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FINAL STUDY REPORT

RETROSPECTIVE STUDY OF USAID-SUPPORTED YOUTH DEVELOPMENT ACTIVITIES IN JORDAN

USAID/Jordan Cross-Program Office, Youth Sector Learning Activity

March 2021

RETROSPECTIVE STUDY OF USAID-SUPPORTED YOUTH DEVELOPMENT ACTIVITIES IN JORDAN

FINAL REPORT

USAID/JORDAN CROSS-PROGRAM OFFICE, YOUTH SECTOR LEARNING ACTIVITY

USAID/Jordan

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Submitted to:

Monica Villanueva, Contracting Officer's Representative

USAID/Middle East Bureau

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Acronyms

BEST	Building Economic Sustainability through Tourism
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung
CEPPS	Consortium for Elections and Political Process Strengthening
COVID-19	Coronavirus Disease 2019
CSO	Civil Society Organization
DFID	Department for International Development
DRG	Democracy, Rights, and Governance
EFE	Education for Employment
EWFD	Economic and Workforce Development
FCR	Findings, Conclusions, and Recommendations
GBV	Gender Based Violence
GIZ	German Corporation for International Cooperation GmbH
GOJ	Government of Jordan
IEC	Independent Elections Commission
ILO	International Labor Organization
IP	Implementing Partner
IRI	International Republican Institute
IYF	International Youth Foundation
JHCP	Jordan Health Communication Partnership
JVEP	Jordan Vocational Employment Program
LMIC	Low and Middle-Income Country
LTUC	Luminous Technical University College
MEERS	Middle East Education Research, Training, and Support
MEL	Monitoring, Evaluation, and Learning
MOE	Ministry of Education
MOH	Ministry of Health
MOY	Ministry of Youth
MSC	Most Significant Change
NDI	National Democratic Institute for International Affairs
NFE	Non-Formal Education
NGO	Non-Governmental Organization
OECD	Organization for Economic Co-operation and Development
PYD	Positive Youth Development
SI	Social Impact
TEA	Training for Employment Activity
TVTA	Technical Vocational Training Academy
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	UN Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
YEP	Youth Education Pac

EXECUTIVE SUMMARY

Background and Methods

Purpose and Audience. The United States Agency for International Development in Jordan (USAID/Jordan) commissioned Social Impact, Inc. (SI) to conduct the Retrospective Youth Study. This study aimed to deepen understanding of outcomes among those who took part in youth-focused programming from 2010-2020, with the goal of informing future USAID/Jordan youth development strategies and activities. Primary users included staff from the USAID/Jordan Education and Youth, Democracy, Rights, and Governance (DRG), Economic and Workforce Development (EWFD), and Population and Family Health offices, as well as the cross-sectoral USAID/Jordan Youth Task Force and Women and Youth Team.

Design and Approach. The study examined key questions in four areas: 1) Outcomes experienced by youth and potential contributions of USAID/Jordan programming; 2) Skills developed, and how these may link to outcome achievement; 3) Barriers to goal attainment; and 4) Youth feedback and lessons learned for programming. The study adopted a youth-led approach, engaging a team of 12 youth researchers to collect data. In addition, the study used the participatory Most Significant Change (MSC) technique, which invites stakeholders to share stories of change and contribute to story analysis. The study also applied a Positive Youth Development (PYD) lens, which emphasizes building skills, assets, and competencies; fostering healthy relationships; strengthening the environment; and transforming systems.

Data Collection and Analysis. The study used mixed methods, with primary data collected via key informant interviews (KIIs) and a survey administered to a purposively selected sample of 184 participants from nine different youth development programs across four sectors of interest. The study also reviewed documents from 84 USAID and non-USAID youth programs. During analysis, the study team coded detailed KII notes (including MSC stories) using Dedoose and analyzed survey data in Microsoft Excel. Another key component of the analysis approach was MSC selection, which engaged youth researchers along with IPs and USAID/Jordan staff in reviewing stories.

Limitations. The study team recognized and worked to mitigate limitations including: a non-random sample selection; remote data collection due to COVID-19; differences across platforms in working with youth researchers; and a long study timeframe that could impact memory of program experiences.

Findings and Conclusions

RQ 1: What has become of the many youth who participated in USAID-supported youth activities over the last 10 years in terms of personal, professional, educational, and civic outcomes, and in what ways did participation in USAID-supported or any other youth development activities contribute to these outcomes?

RQ1 examined different outcome areas that participants highlighted as most significant (see **Figure A**), as well as any contributing factors. Various types of change noted by respondents include:

Personal Outcomes. More than any other outcome area, youth respondents experienced personal changes following participation in USAID/Jordan programming. Of the 184 MSC stories collected, 97% (178) highlighted significant personal outcomes. Examples of these ranged from self-efficacy to other soft

and hard skills (including components of both *agency* and *assets* in the PYD framework) to better family relationships, stronger financial management, and an increased sense of social inclusion.

Professional Outcomes. After personal, professional was the most frequently discussed outcome area, with 45% of respondents (82/184) sharing examples of significant professional changes. The most common professional change was clarity in one's career path (mentioned in 31 of the 82 professional change stories). Other changes such as getting a new or better job, starting or growing a business, or building professional connections were slightly less common (23-24 examples each).

Civic Outcomes. Civic participation was the third most-frequently discussed outcome area, featured in 26% (47 of 184) of MSC stories. Most of these stories centered around increased involvement in community affairs. The study also found high overall rates of civic engagement, with over 70% of respondents reporting involvement in civic, political, or other public initiatives, and even higher levels of engagement among females and in the South.

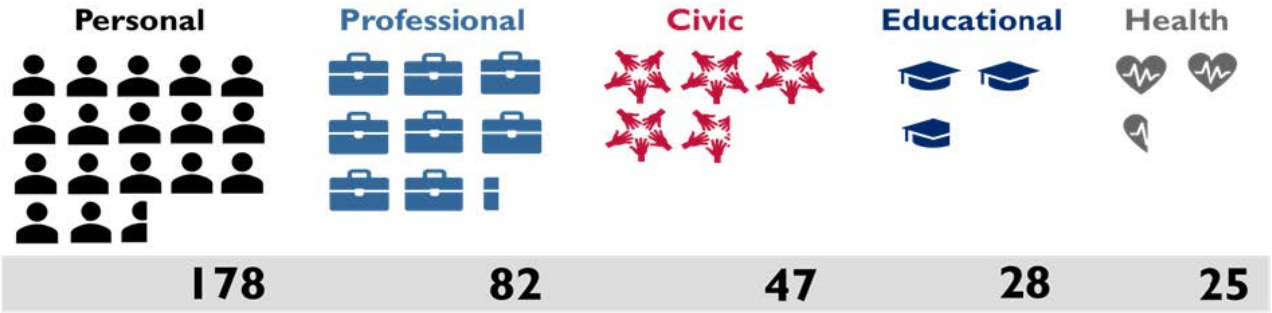
Education Outcomes. Of 184 respondents, 28 (15%) provided examples of education outcomes they considered significant, most involving starting an educational step (13 of 28 education stories) such as enrolling in university or a graduate program or moving towards a certification. Other changes included: clarity on an educational path, completing a degree, and developing literacy skills. Notably, a higher rate of rural respondents (driven by those in the North) highlighted educational outcomes.

Health Outcomes. Youth were the least likely to report health changes as the most significant, with 25 of 184 (14%) respondents describing health-related outcomes. Sixteen of these centered on individual health behaviors such as improved eating habits, exercising, and family planning. In general, females (18%, 19/104) were more likely than males (8%, 6/80) to report significant changes in their health outcomes.

Contributing Factors. When asked what factors contributed to a significant change, the most common response was personal drive (mentioned by 51%, or 93/184 youth) followed by family support, participation in youth programming, and adult mentorship. Female respondents were somewhat more likely than men to highlight family support, program participation, and program adult support, by about 10 percentage points each. These findings from the MSC stories were reinforced by the survey, with respondents citing family support and youth programs as helpful to achieving their overall personal, professional, civic, and other goals.

FIGURE A: MOST COMMON AREAS OF SIGNIFICANT CHANGE

When sharing MSC stories, respondents overwhelmingly reported experiencing significant **personal** (178) changes. The next most common areas of change were **professional** (82), **civic** (47), **educational** (28) and **health** (25). *Every 10 respondents are represented by one icon, n=184.*



Key Takeaways. The study revealed several major trends in regard to youth outcome achievement:

- Youth overwhelmingly reported that personal changes made the greatest differences in their lives.
- Participation in USAID programs made an important contribution to the changes youth experienced, often—but not exclusively—in their sector of program participation. For example, participants from programs without an explicit career focus still saw professional changes because they built soft skills that ultimately helped them achieve career path clarity or form networks.
- Frequent crossovers between outcomes and programming sectors reflect that youth who build soft, foundational skills in line with the PYD framework can transfer those skills to many areas of life. In short, programs can impact outcomes in multiple sectors by supporting development of these key skills (PYD learning agenda Theme 2).

RQ 2: What were the most significant developmental skills youth acquired that, in their perception, led (or will lead) to positive outcomes in personal, professional, and civic achievement? In what ways, if any, did participation in USAID-supported youth activities contribute to these transformations such as self-efficacy, self-esteem, leadership, community engagement, and civic participation.

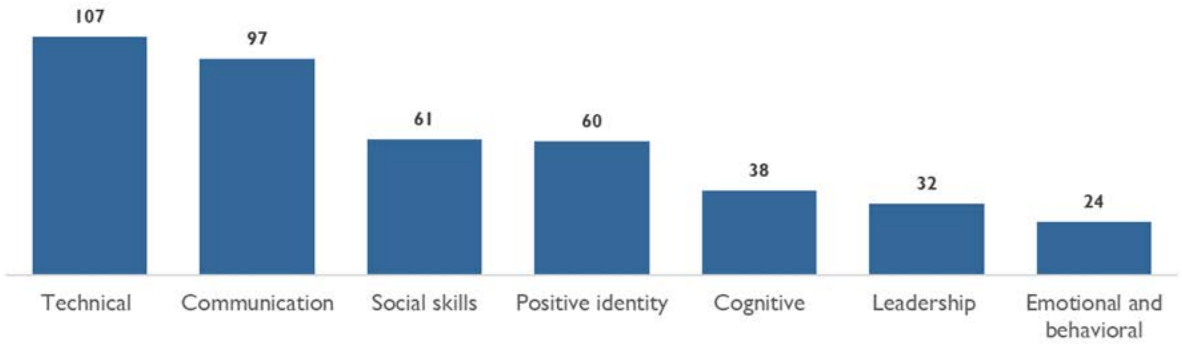
RQ 2 findings detail the various skills participants feel they gained through USAID/Jordan-supported programming (see **Figure B**), and which of these are associated with significant change. Program elements that contributed to skill development are also highlighted:

Technical Skills. Most youth (58%, 106/184) reported gaining technical skills such as computer skills, English language, and vocational skills (e.g. culinary, auto repair, etc.) following participation in USAID/Jordan-supported programming. Participants in economic and workforce development programs discussed technical skills at a relatively high rate (67%, or 34/51), in line with a programmatic focus on these types of competencies. Eighty youth tied technical skills to their most significant changes, sharing stories about financial awareness, entrepreneurship, and advocacy, among other outcomes.

Communication Skills. Highlighted in 97 of 184 total KIIs, communication (e.g. ability to talk with peers, public speaking, etc.) was the most frequently discussed soft skill gained from programming. Several females described how USAID/Jordan programs helped them gain the confidence to express their ideas in front of men. Communication was often featured in MSC stories, with respondents describing how this skill contributed to the personal, professional, educational, or other significant changes they experienced.

FIGURE B: SKILLS ACQUIRED BY YOUTH

Respondents most often reported gaining **technical** (107) and **communication** (97) skills due to participation in USAID/Jordan programming (*n=184*).



Social Skills. Social skills (ability to make friends, work cooperatively with others, etc.) were featured in 60 MSC stories and linked to outcomes such as career growth and increased civic engagement. A significant percentage of respondents from health programs discussed social skills, driven by 52% (12/23) of participants from the Health Promotion Youth Clinic.

Positive Identity. Positive identity (self-esteem, self-efficacy, feeling less shy, etc.) was by far the most frequently noted skill type in MSC stories (115 mentions of 184 stories). It was highlighted slightly more often by females (66%) than males (58%). Respondents from rural areas were also more likely to report significant changes tied to positive identity: 76% of respondents from a rural village cited positive identity in their MSC stories versus 58% of those from large cities.

Critical Thinking, Behavior, and Leadership. Thirty-eight respondents discussed improving their thinking or cognitive skills after participating in USAID/Jordan-supported programming. This generally focused on the ability to problem solve, plan, and be more innovative. The importance of thinking skills was reinforced by survey data, with 96% of participants citing this factor as helpful in attaining their overall personal, financial, professional, civic, and health goals.

Contributing Factors. Many respondents credited specific program activities and the curriculum with their skill acquisition, preferring interactive content over the typical rote learning methods. In addition, participants noted how programs, particularly in the health sector, addressed topics not covered elsewhere, filling an important information gap. For 38% of participants (70/1840), program staff made a difference; youth described how staff provided guidance and mentorship. Finally, many programs served as a "community space" where participants could network and build an enabling environment.

Key Takeaways. Major learnings in regard to youth skill development include:

- Youth reported acquiring several skills following program participation: 1) technical; 2) communication; (3) social; and (4) positive identity. These reflect building PYD a*ssets* as well as a*gency*.
- While the prospect of gaining technical skills attracted many youth to join programs, soft skill development had the most lasting impact—especially among groups such as females and those in rural areas. Positive identity in particular was associated with many significant changes (e.g. shifts in social connections, community engagement, etc.), indicating a link between soft skills and outcomes.

RQ 3: What are the most significant barriers to youth achieving their personal, professional, educational, and civic goals in Jordan?

