cohort studies. Rachel manages regional programs which include research, training, and pilot activities. Rachel earned a bachelor's degree in psychology and political science from the University of Delaware and master's degree in conflict resolution from Georgetown University.

RACHEL SURKIN is a Senior Technical Advisor at IREX, supporting project design, partnerships, and proposals. Rachel brings over 20 years of experience in youth development, education, leadership development, community development, and international exchanges. She is committed to elevating innovative approaches for holistic, youth-led, locally sustainable programming across all sectors. Since 2008, Rachel has designed, led, and provided oversight to a portfolio of youth, leadership, and education programs funded by USAID and other donors in the Middle East, Eurasia, Eastern Europe, and Africa. Rachel served as the first Director for IREX's Youth Practice, instilling a positive youth development vision across all IREX youth programs, leading the design of IREX's approach to youth development, and overseeing programs and new business. Prior roles at IREX include Deputy Director of the Education Division and Project Director. She actively contributes to youth development associations and served as the cochair for the Society for International Development – Washington's Youth in Development Workgroup for several years. Previously, Rachel was the Director of Programming and Training for Peace Corps Azerbaijan, held positions in Peace Corps/Washington, served as a Peace Corps Volunteer in Tonga, and taught English. Rachel holds a master's degree in international education from George Washington University.

REEM BOU SHAHEEN graduated from the Lebanese American University (LAU) with a bachelor's degree in elementary education, a minor in general business, and a teaching diploma (emphasis in special education). During her university education, which she has completed through a full scholarship from USAID, she excelled in her volunteer work, including working as a volunteer teacher in an underprivileged school in Beirut. Chosen as a member of the Arab Women Entrepreneurship Program, she conducted her senior study on "Redesigning Education to Teach Entrepreneurship" and won the Best Senior Study Award and the Highest GPA Award, awarded by LAU and his DG Mr. Fadi Yarak. She has completed two years as a Teach for Lebanon fellow and has led trainings on leadership, quality education, and student's well-being for current fellows. Reem is completing her master's degree in Education Leadership and Management at LAU and is the founder of The Teacher's Hub, which provides teacher trainings. She is currently the Education Programme Officer at Caritas Switzerland. She has recently designed a teacher training in emergencies that she is delivering in different districts in Syria.

SAJI PRELIS has over twenty years of experience working with youth movements and youth-focused organizations in conflict and transition environments in over 35 countries throughout the world. In 2010, he co-founded and has been co-chairing the first joint United Nations-civil society organization-donor working group (Global Coalition on Youth, Peace and Security) that helped successfully advocate for the historic UN Security Council Resolution 2250 (in 2015) and a second Security Council Resolution (Res 2419) was unanimously adopted in June 2018. Mr. Prelis is also the director of children & youth programs at Search for Common Ground (SFCG), an international conflict transformation organization. Prior to joining SFCG, Mr. Prelis was the founding director of the Peacebuilding & Development Institute at American University in Washington, DC. Over eleven years at the university resulted in him co-developing over 100 training curricula exploring the nexus of peace building with development. Mr. Prelis received the distinguished Luxembourg Peace Prize for his Outstanding Achievements in Peace Support. Mr. Prelis obtained his master's degree in international peace & conflict resolution with a concentration in international law from American University in Washington, DC.

SANA GASMI is a Monitoring and Evaluation Assistant at Search for Common Ground Tunisia. Since June 2019, Sana has been working on a project called "I'm The President," the first political TV reality show in Tunisia that aims to empower youth to contribute positively to their communities and strengthen their capacities to be agents of

change. She is a Tomorrow's Leaders program alumna. She attended the American University in Cairo from 2015 to 2019 where she earned a bachelor's degree in political science and international relations with a minor in journalism and mass communication. Her experience in Egypt has helped her deepen her knowledge about the MENA region and better understand the situation of youth in the region from her interactions with students and refugees with various backgrounds. From 2018 to 2019, Sana was part of the Student Actions for Refugees in Egypt and worked as an English teacher for refugees to help them gain the required language skills to secure jobs and find opportunities in their host communities.