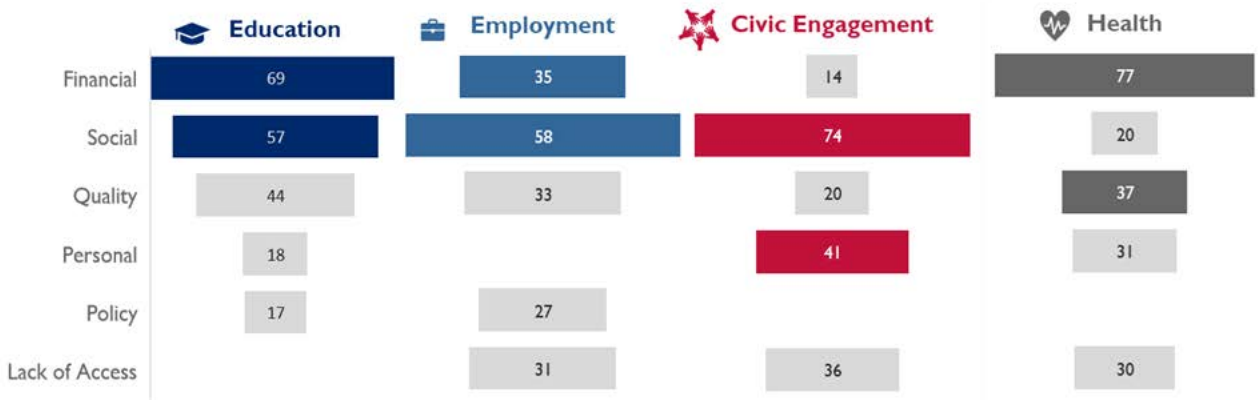
Youth were asked about the barriers they faced overall to goal achievement (see **Figure C**), as well as specific barriers to professional, educational, civic, and health outcomes. These are explored below:

Social Barriers. Youth pointed first to social barriers (reported by 39% or 72/184 respondents) as hindering their overall goals, and specifically mentioned how this obstructs professional growth. Social barriers fell into a few main categories:

1. Feeling held back due to a culture of *wasta* (nepotism or connections);
2. Need to acquire a job commensurate with education level, so many waited for the "right" job;
3. "Shame culture" where parents disapprove of daughters who work in certain jobs; and,
4. Women not feeling safe, particularly when commuting to and from work.

FIGURE C: BIGGEST BARRIERS FOR SPECIFIC GOAL AREAS (N=184)

The largest number of respondents reported either financial or social barriers to be the biggest inhibitors across goal areas, though personal and quality barriers emerged in civic engagement and health goals.



Financial Barriers. The second most-frequently cited overall challenge was financial (42/184, 23%). Financial barriers manifested differently for education (e.g., choice of university depending on financing), employment (low salaries or long distances), and health (high costs of insurance and a healthy lifestyle).

Personal Barriers. Thirty-seven youth recognized personal barriers as among their greatest overall challenges, including: lack of motivation or awareness; being discouraged by others' experiences; and lack of interest or knowledge (in politics, advocacy, or health).

Quality, Lack of Access, and Policy Barriers. For some youth, poor education quality (e.g., outdated teaching methods based on memorization) left them unprepared for the labor market. Others felt unsuccessful due to lack of access—meaning that opportunities for employment, civic engagement, or health services were not readily available. In the health sector, youth generally had a low perception of the quality of public health services, noting weak infrastructure and overcrowding.

Key Takeaways. The study highlighted a few common themes related to barriers faced by youth:

- Across all sectors, financial and social barriers most often obstructed goal achievement among youth.
- Social barriers frequently reflected how family and community pressures limited women's freedom to make decisions for themselves, hindering their progress towards their goals.

RQ 4: What lessons can be learned, and recommendations made to guide the future design and implementation of effective USAID-supported youth development activities in Jordan?

This section details youth feedback on programs successes and what could be improved moving forward:

Content. Most study respondents described programs as successful when they impart knowledge, skills, and learning. Some youth suggested revisions to curricula, recommending that: activities be better tailored to the needs or existing knowledge levels of participants; programs incorporate more interactive training; and participants are given more opportunities for field trips. Others recommended that programs focus more on setting expectations for participants on their level of engagement and delivering a high-quality experience for fewer youth (rather than reaching more people with "light touch" activities).

Design. Design attributes that worked well included: support for networking and development of social ties; programming that led to subsequent opportunities for youth; and youth-led or participatory activities. Recommendations to improve program design fell into three categories: (1) improving communication on program goals; (2) modifying, expanding, or grouping participants (e.g. university students grouped together); and (3) adjusting the timing or duration of programs.

Implementation. Over half of respondents praised the implementation and instruction received, highlighting excellent trainers and staff. One area of praise was the *Ana Usharek* program's integration with educational institutions. Other youth suggestions varied significantly based on individual activity feedback.

Key Takeaways. Overall conclusions on youth feedback on USAID/Jordan programming include:

- Though youth were pleased with their USAID/Jordan programming experiences, they also wanted to see programs that engaged with them more, that differentiated content for different participants, and that offered more opportunities for practical applications and engagement with leaders.
- Programs were generally praised for high-quality instruction, consistent with feedback that adult program staff served as mentors to youth.
- While many of the strengths and weaknesses highlighted were specific to individual program activities, these are worth considering as they reflect how youth can perceive program quality and value.

Recommendations

The following recommendations highlight how USAID/Jordan, IPs, and other key actors can use the findings from this study to build on existing strengths and fill gaps in three major areas:

Program Structure:

- Prioritize programming that integrates practical application with training activities.
- IPs should look for opportunities to integrate soft-skill development into programming, including in more "technical" sectors such as in health or EWFD.
- IPs should tailor engagement approaches to sectoral and demographic differences.
- USAID/Jordan should continue to emphasize and fund IP investments in staffing.

Enabling Environment:

- USAID/Jordan should continue working within and across sector teams to coordinate individual-level programming with structural change initiatives.
- USAID/Jordan and IPs should continue working within existing systems to implement programming.
- IPs should create engagement strategies for community members other than direct participants, with a particular focus on families.
- USAID/Jordan should work with the GOJ and international donors to optimize ongoing programming and services at MOY-operated youth centers.

Research and Monitoring and Evaluation (M&E):

- USAID/Jordan and IPs should continue focusing on engagement of youth in program design, implementation, research, and M&E.
- USAID/Jordan should collaborate with IPs to better standardize data management practices of youth development programs.

INTRODUCTION

Overview

Purpose. There is a critical need to better understand youth development in the Middle East, a region facing unprecedented growth in the youth population during a time when economic, political, and social conditions are in flux. In Jordan, people under 30 years of age constitute 63 percent of the population, making it one of the youngest societies in the world.[1]

To address this gap, the United States Agency for International Development in Jordan (USAID/Jordan) requested Social Impact, Inc. (SI) to conduct a Retrospective Youth Study aimed at deepening understanding of the lives of those who participated in youth programs over the last 10 years: what skills they have developed and outcomes they have achieved, along with how they might have overcome financial, social, political, and other barriers to success. The study focused on interventions for youth ages 10-29 supported by the USAID/Jordan Education and Youth, Democracy, Rights, and Governance (DRG), Economic and Workforce Development (EWFD), and Population and Family Health offices. Participants and alumni of nine different Activities across these four sectors were included in primary data collection.

The ultimate purpose of the Retrospective Youth Study is to inform the design and implementation of future USAID/Jordan youth development strategies (e.g. Project Appraisal Document) and Activities. To that end, the study also included a review of youth programming implemented by international "peer" donors of USAID/Jordan, ensuring that the full landscape of youth development initiatives in Jordan can be used to inform forward-looking program decisions. The study provides concrete conclusions and recommendations for the Mission as well as for Implementing Partners (IPs) that carry out youth development interventions. An improved understanding of what works in ensuring positive engagement of young people in Jordan will result in more effective programming and sustained intervention results.

Audience. Primary users for the study included staff from the USAID/Jordan Education and Youth, DRG, EWFD, and Population and Family Health offices, as well as members of the cross-sectoral USAID/Jordan Youth Task Force and Women and Youth Team. The Contracting Officer Representative (COR) for the USAID/Middle East Bureau's Middle East Education Research, Training, and Support (MEERS) contract, which supported this study, is also a primary user. IP organizations that operate youth-focused programming in the four sectors of interest are key secondary users. These users were engaged throughout all phases of the study, including design of the study questions, approval of the data collection methodology, and analysis.

The study may also be useful for USAID/Jordan government partners including the Ministry of Social Development, the Ministry of Education (MOE), the Ministry of Youth (MOY), and the Ministry of Health (MOH), as well as other donor agencies and practitioners working on youth development, such as members of USAID's Youth Engagement Community of Practice (CoP). Finally, young people taking part in USAID/Jordan youth development programs, as well as those engaged in similar programs throughout the region, are considered to be important audiences for the study.

Study Team. The study was implemented by a six-person team based in Washington, DC and Amman, Jordan, including: Team Lead; Youth Development Specialist; Most Significant Change (MSC) Specialist;

[1] UNICEF. "Jordan: Youth." Available at: https://www.unicef.org/jordan/youth

Lead Research Coordinator; and two Assistant Research Coordinators. Primary data collection was conducted by youth researchers ages 18–29 in the Center, North, and South of Jordan. A SI headquarters-based Program Director, Program Manager, and Program Assistant also provided technical oversight and management support to the study.

Context

YOUTH DEVELOPMENT PROGRAMMING IN JORDAN, 2010-2020

Policy. Youth in Jordan experienced a tumultuous political, economic, and social climate during the period that is the focus of this study (2010–2020). The Arab Spring, conflict in neighboring Syria, and protracted regional conflicts have meant that stable progression through school and into work and adult life has been strained for many. It is within this environment that the Government of Jordan (GOJ) set national policies to organize national and international support for youth development programming across the country. Two key policy documents during this time included: the 2005–2009 National Youth Policy, operated by the Higher Council for Youth, and its successor, the Jordan Ministry of Youth National Youth Strategy 2019–2025. The former set the focus for many projects early on, while the latter grounded GOJ strategy for youth development towards the end of the decade under review.

Whereas the MOY in prior decades focused on youth and sport, the most recent youth policy takes a capabilities-focused approach, highlighting inclusion of young people in political, economic, and cultural aspects of society. The policy also aims to incentivize belief in the value of voluntary work as foundational to building a moral and inclusive society. This change was designed to better position youth as supporters (or even leaders) in the economic and social transitions of the country. However, high poverty rates and weaknesses in existing infrastructure intended to support youth (e.g., low quality schools that have been further burdened by influxes of refugees), have exacerbated challenges faced by youth programming.[2] A National Youth Assessment conducted in 2015 found that young people face a "*pervasive lack of ideas, awareness and alternatives*" and a "*debilitating sense of disempowerment.*"[3] These themes feature in the study findings below; optimistically, the majority of youth sampled for this study spoke of USAID/Jordan programming as helping to address these exact challenges.

Infrastructure. The MOY has established nearly 200 youth centers throughout the country which deliver government-supported programming. However, there is an uneven geographic distribution of centers and, as the MOY concurs,[4] a lack of effort towards self-sufficiency or sustainability at present. However, a recent conceptual shift within the Ministry to consider these as "youth spaces" is underway. The goal of this is to "*provide young people with the circumstances and conditions for creativity, achievement, thinking and working, and [allow] them to play an interactive role in the wider community.*"[5] Youth centers are intended to design and adapt programming to youths' priorities and concerns at various levels: governorate, district, or constituency. The evaluation and measurement of youth programs implemented in these centers has become a core mandate of the MOY since it was re-established in 2016. International development

[2] Management Systems International. (2015). *Jordan National Youth Assessment*. Management Systems International. Retrieved from https://pdf.usaid.gov/pdf_docs/PA00KBZD.pdf
[3] Ibid, pg.7
[4] *Jordan MOY National Youth Strategy 2019-2025*. (2018).
[5] Ibid, pg.8

organizations frequently collaborate with the MOY to implement youth programming, trainings, and activities at these centers across Jordan.

Institutional Support. The network of organizations and institutions engaged in supporting the GOJ to implement youth development programming in Jordan is robust—though there remains room for greater collaboration. This network includes the following four key categories:[6]

1. **Royal non-governmental organizations (NGOs).** These are established by Royal decree but are not funded by the government. At least 17 different Royal NGOs that support youth programming were identified for this study, including: Jordan River Foundation, Queen Rania Foundation, Jordanian Hashemite Fund for Human Development (JOHUD). These examples are well-managed and frequently partner with international organizations and the GOJ.
2. **Secular, national or community-level NGOs**. Small to mid-sized grassroots organizations, these may operate in select regions and thereby offer deeper knowledge about particular areas; some specifically target youth participants.
3. **Religious organizations**. These organizations commonly offer community-based services to vulnerable populations. While generally not considered youth organizations, these may target and involve youth, including support for Muslim youth movements and students' rights.
4. **International organizations**. This study identifies two types of organizations within this category that operate in Jordan: first, branches of international organizations or NGOs (e.g., YMCA or Questscope); and second, governmental (e.g., USAID, Department for International Development (DFID), etc.) and multilateral organizations (e.g. United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), etc.) international donor organizations that undertake expansive mandates, including a focus on supporting youth.

All of the organizations in this typology frequently collaborate (some groupings partner more frequently than others) in designing, recruiting, implementing, monitoring, and evaluating youth programming. As part of this study, the team reviewed documentation from 84 youth programs (24 USAID/Jordan and 60 non-USAID) that fit into the fourth category above of international donor organizations (see **Methodology: Document Review**). The identified organizations reflect an influential, but limited view – as they do not include royal, national, or religious organizations not connected to an international organization—into the types of programming across the health, democracy, rights, and governance (DRG), economic and workforce development (EWFD), and education and youth sectors that youth in Jordan have engaged with over the past decade.

Approach. USAID youth development programming in Jordan (and globally) follows a positive youth development (PYD) approach, which "engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential."[7] PYD considers an "empowered" youth as one who has assets and agency, is equipped to contribute to individual and community change, and who lives in a positive enabling environment. These four domains form the basis of the PYD Measurement Framework, outlined below:[8]

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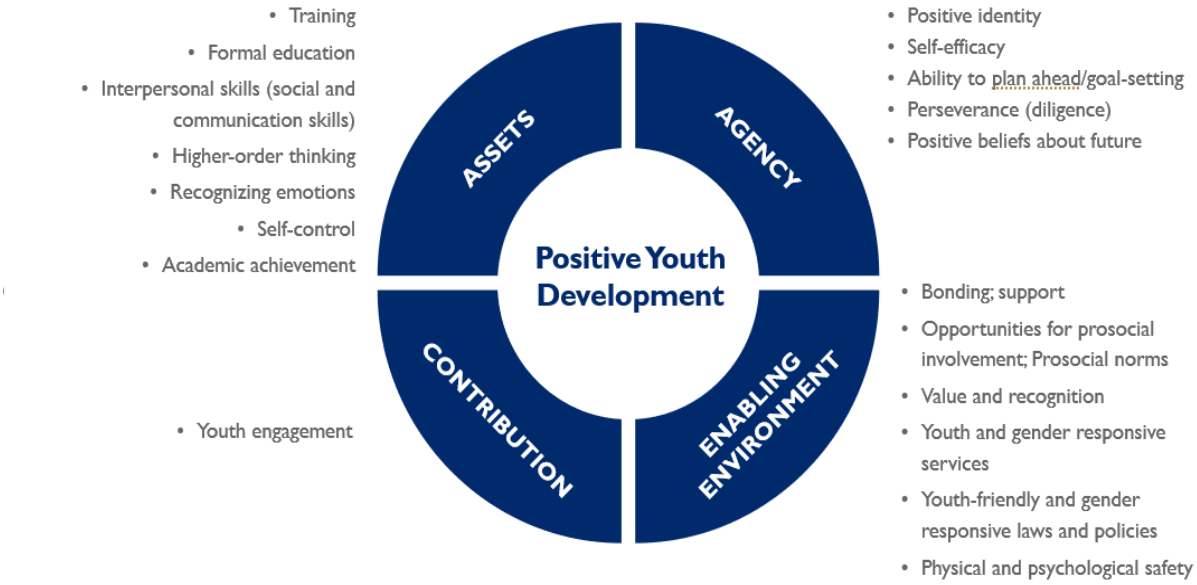
[6] Categorizations drawn from Euromed 2005, which based their study on Loewe M. (2004), Soziale Sicherung und informeller Sektor. Stand der theoretischen Diskussion und kritische Analyse der Situation in der arabischen Laendern unter besonderer Beruecksichtigung des Kleinstversicherungsansatzen, Rupert-Karls-Universitaet Heidelberg, BonnLoewe 2004, pg.231.