VINCENT CARBONNEAU is a local governance and youth development specialist with 27 years of international experience working on USAID-funded projects in Madagascar, Mali, and Morocco and a communications background in Canada. Between 1993 and 1996, Mr. Carbonneau served as communications expert working with a national election monitoring, civic education and advocacy civil society organization in Madagascar. Between 1996 and 2003 Mr. Carbonneau led two USAID-funded local governance projects in Madagascar (RARY, ILO), working with urban communes and civil society to improve participation and local government accountability and information use in public debate and public decision making. In Mali, he was the lead technical officer on a USAID-funded national governance program (USAID/PMP) spanning 250 urban and rural communes in seven of the country's eight regions, supervising six regional technical teams. In Morocco, Mr. Carbonneau led the USAID/SANAD civil society and advocacy program. SANAD strengthened youth participation in local governance and national affairs, including through the Arab Spring; strengthened school governance and parental representation; strengthened advocacy and networking and CSO organizational development. Mr. Carbonneau led the USAID/FORSATY youth integration program in northern Morocco from 2015 to 2019, and currently heads the USAID Morocco Community Resilience Activity, a follow-on program to FORSATY.

YASMINE SMIRES joined UNICEF four years ago as a Youth and Adolescent Officer, coordinating and implementing a five-year multisectoral adolescent programme covering Education and Protection components. This programme piloted diverse initiatives with the objective of strengthening youth social and economic integration. Before joining UNICEF, Yasmine worked for almost 10 years with various civil society organizations specialized in child rights and youth development, in Morocco (Fondation Zakoura Education and BAYTI), and throughout the MENA region. She was a Programme Director for the SOS Children's Villages MENA Regional Office for five years where she supported countries in the development of their new strategies for youth interventions, following the Arab Spring and the protests throughout the region starting in 2011.

YASSIN AHMED AL-HILAYEL, of the Jordan Ministry of Youth, is the manager of the Youth Leadership Center. With a passion for research, youth affairs, and youth policy, Dr. Al-Hilayel is on the youth policy committee, a member of the Technical Committee of the National Youth Strategy, and was a youth program coordinator for the 2016-2017 year and general supervisor of the elite leadership camps within these programs. He is the External Relations Commissioner at the Jordanian Scouts and Guides Association and has also served as general coordinator of the curriculum for preparing youth leaders and youth workers since 2018.

YASSINE FAHMI has a degree in English literature from one of the top universities in Morocco, Mohamed First Oujda. A Teach for Morocco Fellow since 2019, Yassine is grateful for the opportunity to positively affect the lives of Moroccan youth, building their knowledge, independence, and confidence. Although his time as a fellow has short so far, Yassine has built strong relationships with his students, fellow teachers, parents, and community members. Through Teach for Morocco, he has also been researching parental engagement in schools, especially in rural areas.

YASSINE ISBOUIA has more than fifteen years of experience in the field of social and youth development. He is highly skilled in team management, youth project management and intercultural exchange programs design. He is the General Coordinator of the Mediterranean Forum for Youth and the National Coordinator of No Hate Speech Movement. Previously, Yassine was the Director of the National Institute of Youth and Democracy, a researcher in the youth and civil society fields, a member of the Youth Committee of the League of Arab States, and is a certified trainer by the Council of Europe and SALTO-Youth Euro-Med. Yassine is also a former member of the consultative of the Advisory Council for Youth and Associative Action and Youth Draft Law. He has also served as a member of the Moroccan commission of Dialogue on Civil Society and New Constitutional Roles in addition to his involvement

as a Coordinator of National Consultation on Security Council Resolution 2250. Yassine hold a master's degree in human rights studies from the University of Law of Tangier and is a graduate of the Royal Training Institute of Managers for Youth and Sports, with a specialization in youth activities.

ZENA ITANI is the Gender Advisor for Mercy Corps in Jordan. For over 15 years, Zena has worked with immigrant and minority communities to improve public health systems and services, initially in the United States and more recently across Jordan, Syria, Lebanon, and Iraq. Zena is a dual national of the United States and Lebanon. She holds degrees from Columbia University and the University of Michigan.