[7] YouthPower (2021). Positive Youth Development. Retrieved from https://www.youthpower.org/positive-youth-development.

[8] Ibid.

FIGURE 1: PYD MEASUREMENT FRAMEWORK



In addition to the above framework, a PYD learning agenda has been developed to highlight current evidence gaps related to what works—or what may not work—for youth-focused programming. The agenda includes five key themes designed to guide research on PYD initiatives:[9]

1. **Understanding how PYD programs achieve positive impact** in low and middle-income countries (LMICs), as programs often do not consistently measure PYD outcomes such as self-regulation, positive identity, etc. Key questions related to this theme include:
    a. Do PYD programs in LMICs achieve their longer-term/sectoral outcomes by effecting PYD outcomes?
    b. How can PYD programs that have proven to be effective be adapted to different contexts?
2. **Cross-sectoral impact of PYD programs**, as much of the existing evidence on PYD comes from single-sector programming. Key questions related to this theme include:
    a. Do PYD programs have significant positive effects on outcomes in multiple sectors?
    b. What are the best ways to design and implement PYD programs with cross-sector outcomes in LMICs?
3. **Measurement of PYD constructs**, as many programs in the PYD sector do not use standardized indicators or tools. Key questions related to this theme include:
    a. What processes or strategies are critical for adaptation of reliable and valid PYD tools to different contexts?
    b. How do we best measure the implementation of PYD approaches at the program, system, or agency level?
4. **PYD for vulnerable or marginalized populations** other than girls or women, as programming is less often designed to meet the needs of these groups. Key questions related to this theme include:
    a. What are the barriers to and facilitators for including vulnerable or marginalized populations in universal PYD programs?

[9] YouthPower (2018). Learning Agenda for Positive Youth Development in Low and Middle-Income Countries. Retrieved from https://www.edu-links.org/sites/default/files/media/file/PYD%20Learning%20Agenda%20Sep%2014-18%20-%20FINAL.pdf.

   b. How effective are tailored PYD programs at serving the needs of vulnerable or marginalized populations?
5. **Youth engagement in PYD programs**, as youth are not always explicitly engaged in the design, implementation, and evaluation of activities. Key questions related to this theme include:
   a. What strategies are effective in enabling meaningful youth engagement?
   b. What are the best ways to measure and evaluate the impact of various levels of youth engagement on intended PYD indicators and program outcomes?

The questions examined as well as the approaches for this study were designed to respond to several of the learning agenda themes. For example, study questions on youth outcomes across the education and youth, DRG, EWFD, and health sectors relate directly to themes one and two (see **Methodology: Research Questions**). As described in **Methodology: Approach**, the study also adopted a youth-led research approach, with the goal of promoting direct participation of youth in all stages of PYD programming in line with theme five.

METHODOLOGY

Research Questions

The USAID/Jordan Retrospective Youth Study was designed to respond to the following questions:

TABLE 1: RESEARCH QUESTIONS

1. What has become of the many youth who participated in USAID-supported youth activities over the last 10 years in terms of personal, professional, educational, and civic outcomes, and in what ways did participation in USAID-supported or any other youth development activities contribute to these outcomes?
2. What were the most significant developmental skills youth acquired that, in their perception, led (or will lead) to positive outcomes in personal, professional, and civic achievement? In what ways, if any, did participation in USAID-supported youth activities contribute to these transformations such as self-efficacy, self-esteem, leadership, community engagement, and civic participation.
3. What are the most significant barriers to youth achieving their personal, professional, educational, and civic goals in Jordan?
4. What lessons can be learned, and recommendations made to guide the future design and implementation of effective USAID-supported youth development activities in Jordan?

Approach

Mixed-Methods. The Retrospective Youth Study used mixed methods, with primary data collected via key informant interviews (KIIs) and a survey administered to youth participants and alumni from a variety of activities across four key sectors of interest: 1) Education and Youth; 2) DRG; 3) EWFD; and 4) Health. The study also included a review of documents about USAID and non-USAID youth programs that operated in Jordan during the past decade (see **Document Review**). To ensure the safety and security of key audiences, researchers, and respondents during the Coronavirus Disease 2019 (COVID-19) pandemic, all meetings and activities were conducted remotely via online platforms such as Microsoft Teams and Zoom.

Utilization-Focused. The study adopted a utilization-focused approach,[10] based on the principle that research and evaluation should be judged on usefulness and ability to engage with intended audiences. Thus, the study was designed and implemented in ways that supported audience participation in the process itself, as well as utilization of findings to inform strategy and Activity implementation. Specific actions to encourage study use are outlined below:

- **Scoping meetings**: Prior to development of the inception report, a series of meetings were held with both primary and secondary audiences to discuss overall objectives, obtain feedback on the study design, and review logistics, particularly regarding the recruitment of study participants. A final inception workshop then took place with USAID/Jordan to share scoping meeting feedback and align on key design decisions.
- **Engagement of youth:** The study aimed to be inclusive of young people, with direct data collection performed by a team of youth researchers (see **Youth-led Data Collection** below), overseen by the SI Assistant Research Coordinators and Lead Research Coordinator in Jordan.
- **Participatory analysis:** Youth researchers, USAID/Jordan staff, and IPs were directly involved in data analysis via participation in the selection stages of the MSC exercise (see **MSC Implementation** below for further detail).
- **Learning and dissemination activities**: The SI team held activities to promote learning from the study, including several presentations with primary audiences on topics such as the MSC process, data analysis approaches, etc. A presentation of results with USAID/Jordan will take place following finalization of the study report.

YOUTH-LED DATA COLLECTION

Engagement of Youth. The study was designed to be inclusive of youth, recognizing that "youth participation is vital for effective programs."[11] Thus, primary data was collected by a team of **12 youth researchers** ages 18–29. Implementing youth-led research enhanced the study in several respects:

1. **Skill development among youth researchers**: The study provided an opportunity for youth researchers to learn more about how to carry out research, and to get practical, hands-on experience performing data collection and analysis. As feedback from researchers reflects, these skills will be useful for their continued educational and professional development.

[10] Better Evaluation. Utilization-Focused Evaluation. Retrieved from https://www.betterevaluation.org/en/plan/approach/utilization_focused_evaluation.
[11] USAID (2012). USAID Youth in Development Policy: Realizing the Demographic Opportunity. Retrieved from https://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy.pdf

Being involved in the Youth Retrospective Study was a good experience; I have been engaged in research before but not in these professional manners. In this experience, what stood out for me was us young people speaking to young people; it was simple and easy to talk to each other with no pressures or boundaries. On a professional level, it helped me be a better researcher and to work better in a team. The training we had, in the beginning, supported the research team with an orientation toward this assignment's goal and familiarized us with the online tools we used. It was also beneficial to have the mentorship on an on-going basis, which helped us learn and reflect throughout the work and research process.

- Samia Khamis, 22, Amman, Usharek+, NDI

2. **More meaningful data obtained from study participants**: Youth researchers, who are generally better able than adults (particularly US-based SI team members) to connect with their peers, were able to obtain richer information during interviews.
3. **Supporting youth "contribution"**: Youth have a right to be included in research. As the study aimed to inform future USAID/Jordan youth development programming, it was critical that youth took a lead role in carrying out data collection and interpreting findings, so that the study accurately reflected the on-the-ground experiences of Jordanian youth. This approach is in line with the *contribution* domain of the PYD Framework, which specifies the importance of "[engaging youth] as a source of change for their own and for their communities' positive development."[12]

Recruitment. Researchers were selected from the priority programs identified by USAID/Jordan (see **Table 2**), with the aim of recruiting youth with wide-ranging experiences and exposure to different programmatic sectors. The team included five males and seven females, as well as four researchers from the North of Jordan, five from the Center, and three from the South. To prepare for data collection, all youth researchers took part in a five-day remote training conducted by the SI Lead Research Coordinator and Assistant Research Coordinators. Topics covered during the training included: research ethics; data collection, including how to elicit responses and avoid bias when facilitating interviews and surveys; best practices for notetaking; audio-recording guidance; fieldwork processes and procedures; and intra-team piloting exercises. The team also spent several days piloting the KII and survey protocols, which were then updated according to youth researcher feedback.

Fieldwork and Quality Assurance. Fieldwork was organized by region, with one team of four youth researchers (each team supervised by an Assistant Research Coordinator) assigned to the North, Center, and South of Jordan. These teams collected data from participants and alumni of the programs in their regions according to the sampling criteria identified by the SI study team (see **Data Collection: Study Sample** below). The study team worked closely with youth researchers to ensure that fieldwork activities were completed to a high standard and adhered to established data management processes. This effort was spearheaded by the Assistant Research Coordinators, who provided ongoing, holistic support to youth researchers. **Figure 2** below outlines specific quality assurance steps implemented:

[12] Ibid

FIGURE 2: YOUTH RETROSPECTIVE STUDY QUALITY ASSURANCE SYSTEM

MSC IMPLEMENTATION

Rationale. The team utilized MSC, a participatory research technique that invites participants to share stories of change. MSC is best suited in situations when a variety of changes might be experienced by youth, because of its open-ended approach that captures a diverse range of outcomes. The breadth of programming and timeframes covered by this study—along with the range of potential outcomes, some expected and some likely unexpected—makes MSC an excellent tool to capture this complexity. MSC also speaks directly to two of the research questions by allowing researchers to capture data on what has become of youth, and what are the most significant skills youth acquired that led to positive outcomes (questions 1 and 2).

Process. MSC was implemented in three distinct phases:

1. **Collection:** Youth researchers gathered MSC stories as part of the KII protocol, which included the core question: *"What is the most significant change you've experienced since your participation in [program name]?"* A total of 184 stories were collected during this phase. In preparation for MSC

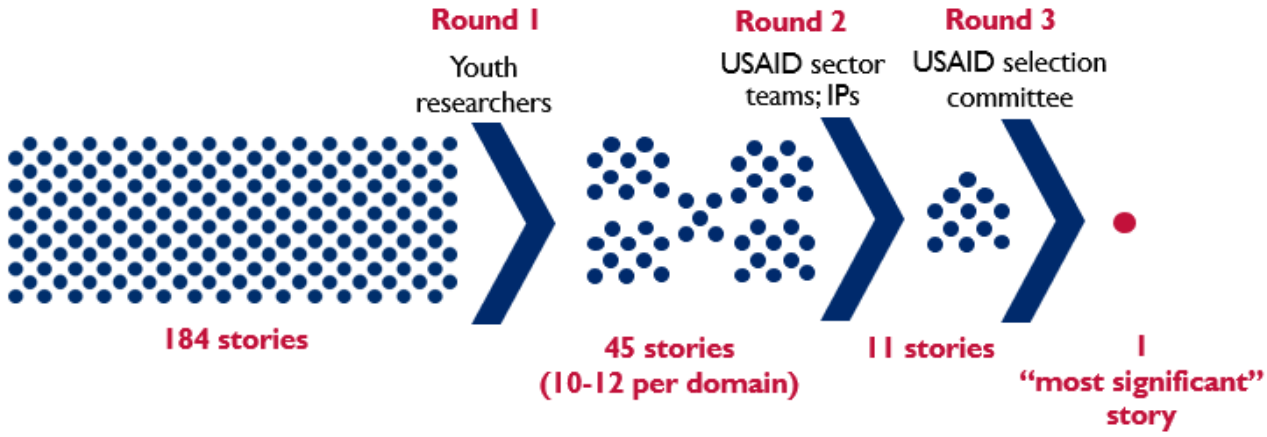
selection, the stories were sorted into domains of change based on the sectors of USAID/Jordan youth development programming: a) EWFD; b) education and youth; c) DRG; and d) health.

2. **Selection:** Following collection, the MSC stories went through a systematic selection process where stakeholders reviewed groups of stories, defined their selection criteria, and used these to rate the relative significance of the stories (see **Figure 3**). This selection process had two goals:
    - To narrow a larger pool of stories by identifying which are more significant. Having a collection of most significant stories is valuable to share strong examples as comparators or as the basis for further analysis.
    - To capture information on ***what*** different stakeholder groups value, and ***why.*** Understanding value structures of different groups can identify discrepancies between the goals of stakeholder groups or underscore commonalities.

The selection process took place in three rounds. At each phase of the process, reviewers discussed what makes a story significant to them. Youth researchers conducted the first round with support from the Lead Research Coordinator and Assistant Research Coordinators. Round two selection committees (four total meetings were held) were organized by sector and comprised of USAID/Jordan program staff and representatives from IPs. Finally, USAID primary study users (USAID/Jordan Education and Youth office staff, MEERS COR, etc.) took part in the third selection round that designated one story as "most significant overall" in an effort to compare stories and examples of change across sectors, according to their criteria. Examples of criteria identified by selection participants included: individual positive change; impact on others; increase in opportunities in education and employment; and sustainability of the change.

3. **Verification:** Following the second selection round, the study team began conducting follow-up interviews to obtain more details on the stories determined to be "most significant" in each sector of interest. A total of 11 participants were interviewed after the second MSC selection round. For the story identified as "most significant overall," the team conducted additional verification interviews with the respondent and others who could provide detail on the change.

FIGURE 3: MSC STORY SELECTION PROCESS

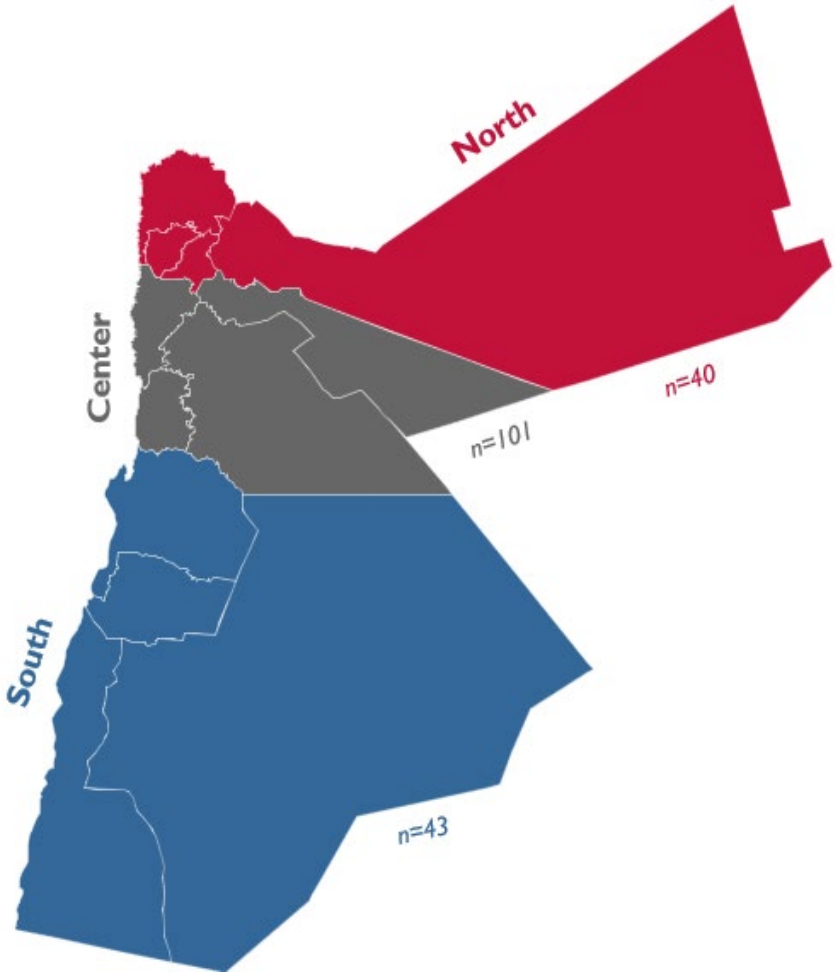


Data Collection

STUDY SAMPLE

Location. During data collection conducted October–December 2020, youth researchers interviewed respondents in the Center, North, and South of Jordan (see **Figure 4**).

FIGURE 4: LOCATION OF STUDY RESPONDENTS



Selection. Selection of data collection participants was based on engagement in priority programs identified by USAID/Jordan staff during the scoping meetings. The study team was able to reach participants in a total of 9 programs across the four sectors of interest, as outlined in **Table 2**.

TABLE 2: PRIORITY PROGRAMS INCLUDED IN PRIMARY DATA COLLECTION
EDUCATION AND YOUTH
1. Non-Formal Education Program *(since 1998, most recently 2015-2017)*
2. YouthPower *(2017-2022)*
3. JEEL 962 *(2014-2017)*
ECONOMIC AND WORKFORCE DEVELOPMENT
4. Economic Opportunities for Jordanian Youth (INJAZ) *(2003-2014)*
5. Training for Employment Activity (TEA) *(2018-2021)*
6. Maharat Employment and Training Program for Recent Graduates (Tatweer II) *(2010-2012)*
DEMOCRACY, RIGHTS, AND GOVERNANCE
7. Consortium for Elections and Political Process Strengthening (CEPPS) *(2010-2022)*
HEALTH
8. The Jordan Communication, Advocacy and Policy (J-CAP) *(2014-2019)*
9. Health Promotion Youth Clinic (2018-2020)

Sample Structure. To construct the study sample, the team contacted each of the priority programs to obtain a list (including demographic and contact information) of participants and alumni. From this list, the team selected a **purposive sample**, prioritizing participants according to the following criteria:

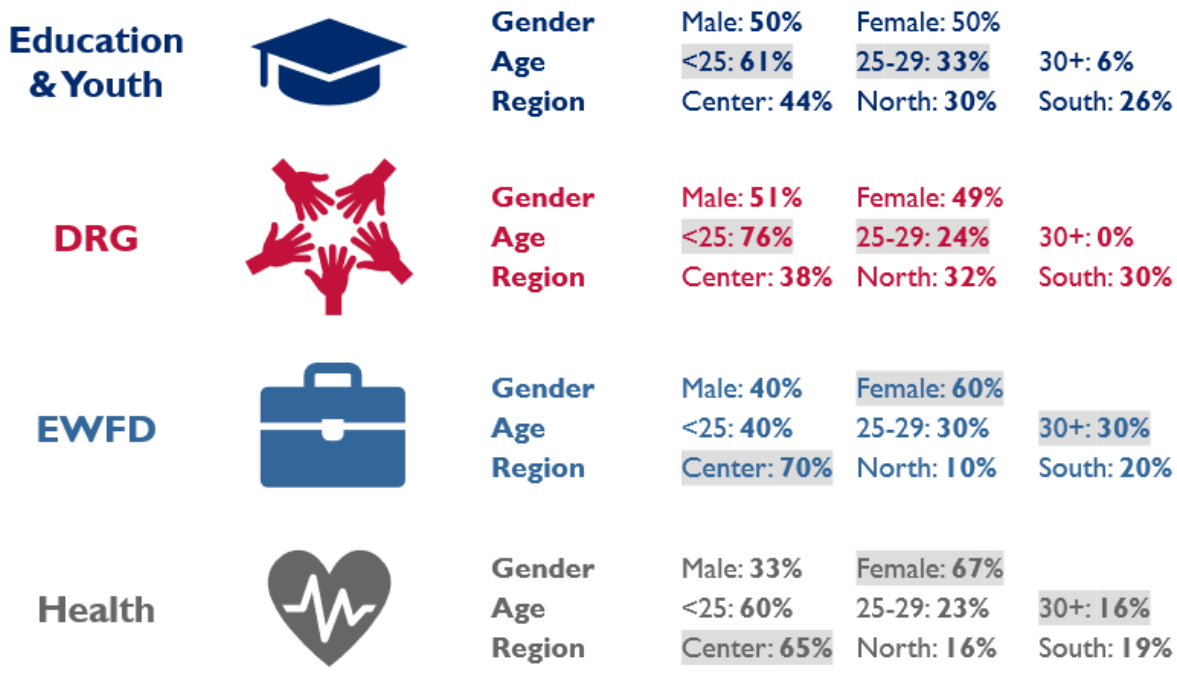
1) **Age:** Youth and young adults ages 18–39
2) **Gender:** An even mix of male and female youth
3) **Engagement:** Youth that had at least two years of participation (for those still enrolled in programming), or at least two years had passed since initial engagement in the program
4) **Location:** Youth living in the northern, central (including Amman), and southern regions

Over the course of data collection, **184 respondents** completed the KII and survey protocols (both tools were administered in the same session), slightly exceeding the study team's target of 180 respondents. **Table 3** provides an overview of the final sample reached by gender, sector, and region. Overall, slightly more females (56.5%) versus males (43.5%) took part in the study, while education was the most frequently represented sector with 54 respondents (29% of the total sample). The majority of study participants lived in the Center of Jordan, particularly Amman (90, or 89%, of the 101 Center residents were based in Amman).

TABLE 3: STUDY SAMPLE DEMOGRAPHICS	
CATEGORY	# REACHED
Gender	
Male	80
Female	104
Sector	
Education and Youth	54
Economic and Workforce Development	50
Democracy, Rights, and Governance	37
Health	43
Region	
Center	101 (90 in Amman)
North	40
South	43

Sector Profile. Study participants in each sector exhibited certain demographic traits. For example, DRG participants tended to be younger, with 76% of respondents under the age of 25. The EWFD and health sectors had the highest rate of respondents from the center of Jordan, as well as the greatest percentage of female participants. **Figure 5** below provides a breakdown of gender, age, and location differences across respondents from each sector.

FIGURE 5: SECTOR DEMOGRAPHICS



DOCUMENT REVIEW

Objective. The study team conducted a comprehensive review of key documents from youth development programs implemented in Jordan over the past decade. The objective of the review was a **mapping exercise** to better understand the types of initiatives Jordanian youth have engaged in. In total, the team examined 84 distinct youth development programs. Of these, 24 were supported by USAID/Jordan and 60 were funded by other donors (see **Table 4**). A description of all 84 programs in the desk review is found in **Annex B**. These programs were mapped using several criteria to capture the ecosystem of youth development activities in Jordan, including: number of youth engaged; characteristics of youth participants; age ranges; and geographic distribution of programs.

TABLE 4: DOCUMENTS REVIEWED

SECTOR	USAID/JORDAN	OTHER DONORS	TOTAL	TOTAL
	#	#	#	%
Education and Youth	7	11	18	21%
EWFD	5	21	26	31%
DRG	9	21	30	36%
Health	3	7	10	12%
Total	24	60	84	100%

Methods. To locate program documents, the study team searched the USAID Development Exchange Clearinghouse (DEC), requested materials during scoping meetings (see **Approach**), searched key international donor websites, and reviewed documents gathered from prior MEERS research on PYD programs. The team also made use of existing youth development program mapping literature.[13]

Only programs supported by international donors were included in the review, as these are the most comparable to USAID/Jordan efforts. The review was also limited to programs that identified youth as direct program participants. The same criteria were applied to both USAID and non-USAID programs, and it should be especially noted that the education and youth programs reviewed here do not include the numerous educational efforts by USAID/Jordan to improve basic education (e.g. RAMP, CISLE, etc.). Materials were searched for in English, as the majority of documentation of international donor programming would be expected to be in English.

As the review was designed as a **mapping exercise** rather than an evaluative assessment of programming, subjective mentions of activities (e.g., media articles or self-published materials by the donor or IP organization) were included. While the team aimed to obtain an even balance of program documents across the four sectors, there were variations in the amount and quality of information available. For example, the review found the fewest number of health programs, which may be due to activities in that sector targeting different categories of participants (e.g., "married women of reproductive age" rather than "youth," though these groups may overlap).

[13] OECD Development Centre. (2017). *Youth Well-Being Policy Review of Jordan*. OECD (2018) shared several commonalities of search criteria with this review.

KEY INFORMANT INTERVIEWS

Youth researchers conducted KIIs using semi-structured protocols (see **Annex E**). The interviews were designed to gather information on a broad range of significant outcomes for youth through MSC, and also to dive more deeply into the experiences of those who took part in youth development programming (USAID-funded initiatives as well as community groups, activities funded by other donors, etc.) in the four sectors of interest. Thus, in addition to the core MSC prompt, the KII protocol included questions on participation frequency and type, successes and challenges, and any specific skills developed over the course of programming.

All KIIs took place individually (i.e. no group interviews were held) and were conducted by teams of two researchers, with one youth researcher serving as the primary facilitator and the other as the notetaker. The interviews were held via remote platform (Microsoft Teams, Zoom, Skype, etc.) and were audio recorded with consent from the participant and for sole use of the study team as a back-up in case the team needed to later revisit or elaborate on notes taken. All KII notes and audio recordings were stored in a secure, password-protected site only accessible by the study team.

SURVEY

Youth researchers administered a survey to the same respondents who engaged in the KIIs as part of the remote interview session. The survey helped capture demographics as well as information on employment, education, civic engagement, and health. The survey also included questions on common barriers faced by young people in Jordan that inhibit achievement of personal, professional, civic, and other outcomes (see **Annex E** for the full survey protocol).

Analysis

Approach. The team employed various data analysis techniques to support the development of study Findings, Conclusions, and Recommendations (FCR). Throughout data collection, youth researchers discussed findings regularly with their respective Assistant Coordinators, who also reviewed notes and audio recordings. Emerging themes under each of the research questions were then documented in a FCR matrix (completed by the Assistant Research Coordinators and study team) to ensure that all study questions were being adequately addressed. When possible, preliminary findings by demographic factor (gender, age, location, etc.) were identified, enabling the team to determine any gaps where additional clarification, probing, or analysis was needed. The FCR matrix served as the basis for development of a codebook for analysis of qualitative data.

QUALITATIVE ANALYSIS

Document review. After sourcing program documents for USAID/Jordan and other donor programming from 2010–2020, key findings were reviewed and analyzed using a matrix designed to draw out comparative information on youth participants as well as program design and implementation attributes. The analysis then comparatively examined the key demographic criteria of programs, program types and components, key objectives by sector, and any lessons learned captured in the documents. However, given the disparities in documentation available across programs, each criterion could not always be located for every program. Therefore, programs were mapped onto the criteria where feasible, and findings summarized in cases where it was not possible for mapping to be comprehensive.

KIIs. Following data collection, the detailed KII notes were translated and uploaded to the qualitative analysis platform Dedoose. The team analyzed responses to open-ended interview questions thematically, supplementing the a priori codebook developed from the fieldwork FCR matrix with emergent codes as needed. To help ensure inter-coder reliability, all coding team members participated in training by the MSC Specialist and Team Lead on the codebook and proper code applications. The team then conducted a blind coding exercise through a series of interviews, which were then reviewed by the MSC Specialist for alignment and further training before full coding took place.

The team coded KIIs in batches, with the MSC Specialist regularly reviewing coded interviews and providing individual and group feedback along with any codebook adjustments to ensure consistency across study team members. To capture any divergences, coders disaggregated qualitative data by participant gender, location (urban/rural, as well as North/Center/South regions), and sector (education and youth, EWFD, DRG, and health). The team also reviewed the data for differences in education status, employment status, age, and marital status.

For the MSC story portion of the interviews, the team utilized both content and narrative analysis, which aim to preserve the voice and storytelling of the subject. While content analysis assessed the frequency of different types of targeted changes, narrative analysis involved a review of stories for depth or intensity of impact, the rationale for a change being considered "most significant" by a program participant, and challenges or successes unique to specific groups. Stories were compared to others within the same sector of program participation and across different sectors to identify common themes or divergences, focusing on the areas of most significant outcomes and the biggest contributors to those outcomes.

Story analysis in Dedoose was complemented by the MSC selection process, which engaged youth researchers, USAID/Jordan staff, and IPs in participatory review of stories (see "MSC Implementation"). Results of these discussions were integrated into the analysis process, including via examination of selection criteria that emerged during each round. Using content analysis, the team determined the extent to which criteria aligned across rounds of selection and examined similarities and differences in how various stakeholder groups defined "most significant" changes.

QUANTITATIVE ANALYSIS

Data from the survey were analyzed in Microsoft Excel to tabulate responses, produce descriptive statistics, and disaggregate along the same lines as the qualitative data. The study team then triangulated the data, first analyzing quantitative and qualitative data independently, in parallel, and then cross-verifying for validity. The team conducted a comparative analysis of the coded desk review data, coded KII data, and survey data to validate discrete findings across all sources. The themes generated through this process were then used to identify and present the key findings highlighted in the study report.

Limitations

Table 5 below describes the major limitations and mitigation strategies for the study:

TABLE 5: LIMITATIONS

LIMITATION	MITIGATION STRATEGY
Data collection was conducted remotely due to COVID-19 restrictions, which can impact nonverbal and other communication during interviews. In addition, youth researchers and study participants had varying familiarity with remote platforms.	• The youth researcher training included sessions on use of remote platforms and practice conducting remote interviews. • The team employed data triangulation to ensure that specific interviews that may have been impacted by the remote platform would not skew study results. By combining information from multiple sources of data, any one piece of information is balanced against findings from others. • The Jordan-based team members (Lead Research Coordinator and Assistant Coordinators) managed communication with youth researchers, allowing for use of phones (which are more familiar than web communication platforms) and time zone alignment.
Youth researchers had disparate experiences with data collection.	• The study team was structured to provide youth ongoing, scaffolded support by having pairs of youth collect data in teams, with each team closely supervised by an Assistant Research Coordinator. Assistant Research Coordinators were in turn supported by the Lead Research Coordinator and broader study team throughout data collection. • SI provided comprehensive training for youth researchers and put into place a data management process that was reinforced by regular quality assurance checks (e.g., review of notes, listening to audio recordings, etc.).
Difficulties in obtaining accurate contact information resulted in different numbers and types of programs being included in primary data collection in each sector.	• The study team aimed to obtain as even a sample as possible across the four sectors of interest. For sectors such as DRG and health, which had fewer IPs with working participant contact information, the team oversampled from those organizations that were able to provide participant contacts. Nevertheless, comparisons across sectors described in this report must be read with this limitation in mind.
The study sample was not designed to be generalizable to all participants across all youth development programming in Jordan.	• Participants were purposively selected for the study according to specific criteria (see Data Collection: Study Sample). Thus, it is important to keep in mind when reading the report that findings are not representative of the entire population of youth program participants.
Given the long timeframe of the study, respondents risked blending their experiences into a composite memory or not remembering specific programs	• The study employed data collection tools that included questions to help participants think through previous programs or activities and an emphasis on 'anchoring' responses to particular events.

FINDINGS AND CONCLUSIONS

RQ 1: Youth Outcomes

What has become of the many youth who participated in USAID-supported youth activities over the last 10 years in terms of personal, professional, educational, and civic outcomes, and in what ways did participation in USAID-supported or any other youth development activities contribute to these outcomes?

FINDINGS

Through a combined survey and interview approach, the study captured personal, professional, education, civic, and health information from program participants. The team also asked respondents to share a story of the change they have experienced since participating in USAID/Jordan-supported programming that they considered to be most significant.

The following section details various outcome areas that participants highlighted as most significant, and also provides an overall profile of the personal, professional, education, etc., status of those who took part in primary data collection. It is important to note that while sizeable, the study sample is not statistically representative of all types of participants across every program. This limitation is particularly relevant when viewing gender, sector, location, and other disaggregations of results.

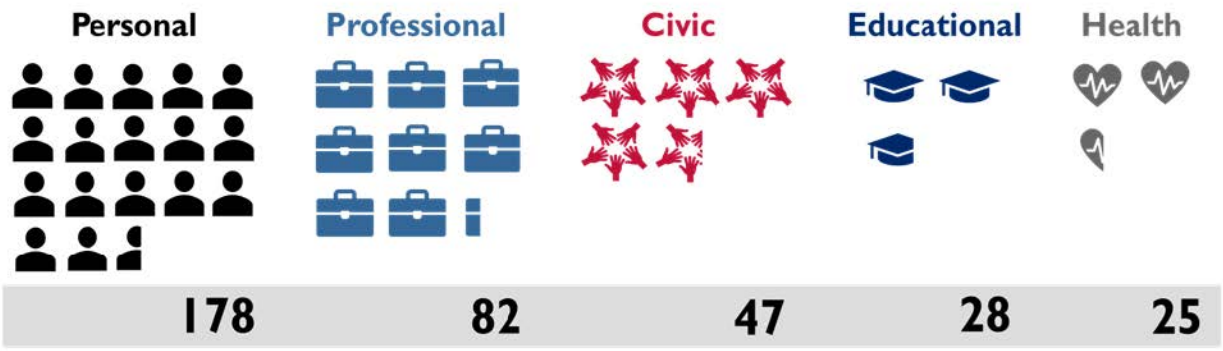
More than any other outcome area, youth respondents experienced personal changes following participation in USAID/Jordan-supported programming.

Personal outcomes. Of the 184 MSC stories collected, 178 highlighted significant personal changes (see **Figure 6**). Examples of these ranged from:

- Soft and hard skill development (including components of PYD *agency* and *assets*);
- Better family relationships; and,
- Stronger financial management.
- Increased sense of social inclusion.

FIGURE 6: MOST COMMON AREAS OF SIGNIFICANT CHANGE

When sharing MSC stories, respondents overwhelmingly reported experiencing significant **personal** (178) changes. The next most common areas of change were **professional** (82), **civic** (47), **educational** (28) and **health** (25). *Every 10 respondents are represented by one icon, n=184.*



Skill development. Skills such as interpersonal skills (social and communication), positive identity and self-efficacy, and technical skills (e.g. English language, computer skills, etc.) were commonly featured in MSC stories (see RQ 2 findings for a more detailed discussion of skills acquired). When asked about the main reasons for these changes, many respondents observed that their participation in USAID-funded programming contributed significantly to the outcomes they experienced.

Social inclusion and community connection. Fifty-seven respondents shared stories mentioning a greater sense of social connection and belonging - elements that are part of establishing a positive PYD *enabling environment*. Participants noted that USAID/Jordan programs served as a place for them to meet peers with similar interests and form friendships: *"I was looking for people like me in the field of entrepreneurship…[at the program] I found people like me"* (Female, Center).

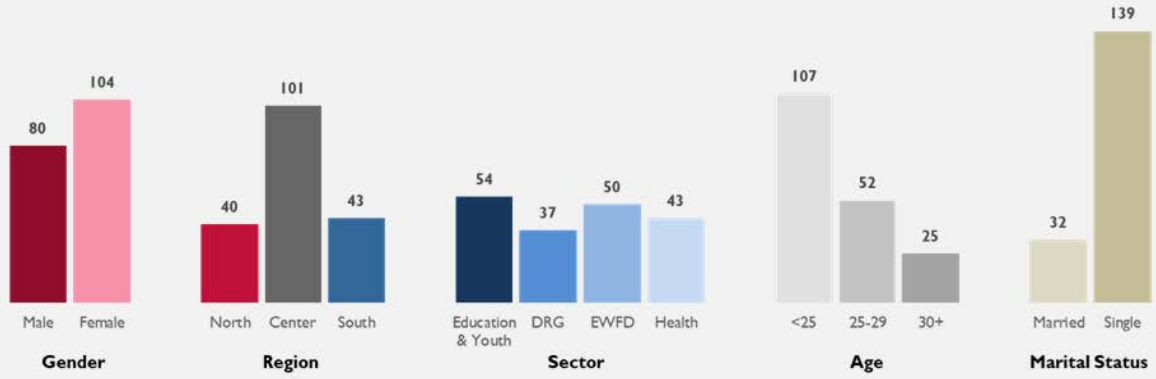
In addition, several respondents discussed being exposed to different groups in their communities for the first time, which sparked a desire to address community challenges:

> *"I met a lot of people from different areas, learned about their way of life, how they think and treat people. I got to see how different ways of life can exist in one community, like someone from the south can be suffering from something that the people of the north don't… I used to hesitate to deal with people from a different environment, but not anymore"* (Female, Center).

Demographic trends. Younger (and single) participants mentioned these social connections much more frequently than those over the age of 30 and tended to focus more on the value of building friendships with like-minded peers. Notably, 30% (42/139) of respondents who were single mentioned social connections in their MSC stories versus 13% (4/32) of those who were married. For the few respondents over age 30 that did share social connections as an important change, comments focused on how improved social skills would strengthen skills in a current position (as an attorney, or HR manager).

Participant Profile

Study participants came from a variety of backgrounds. More females than males took part in data collection, while most respondents came from the Center. Participants overwhelmingly represented a younger population, with about 6 out of every 10 respondents under the age of 25. About three quarters of all participants were unmarried.



Family relations and financial management. Other personal-level outcomes cited less frequently in MSC stories include financial management and better family relationships. These examples came primarily from participants in Health programs where financial management and building healthy family relationships were part of the curriculum. Respondents found these changes to be meaningful for their futures: *"The most important motivation for the change was my family. I realized that I can create a happy family or a sad family that is based on violence. I decided to create a happy relationship with my wife and children"* (Male, South).

After personal change, professional was the most frequently discussed outcome area.

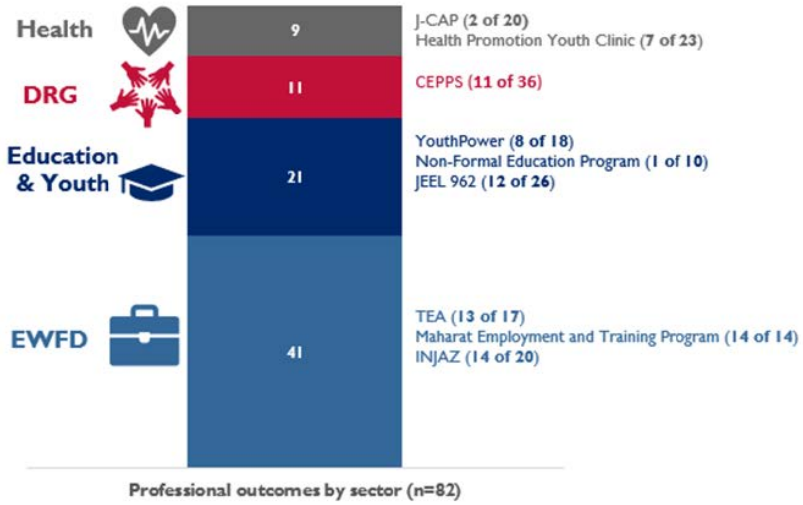
Professional outcomes. Eighty-two respondents (45%) shared examples of professional changes they believed to be significant, including almost all participants in EWFD programs (82% or 41/50). A sizeable number of participants across all programming sectors gave examples of professional changes—31% (11/36) from DRG, 21% (9/43) from Health, and 39% (21/54) from education and youth, respectively—indicating that professional outcomes derive from multiple sources. The most common professional changes included:

- Clarity in career path (mentioned in 31 of the 82 professional change stories), an element of the PYD Framework under *agency* related to the ability to plan ahead;
- Getting a new or better job (24 mentions);
- Starting or growing a business (23 mentions); and,
- Building professional connections (23 mentions).

Career path clarity. Examples of career path clarity included discovery of new areas of interest (e.g., a shift from engineering to community development work) and gaining a better sense of career purpose: *"I became a productive person with a purpose, and I found out what do I want to do…This [program] teaches you what you like and don't like, and what is successful in Jordan and what is not. And through this chance I got to know the work field in Jordan and its needs and what do I need to do to develop myself"* (Female, Center).

Examples of this impact came from youth in all regions and programs, indicating that many types of programming contribute towards this cross-sectoral outcome. In addition, several respondents noted a

FIGURE 7: PROFESSIONAL OUTCOMES BY SECTOR AND PROGRAM



shift from wanting to be hired by a company towards entrepreneurship, citing challenges faced by peers in finding formal employment. Career path clarity was discussed relatively frequently by those from rural villages; of the 16 professional change stories provided by rural respondents, nine centered on this topic, while other types of professional outcomes were rare for rural respondents.

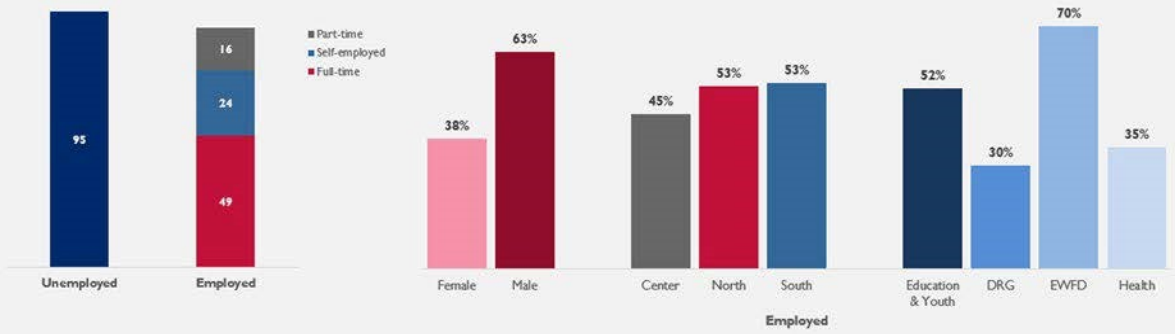
Job searching and entrepreneurship. Other types of professional changes highlighted by study participants included getting a new or better job (cited in 24 stories) or starting or growing a business (23). EWFD sector respondents were the most likely to discuss job growth (reported by a quarter of program participants) or starting their own business. Over 70% of those who noted starting their own business had participated in EWFD programs, and many attributed their participation to their success: "*Practical wise, I didn't know that I am able to establish my own company without joining Injaz*" (Female, South).

Professional connections. Youth across all program sectors experienced changes in networking and professional connections (cited in 23 KIIs)—indicating a cross-sectoral outcome as many different types of programs supported building friendships and networks. Major trends in this outcome area included:

- **Gender:** Males discussed professional networking at a slightly higher rate versus females (16%, or 13/79, of male respondents brought up this topic versus 10%, or 10/105 of females).
- **Marital Status**: Fifteen percent (21/138) of single respondents mentioned networking in comparison to only one of 32 married respondents; instead, married respondents more frequently discussed finding a new job (28%, 9/32) and starting a business (22%, 7/32).
- **Education status**: Those with a 2-year or TVET education tended to share examples of networking (17%, 3/18) and career path clarity (22%, 4/18), while those who had already completed university or had graduate-level education tended to share changes about starting or growing a business (15% or 15/103 of university graduates; 30% or 3/10 of those with a graduate-level education). Respondents with at least a university degree contributed 60 of the 82 professional change stories, while only 10% (2/20) of those with less than a university experience cited professional outcomes.

Employment Profile

Respondents were about evenly distributed between employed and unemployed. For those who were employed, about half worked full-time, a quarter were self-employed, and the remaining had part-time positions. However, this was not uniform across all respondents. For example, females were much less likely to be employed, as were respondents from Health sector programs. Employment rates were relatively even across geographic regions (although those in the North were less likely to have full-time employment compared to the Center or South).



Youth reported high levels of engagement in civic and political activities across regions.

Civic outcomes. Civic participation was the third most-frequently discussed outcome area, featured in 47 of 184 MSC stories. Civic engagement relates directly to PYD *contribution* as well as *enabling environment* in the ways that youth connect with each other. Most of civic stories (37 of 47) centered around increased involvement in community affairs: after learning more about issues impacting their communities and channels for engagement (how to run a campaign, what is lobbying, how to start volunteer initiatives, how does the election process work, etc.), youth felt better equipped to take a more active role in public life. Several respondents described starting their own campaigns, volunteering, or other civic activities:

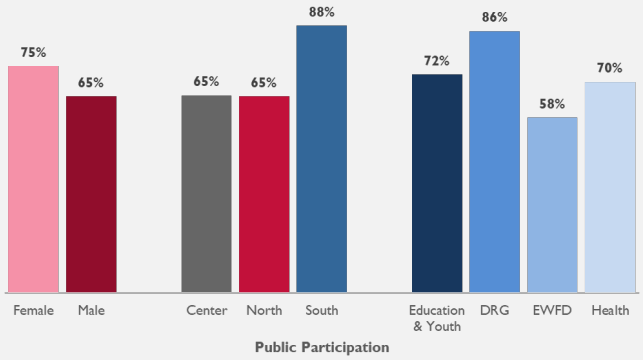
> *"[My campaign] is about providing opportunities for new graduates"* (Male, Center); *"I launched an e-platform for women's empowerment in May. So far, 1,000 women have used the platform to find jobs"* (Female, South).

Program contributions. Half (18/36) of DRG respondents noted significant changes in civic outcomes. Some of these participants leveraged their knowledge from programming to run for local or student office, start advocacy work, encourage women's political empowerment, or support election observation with the Independent Elections Commission. Youth in other programming sectors also mentioned civic outcomes, ranging from 16% (8/51) of EWFD participant stories to 23% (10/43) of Health stories.

This finding—that youth participants across all programs are experiencing changes in their civic participation or roles—aligns with the survey portion of this study, where youth were asked about whether they engaged in a variety of civic activities (see the **Civic Profile** below for more details on civic activities). In that survey, over 70% of respondents reported involvement in civic, political, or other public initiatives. Fifty-two percent of those who reported taking part in civic activities engaged in these "very frequently"— at least one every month. Youth reported that their USAID programming environment increased their motivation for civic participation by exposing them to ideas and a community that encouraged engagement, as with this participant:

Civic Profile

Significant numbers of study participants reported taking part in civic, community, or other public activities. Participants from DRG programs showed especially high rates of engagement, though participation was cross-cutting. In terms of location, those living in the South generally reported the highest level of participation, followed by the North. Females also took part in public activities at a higher rate than males.



"My participation put me in a productive environment where people want the change. … This chance proved to me that young people in Jordan have many chances to be active in their societies. I became a productive person with a purpose, and I found out what do I want to do" (Female, North).

Demographic trends. Rates of civic engagement were slightly higher among females (75%) than males (65%), and in the South (88%) versus the North (65%) or Center (65%). In terms of frequency of engagement, respondents in the Center attended activities less often—41% of those living in the Center took part in civic activities "very frequently," a lower rate than the North (65%) or the South (63%).

This finding is consistent with what respondents shared in their stories of change, as respondents from the South were much more likely to report experiencing significant changes in civic participation (45%, 19/42) compared to those from the North (25%, 10/40) or Center (18%, 18/101). This difference across regions cannot be explained by programming sector (the South had the fewest proportion of DRG participants) or from the comments from participants and is an area for future learning.

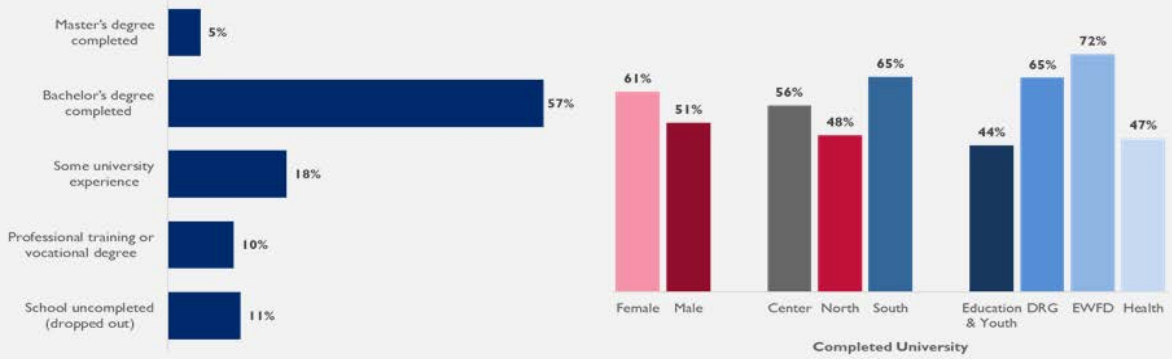
Twenty-eight respondents shared examples of significant education changes.

Education outcomes. Higher levels of education build PYD *assets* for youth through training and formal education, along with perseverance and improving future outlook as part of *agency*. Education changes experienced by participants most often involved:

- Starting an educational step (discussed in 13 of 28 education stories) such as enrolling in university or a graduate program or moving towards a certification
- Gaining clarity on an educational path (even if that path had not yet started)
- Completing a degree
- Developing literacy skills

Education Profile

Most study participants completed university, including 10 with graduate degrees or already pursuing graduate-level studies. Of the remaining, 17% completed at least a two-year college diploma or are current students, while 7% have finished TVET school. Slightly more females completed university compared to males, while the reverse was true of technical schools. Only 11% of respondents had no education beyond high school.



Program contributions. Several respondents noted that the motivation for educational changes came from within the program: *"At one point, I was planning to get my High school Diploma and stop there, but [the program staff] told me that I am smart and I can do it, but I need to work hard and take course, and I am studying to get my BA now and move from there to an MA."* (Female, North).

Even when educational outcomes were not a goal of USAID/Jordan initiatives, many youth still progressed on their educational pathways due to support received from programs. A participant in JEEL962 observed: "*At one point, I was planning to get my High school Diploma and stop there, but they told me that I am smart and I can do it, but I need to work hard and take course, and I am studying to get my BA now and move from there to an MA*" (Female, North).

Education and youth sector participants tended to share examples of continuing or restarting education after receiving additional support. Participants in other sectors tended to focus on educational changes related to related to soft skills (e.g., one respondent described linkages between getting better grades in school and improved family communication and relationships).

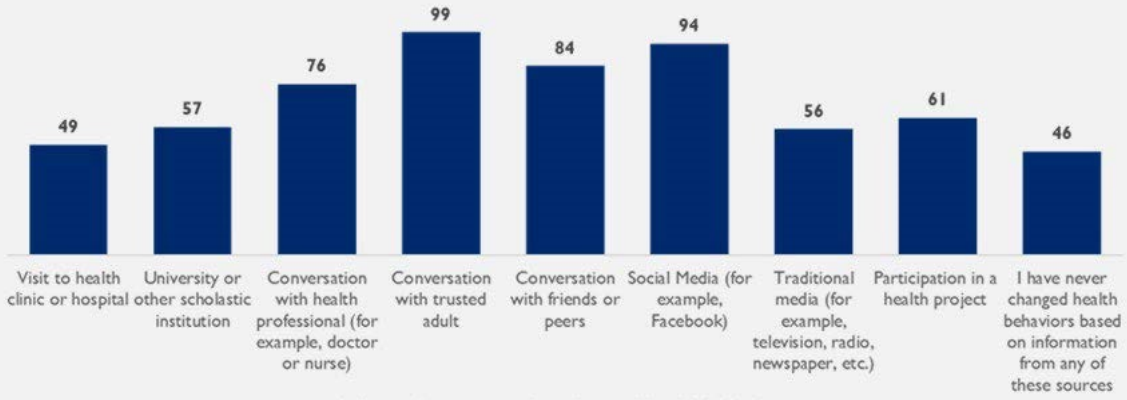
Demographic trends. Seven percent (3/42) of youth in the South shared educational outcomes compared to 17% (17/101) in the Center and 20% (8/40) in the North. In addition, a higher rate of rural respondents (driven by those in the North) highlighted education: 20%, or 9/45, of rural participants discussed education outcomes versus 13%, or 14/105, of those in urban areas. Interestingly, none of the study's 32 married respondents reported education outcomes, nor did anyone over the age of 29. Some of these differences may be due to differences in programming distribution; education and youth programs tended to be more focused in the Center and North. Youth in the South may also have felt that outcome areas besides education were more significant. These findings raise questions for further exploration.

Twenty-five respondents described health outcomes they considered to be most significant.

Health outcomes. Of the 25 health-related stories, 16 centered on individual behaviors such as improved eating habits, exercising more, practicing family planning, and changing how they behave towards persons with mental illness.

Healthy Decision-Making

The study survey asked respondents to review a list of potential health information sources and comment on whether those sources had led to any changes in health behavior. Seventy-five percent of respondents reported changing at least one health behavior based on information from a variety of potential sources. The most influential information source was a conversation with a trusted adult, followed closely by social media.



Respondents also discussed sharing health information with friends, family or community members (featured in five MSC stories), often coupled with deliberate advocacy or outreach work:

> "*During the quarantine days we tried to cover the subjects on social media or outdoor advertisements. We made a campaign called 'For you and to help others' on the disease and ways of contracting it and protection."* (Female, Center).

Demographic trends. In general, females (18%, 19/104) were more likely than males (8%, 6/80) to report significant changes in their health outcomes, and women were the only respondents to report sharing health information with others. Most of those mentioning health changes came from the Center (19 of the 25 stories), in line with where this study's sample of health programming is based (65% of health program participants came from the Center). Other demographic differences stem from the profile of health program participants; while only those with university experience or university degrees shared health changes, this may be at least partially explained by the fact that health sector programs took place at the university level. Interestingly, only 6% (2/32) of married respondents described significant health outcomes versus 15% (21/138) of those who were single.

Program contributions. Health sector participants saw the greatest number (40% or 17/43) of health-related significant changes. This finding complements survey data on health decision-making: a large number of health sector participants confirmed changing their behaviors (nutrition, engagement in sport, prenatal care, reproductive health, dental hygiene, stop smoking, etc.) after receiving information from sources such as a clinic, university, health project, traditional media, etc. This was less likely among youth who had not engaged in health programming. However, several participants from other sectors reported health changes due to their own programming, ranging from better time management (translating to better sleep) and making health a priority alongside greater self-esteem and emotional intelligence.

A combination of individual drive and external support—particularly from family, adult mentors, and youth programming participation—led to significant changes among youth.

Personal drive. When asked what factors contributed to participants experiencing a significant change, the most common response was personal drive or a positive attitude (mentioned by 93/184 youth). These responses indicate strong *agency* among former program participants, reflecting improved self-efficacy, perseverance, and ability to plan ahead that are essential parts of PYD: *"The motivation behind the change was my will and passion for change"* (Female, Center).

External support. Youth also described the importance of having support from others, either individuals or organizations, to create a positive *enabling environment*. Key sources of external support included:

- Family support, the second most-commonly cited contributing factor to outcomes (40%, 74/184);
- Participation in youth programming (38%, 69/184), the third most common factor; and
- Adult mentorship (35%, 65/184).

Demographic trends. Female respondents were somewhat more likely than men to highlight family support, program participation, and program adult support as factors leading to outcome achievement, by about 10 percentage points each. There were also notable sectoral differences: only 22% (8/36) of the DRG program participants cited family support versus 47% (24/51) for EWFD, 47% (20/43) for Health, and 41% (22/54) for education and youth. Instead, most DRG participants (61% or 22/36) named adult

(non-parent) mentorship as contributing to their success, and many youth referenced the importance of receiving specific mentorship or support in their initiatives through the program.

In terms of location, responses were relatively similar among those from the Center, North, and South of Jordan, except for personal drive and friend or peer support. Respondents from the South tended to highlight personal drive as contributing to their outcomes rather than external factors—62 percent (26/42) named personal drive, for example, while only 17 percent mentioned peer support. This contrasts with respondents from the North and the Center, which presented more mixed responses: 44% from the North and 49% from the Center cited personal drive, and 39% from the North and 28% from the Center mentioned peer support as contributing to their outcomes.

Support for overall goals. These findings from the MSC story collection are reinforced by the survey, which asked participants which factors most often helped them achieve their overall personal, financial, professional, civic, and health goals—a broader question than what youth had previously answered about what factors contributed specifically to their most significant change. Family support and youth programming participation were the most frequently selected factors, noted by 93% and 91% of respondents. Other sources of support, each named by more than half of respondents, included adult (non-parent) support (69%), friend or peer support (73%), community influence (52%), educational or school support (64%), and professional or training opportunities (58%). Only 39% of respondents cited youth-focused laws or policies as useful for goal achievement, the lowest percentage of any factor.

Demographic trends. Some differences in survey responses were seen across groups. Few DRG participants (32%), for example, reported community support, compared to 50-67% for other programs. In addition, female respondents tended to highlight external support factors more often than males, including: friend or peer support (mentioned by 80% of females versus 65% of males); community support (59% females versus 44% males); and education or school support (73% females versus 53% males). More males (74%) than females (65%) cited adult (non-parent) support as helpful to goal achievement.

CONCLUSIONS

Youth outcomes. Over the last 10 years, participants in USAID/Jordan-supported youth development programs experienced a wide variety of meaningful personal, professional, educational, civic, and health changes. Major trends in each of these areas included:

- **Personal:** Overwhelmingly, youth reported that changes in personal outcomes made the biggest differences in their lives. These changes were doubly impactful due to their role in other life areas: increased self-confidence as well as improved verbal communication skills, often leading to more externally facing outcomes such as civic engagement or professional success.
- **Professional:** Nearly half of youth reported significant professional outcomes, making it the second most frequent area of change (though nowhere near as dominant as personal outcomes). These ranged from concrete changes such as getting a new job or starting a business, to more intangible areas including improved clarity in a career path or better professional connections.
- **Civic:** Participants were highly engaged in civic and political activities, and many increased their activity in recent years. The study found that increases in soft skills (particularly communication, confidence, and connection to community; see RQ 2 discussion) improved youth's ability to make a difference in their communities, especially at local levels or in rural regions.

- **Education**. More than half of the study respondents completed university or a more advanced degree. However, educational changes did not appear to be as significant and were shared much less frequently in MSC stories versus personal or other changes.
- **Health**. A youth considered health among their most significant changes. Outcomes in this sector (generally participants from health-focused programming) included improving personal health behaviors and sharing health information with others.

Notably, the study revealed significant **crossover** between outcomes and programming sectors—while the type of outcome experienced sometimes matched the sector of program participation, this was not always the case. For example, participants from programs without an explicit career focus (e.g. DRG or Health) still saw professional changes because they built communication and social skills that ultimately helped them achieve career path clarity or form networks. This indicates that youth who gain foundational soft skills through one type of programming can transfer those to many other areas of life. In short, PYD programs can impact outcomes in multiple sectors by supporting development of these key skills (PYD learning agenda *Theme 2*). See RQ 2 discussion for further information on the most critical soft skills highlighted by study respondents, as well as what factors most often contribute to skill development.

Program contributions. Respondents across different types of programs noted how youth development activities aided outcome achievement:

- DRG participants appreciated the motivation to increase their own levels of civic activity, and (in some cases) a platform to launch their own initiatives. Participants in other programming sectors also showed significant civic activity; for example, many youth and education respondents reported holding leadership positions and running for elected office.
- Youth from EWFD programs tended to report concrete professional changes such as getting a new job or starting a business that were in line with their program's stated goals—an indication of effectiveness. These changes were often linked to similar career assistance activities.

Demographic trends. The study found several trends for changes experienced by different groups:

- Professional outcomes were more concentrated among respondents in later stages of education and life—those who had graduated from university or were married—while networking connections featured more in data from younger, single respondents. These differences indicate that those who have higher levels of education (or who are older, and potentially more established) may find it easier to achieve more tangible career changes.
- Respondents in the South and North were more likely to report civic changes due to program participation and to regularly take part in community activities. One possible explanation is that those in the Center already had access to civic opportunities prior to joining programming.
- Both men and women engaged civically, though women were more likely to focus on community initiatives while men more often ran for elected positions or took part in political activities (the data is not statistically representative, so this trend only reflects the study sample).
- Those who reported educational outcomes tended to come from groups that may not historically have had as many educational opportunities—younger, single, and more rural respondents with lower levels of education, who reported changes such as starting an educational step or gaining clarity in their educational path.

RQ 2: Skill Development

What were the most significant developmental skills youth acquired that, in their perception, led (or will lead) to positive outcomes in personal, professional, and civic achievement? In what ways, if any, did participation in USAID-supported youth activities contribute to these transformations such as self-efficacy, self-esteem, leadership, community engagement, and civic participation.

FINDINGS

The study examined skill development through a variety of lenses, including asking participants directly what skills, if any, they believed they had gained through participation in USAID/Jordan programming. In addition, the team included codes by skill type when analyzing MSC stories to determine to what extent the acquisition of skills linked to significant personal, professional, civic, health, or other outcomes. The following section details which skills were typically cited by respondents when discussing program participation, along with the skill types most often associated with significant change. Elements of youth development programming identified as contributors to skill development are also highlighted.

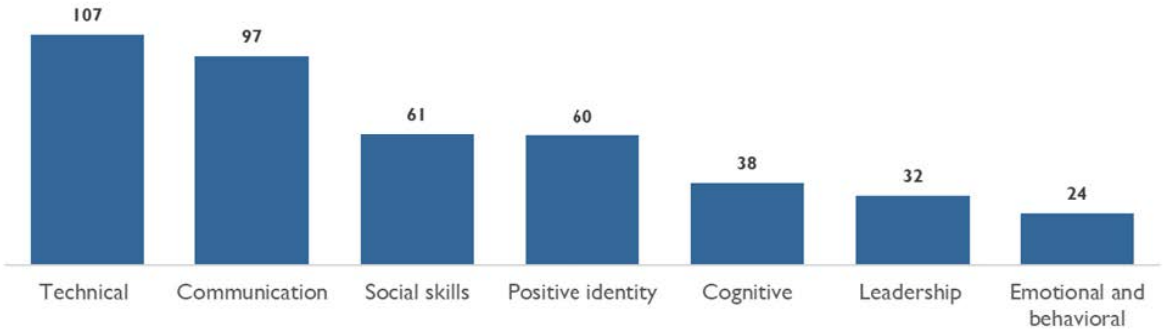
A significant proportion of youth noted gaining sector-specific technical skills.

Technical skills. When describing what skills they acquired following participation in USAID/Jordan-supported programming, the majority of youth (58%, 106/184) cited technical skills such as computer skills, English language, and vocational skills (culinary, mechanics, auto repair, etc.); see **Figure 8**. The specific type of technical skills varied depending on the programming sector:

- **EWFD:** *"I really wanted to learn how to become an electric car technician. The course taught me how to scan and examine electric cars and provided simple, but useful information*" (Male, Center).
- **DRG**: "*My research skills improved a lot. When I was in the university I worked on research [projects], but it wasn't this good. [The instructor] taught us how to search on websites, and how to get public surveys, and the importance of including statistics in any research"* (Male, South).

FIGURE 8: SKILLS ACQUIRED BY YOUTH

Respondents most often reported gaining **technical** (107) and **communication** (97) skills due to participation in USAID/Jordan programming (*n=184*).



Program Contributions. Overall, participants in EWFD programs discussed gaining technical skills at a relatively high rate (mentioned by 67%, or 34/51, of respondents from this sector). This aligns with broader USAID/Jordan EWFD program documents, which showed that programs tended to focus on a diverse range of technical skills, including business management, employability or job searching skills such as developing a CV, entrepreneurship, customer relations, tourism, IT skills, personal finance, etc.

Demographic trends. Notably, 70% (14/20) of those with less than a university education highlighted technical skills, as did 73% (24/33) of those with some university experience. However, this rate dropped to 50% (9/18) for respondents with a two-year or TVET degree, 52% (54/103) for those who completed university, and 50% (5/10) for those with a graduate-level education, respectively. These differences were not necessarily driven by the sector of program participation, as many respondents with less than a university education took part in education and youth initiatives (although several TVET graduates did participate in EWFD programming).

Technical skills and outcome achievement. Respondents frequently tied technical skills to their MSC stories. Eighty total youth shared significant changes in technical skills such as financial awareness, entrepreneurial skills, and political advocacy—specifically in terms of developing a better understanding of the political system and how to engage in advocacy campaigns. As one respondent described:

> *"Another significant change was that I learned more about political life, which was the main topic of the program. I learned more about the election law, gender, the legislation in Jordan, the three main authorities in Jordan, the parliament impact on people and on the government and so on"* (Male, South).

Sixty-seven percent (12/18) of MSC stories from respondents with a two-year or TVET degree cited technical skills, in comparison to 40% (8/20) of those with less than a university education, 52% (17/33) of those with some university, 38% (39/103) of those who completed university, and less than half (4/10) of those with a graduate-level education.

Many youth improved their communication skills following program participation.

Communication. Highlighted in 97 of 184 total interviews, communication was the most frequently discussed soft skill gained from youth development programs (see **Figure 9**). Though both written and verbal communication were mentioned, respondents generally emphasized the verbal element—i.e., how programs helped them learn to talk with others and publicly present information. These communication skills applied to a range of scenarios, including:

- Ability to talk with peers both inside and outside of programming without anxiety
- Better public speaking and delivery of formal presentations
- Becoming more adept at talking through disagreements
- Communication with managers and/or business clients
- Advocating issues within communities and among family members

Gender and communication. Although there was no significant difference in the percentage of male versus female KII respondents reporting increased communication skills, several females described how USAID/Jordan programs helped them gain the confidence to express their ideas in front of men: *"My communication skills weren't that good. I was too shy to talk or even communicate with men…I was able to overcome that. I learned to organize my time, debate, and advocate. All useful skills that I am using in my own project. I learned how to persuade and what to say."* (Female, Center).

Communication and outcome achievement. Communication was often featured in MSC stories, with 84 of 184 respondents describing how this skill contributed to the personal, professional, educational, or other significant changes they experienced. This was highlighted especially by participants in DRG programs (mentioned in 56%, or 20/36, DRG MSC stories). For example, a 21-year-old female MSC story finalist described how the *Ana Usharek* program helped her develop verbal communication skills, which she applied in her professional career:

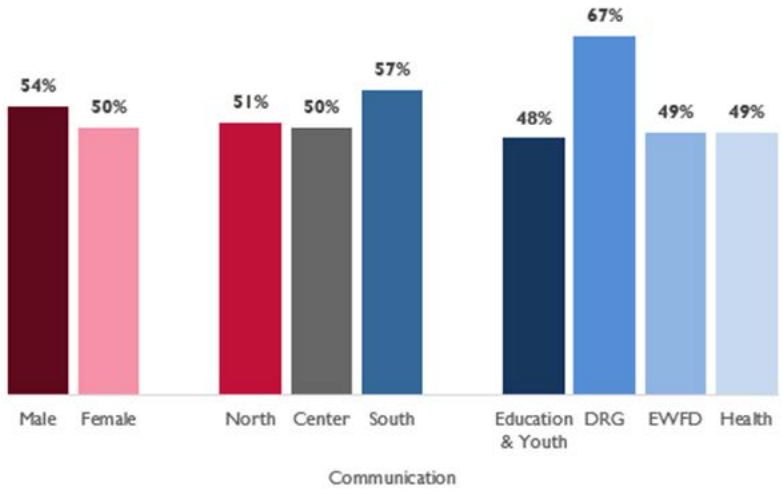
Most Significant Change Story Spotlight

I used to have trouble expressing myself. I would get particularly nervous around male classmates…this fear of public speaking and interacting with males impacted my ability to present my projects. At the beginning when I joined Ana Usharek I was shy, but our trainer was our main supporter. He would always push us to speak up, answer questions…The good thing about the program was how interactive it was, and that it wasn't only theoretical. We were encouraged to go out and do research, to get information from different groups on campus, and to engage in various activities.

Because of Ana Usharek I acquired a lot of skills, including interpersonal skills, relationship building with decision-makers, communication skills, discussion skills (especially with men), and persuasion skills…I feel more confident and don't have the same fear of rejection I used to feel…Right now I am working on a business idea that I'm very proud of, which is focused on recycling. I started this project with one of my classmates in the engineering faculty—he is someone who I would have never been able to approach before Ana Usharek. Our idea is to start a zero-waste recycling program that will help reduce greenhouse gas emissions…When we approach investors we have to present our ideas, and I can comfortably explain everything and describe the benefits of our project to investors. These skills, specifically communication skills, I solely learned from Ana Usharek.

FIGURE 9: COMMUNICATION SKILLS REPORTED FROM USAID PROGRAMMING

This figure highlights the percent of respondents who reported gaining **communication skills** from their program participation. Over half of participants reported improving this skill, including 67 percent of DRG program participants.



Social skills were also frequented linked to the personal development of participants.

Social skills. Mentioned in 61 of 184 KIIs, social skills gained from USAID/Jordan programming generally related to making friends more easily and being able to work cooperatively with others. For several participants, increased social skills occurred in tandem with better communication:

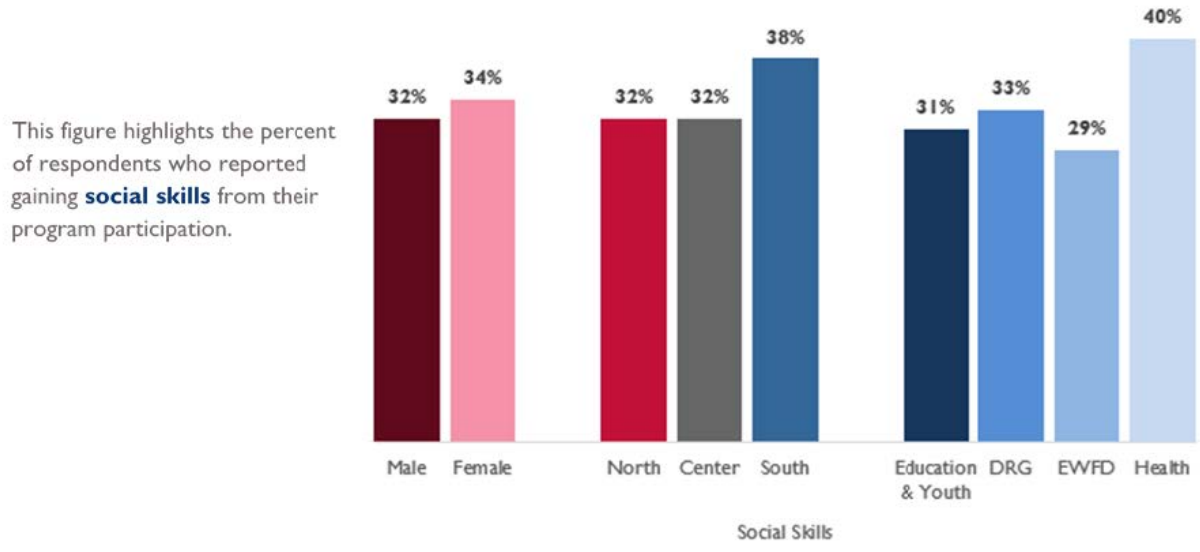
> *"I improved my social skills and got to know many people. I learned to make friendships better even though I used to be an introvert and had a limited social network. I became more social and during the training of trainers (TOT), I learned to be a trainer and speak in front of others. I currently have a cake shop (cake, coffee, cookies, and cheesecake)…I learned how to deal with people better and I learned a lot about marketing too"* (Male, Center).

Program contributions. A significant percentage of respondents from health programs discussed social skills (see **Figure 10**). This was particularly driven by the Health Promotion Youth Clinic, with 52% (12/23) of participants from that initiative noting development of social skills during KIIs (in comparison, the average rate of social skill mentions across programs in all sectors was 33%). When looking at USAID/Jordan Health program offerings, the document review found that projects mainly focused on communicating information (e.g., on family planning) and teaching health-specific behavioral skills (e.g., how to manage money, making food choices, etc.). Thus, programs did not necessarily directly address social skills, but participants developed these due to the way in which activities were implemented:

> *"I got to know more about [nutrients] I should take from food, things that my body needs…I know now how to communicate with more people in a more organized way because we groups we were [asked] to do a presentation"* (Female, Center).

Social skills and outcome achievement. As the example above illustrates, the development of social skills contributed to personal, professional, and other transformations. Social skills were featured in 60 MSC stories and linked to outcomes such as career growth (e.g., through networking and making professional contacts) and increased civic engagement (e.g., conducting community advocacy activities).

FIGURE 10: SOCIAL SKILLS REPORTED FROM USAID PROGRAMMING



Another commonly discussed soft skill was "positive identity," encompassing self-esteem, self-efficacy, and personal optimism.

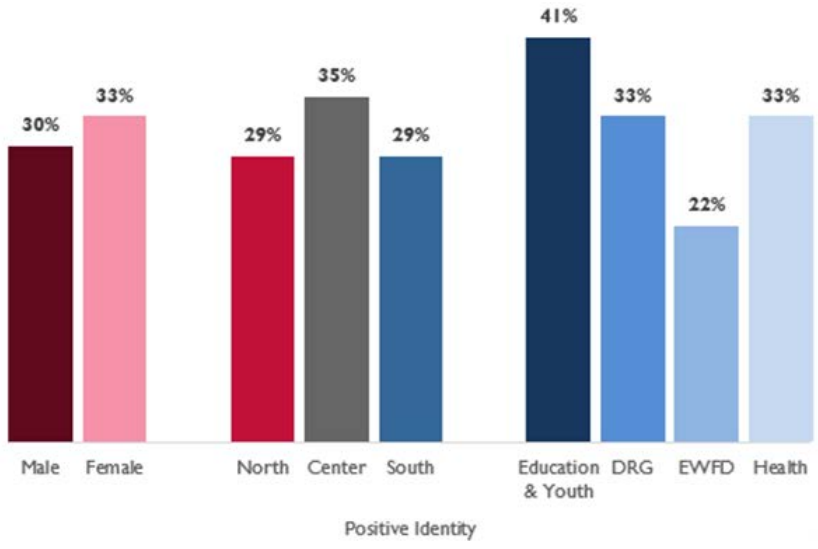
Positive identity. Sixty of 184 respondents noted improved positive identity following participation in USAID/Jordan programming, feeling braver, less shy, and more self-aware: *"When I first started university I suffered from social anxiety but when I joined the association I started meeting new people and they helped get rid of my anxiety"* (Female, Center); "*My self-confidence [increased], I once gave a lecture to participants who were all girls and only two male facilitators' attending, I talked about many topics related to the project and to life, and I felt very confident"* (Male, Center). Positive identity was discussed at approximately the same rate by males and females, and by those in the North, Center, and South. Respondents from education and youth initiatives often mentioned developing this soft skill due to participation in programming (see **Figure 11**).

Positive identity and outcome achievement. Development of positive identity was by far the most frequently noted skill type in MSC stories (115 mentions of 184 total stories): "*The change was mostly in my personality…the program helped me increase my confidence and my social skills"* (Female, Center). Major demographic and sectoral trends in regard to linkages between positive identity and personal, professional, civic, and other outcomes included:

- Positive identity was highlighted slightly more often by females (66%, or 69/105 stories) than males (58%, or 46/79 of stories).
- Respondents in the North mentioned this skill the most frequently (71% or 29/41 stories versus 57% or 24/42 in the South and 61% or 62/101 in the Center, respectively).
- Participants in education and youth (70% or 38/54 stories) as well as DRG programs (72% or 26/36 stories) discussed positive identity at high rates. As seen in the document review for this study, these sectors often targeted "behavior change" or life skills related to positive identity, including conflict resolution, time-management, dialogue, managing anger, etc.
- Respondents from rural areas were more likely to report significant changes tied to positive identity: 76% (34/46) of those who indicated spending most of their lives in a rural village cited positive identity in their MSC stories versus 58% (61/105) of participants from large cities.

FIGURE 11: SOFT SKILLS REPORTED FROM USAID PROGRAMMING

This figure highlights the percent of respondents who reported gaining **soft skills** from their program participation, including positive identity.



To a lesser extent youth mentioned gaining other soft skills such as critical thinking, emotional or behavioral control, and leadership.

Thinking or cognitive skills. Thirty-eight respondents discussed improving their thinking or cognitive skills after participating in youth programming. This generally focused on the ability to problem-solve, planning and organizing, being more innovative, etc.: *"I learned how to break down my idea step by step and work on it step by step, too"* (Male, Center). The importance of thinking skills was reinforced by survey data, with 96% of participants citing this as helpful in attaining their overall personal, financial, professional, civic, and health goals (thinking skills, communication, and positive identity were the most frequently identified contributors to goal achievement). Thinking skills were also highlighted in 41 MSC stories.

Behavioral skills and leadership. The acquisition of emotional and behavioral skills (e.g., self-control, responsibility, self-motivation, etc.) following program participation was mentioned by 24 respondents; this skill type was also featured in 63 MSC stories. Thirty-two youth also discussed gaining leadership skills: *"I also learned leadership skills from the advocacy and lobbying training, and that I can be a leader without controlling my team"* (Female, Center). This was most often seen in the education and youth sector, with 24% (13/54) of respondents from those programs citing leadership skills.

Youth noted three key factors that led to skill development: high-quality activity implementation, mentorship from staff, and the ability to interact with like-minded peers.

Program activities and curriculum. Several themes emerged regarding the elements of programming that contributed to technical and soft skill acquisition. First, many participants credited specific activities and curricula, preferring the interactive and engaging content over the typical rote learning methods used in many schools. As described by one respondent: *Our skills were polished through the training, especially that the program was a great chance to learn things out of our curriculum, or even skills we did not possess. We felt like the trainings were more useful than school teachings"* (Male, Center).

In addition, participants noted how programs—particularly in the health sector—addressed topics that were not typically covered elsewhere (e.g., family planning, financial management, etc.). This filled an important information gap: "*We discussed topics like healthy nutrition and nurses talked to us about family planning and contraception for couples who don't want children right away. These topics were very interesting especially that people in society don't discuss these sensitive topics* (Female, Center).

Similarly, when asked directly about the most successful aspects of USAID/Jordan programming, youth frequently highlighted instruction and implementation, including the structure of the curriculum and the manner in which it was delivered; this was mentioned by 54% (99/184) of participants (this response was second only to "gaining new knowledge or skills," cited as a program success in 61%, or 113 of 184 KIIs). Participants from health sector programs discussed this at a particularly high rate: high-quality program implementation was noted in 63% (27/43) of health interviews.

Program staff. Youth also noted the impact of program staff and facilitators: *"[The instructors helped us] through the topics that they raised, and by encouraging and motivating us to continue our studies. I was weak back in school, but they encouraged me to work and study harder"* (Female, North). "Instructors or staff" was the third most-commonly cited program success factor, mentioned by 38% (70/184) of participants. Several respondents described how staff were kind and encouraging, but also experts in their field that understood

and could communicate curriculum content. This combination of leadership skills and sectoral knowledge enabled staff to effectively mentor youth, supporting them to learn and develop skills via program activities.

Safe spaces. Finally, many USAID/Jordan youth development programs served as a "community space" where participants could network and meet like-minded peers. This social aspect of programming was another important success factor, named by 26% (48/184) of participants during KIIs. This gave youth the support structure (or e*nabling environment,* as it is termed in the PYD framework) to pursue their interests:

> *"I did not find myself in my community, but I did find myself in [the program]…At the university, I was a regular student, but at a certain stage I suffered from bullying. In school, only outstanding students were being chosen, but I felt that I had something inside me…but no one supported my interests. I was feeling underrated by everyone. [The program] helped me find myself and people like me"* (Female, Center).

CONCLUSIONS

Skill development. Youth reported acquiring several main types of skills following participation in USAID/Jordan-supported programming, which reflect the building of PYD *assets* as well as *agency:*

1) Sector-specific technical skills;
2) Communication (e.g., public speaking, talking with peers, communicating to managers, etc.);
3) Social skills (making friends and working cooperatively with others); and
4) Positive identity (e.g. self-confidence, less shy, etc.).

Development of technical skills was a critical aspect of programming for youth, as evidenced by the fact that this was cited the most frequently during KIIs of any skill type gained through programming. Learning about specific technical topics—auto repair, media, culinary training, advocacy campaigns, family planning, computers, etc.—was often what motivated participants to enroll in activities. Youth acquiring technical skills, which included information about different industries and activities, was tied to an uptick in career path clarity (a key outcome described in RQ 1). This means that while some youth may not have yet achieved explicit professional or educational outcomes, programs that imparted technical skills played an important role in showing them pathways to new careers and areas of study.

Program contributions. Unsurprisingly, participants in EWFD programs highlighted technical skills at a high rate, as programs in this sector often focused on more technical topics such as job training. The study also found that respondents across all sectors with less formal education mentioned technical skills more often than those with a university or graduate degree, which aligns with reported gains in career path clarity. This indicates that youth programs served as a space for learning and skill development among participants who might have had fewer opportunities for this via more traditional education channels.

Skills and outcome achievement. While technical skills formed the basis of many youth programs, those that supported soft skill development had a particularly lasting impact. This may explain why a greater number of youth cited soft skills such as communication and positive identity in MSC stories rather than technical skills. This was particularly evident among groups who typically face societal pressures and lack of opportunity—both females and respondents from rural areas were more likely to report significant outcomes tied to positive identity. Positive identity was associated with various changes, including shifts in community involvement (described further in RQ 1 findings). As highlighted in MSC stories, youth increased their community engagement as their sense of positive identity improved—because they felt they belonged and learned about pathways to drive change. Thus, focusing on softs skills is key to achieving more sustainable personal, professional, civic, health, and other outcomes among youth.

RQ 3: Barriers

What are the most significant barriers to youth achieving their personal, professional, educational, and civic goals in Jordan?

FINDINGS

The interview component of the study asked respondents to share the barriers they faced overall to goal achievement. Subsequent questions captured personal, professional, educational, civic, and health information from program participants, as well as more details on the specific barriers they faced in these different aspects of their lives. This section reports findings on these barriers, first in terms of overall barriers and then providing a deeper perspective on the challenges linked to specific goal areas.

Social and financial barriers most often inhibited overall goal achievement.

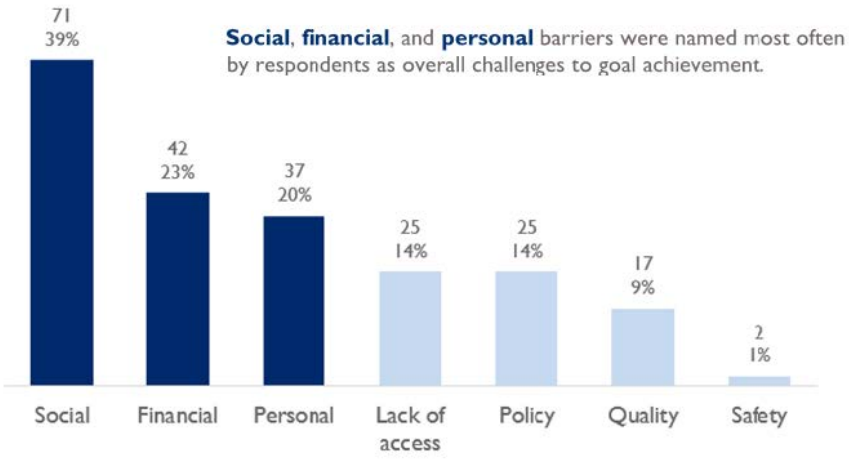
When asked what barriers stood between them and their goals, youth shared a variety of challenges (see **Figure 12** for the frequency of each overall barrier reported):

- Social barriers (mentioned by 72/184, or 39% of respondents);
- Financial barriers (42/184, 23%);
- Personal barriers (37/184, 20%);
- Lack of access to services (25/184, 14%);
- Policy barriers (25/184, 14%);
- Quality barriers (17/184, 9%); and
- Safety barriers (2/184, 1%)

Each of these barriers presented differently in different sectors; therefore, what constituted a financial barrier in workforce development and a financial barrier in education are elaborated with examples from respondents in each of the sector-specific sections below.

Social barriers. Social challenges included having been discouraged by those in their community or social network from pursuing their goals. For some, this meant discouragement from participating in voluntary programs or activities; for others, it meant pressure to pursue a career within a narrow set of livelihood

FIGURE 12: OVERALL BARRIERS TO GOALS (N=184)



options, often those considered acceptable to men and women, regardless of their interest. As one respondent described: "*There is no motivation for new ideas*" (Male, Center).

Gender and social barriers. Sixteen respondents also commented on the gender-based obstacles they faced to overall goals, discussing women confronting challenges when they pursued opportunities that put them in mixed gender settings, for example, or required traveling outside their local community. As one respondent noted: *"I struggled a lot because it is hard for a girl in such a conservative Arab society to participate in programs in Amman and travel"* (Female, North). Many more respondents (42 of 184) shared examples of gender-based obstacles to specific civic (16), professional (14), educational (11), or health (1) goals, as is highlighted below.

Financial barriers. The second most-frequently cited overall challenge was financial **(**42/184, 23%). Financial barriers included: Educational expenses; inability to access health services; and lack of financial resources to put ideas such as a business plan into action. Financial barriers also meant that some youth were disinclined to participate in volunteer activities due to the greater need to find remunerated work. Youth also considered financial burdens in light of commitments to family, including responsibility for family finances. One of the study's 32 married respondents remarked on changes after marriage:

> *"Responsibilities can affect your family commitment and can discourage you. Personal ambitions will be restricted after the marriage. There is no income to validate your ambition*" (Male, North).

Personal barriers. Personal challenges made up the third highest reported category (37/184) of overall barriers faced by youth. As one respondent stated: *"You can be the obstacle standing in your own way"* (Female, Center). Respondents described overcoming mental barriers, being bullied in school, taking steps to improve poor health, overcoming psychological fears, internally struggling to make decisions, a lack of time, stress, and difficulty convincing others of their ideas. These point to a range of psychological and contextual challenges faced by youth as they try to achieve their goals.

The obstacles youth reported as the greatest challenges to meeting specific education goals included: financial, social, quality, personal, and policy.

Financial barriers to education. Financial challenges (named by 69/184 respondents) manifested in various ways that negatively impacted participant's educational choices. The range of responses provided by study participants reflects some of the myriad of reasons why young people in Jordan face difficulty in completing educational goals:

- The choice of university or course of study being dictated by money: *"I know many people who wanted to study but they couldn't because they didn't have the money, or they studied something they didn't want that costed less"* (Male, Center).
- Direct school fees, along with the fee payment structure: "*University laws impose very strict financial restrictions on students. If they can't pay all the semester fees, they can't apply for the final exam. This caused many troubles for me and caused delays in my college years"* (Female, Center).
- Difficulties working and completing studies: *"The financial barrier was the biggest one I faced, sometimes I can't pay all the fees of the current semester or can't pay for the coming semester and I'd have to either postpone one semester or find a job to cover university fees"* (Male, South).
- Transportation costs commuting to and from schools
- Family financial needs: *"I had to delay the last semester of my master studies because of the financial difficulties, I did that to give my other siblings a chance to pursue their dreams too"* (Male, North).

Social barriers to education. The second most frequently cited barrier to education was social (57/184). Some examples shared by youth included:

- Clashes with family: *"…I got a seat at a university in the South, but my parents refused to send me there because of traditions and what people might say about us, which was very frustrating"* (Female, Center).
- Selection of areas of study: *"The society forces their options in choosing what to study: when your father or mother forces you to study medicine or engineering to satisfy their desires"* (Female, Center).
- Opposition to pursuing more creative occupations: *"I wanted to study music. Just imagine doing that in a community that doesn't appreciate music. Imagine going to university holding a violin or an Oud. People will make fun of you all the time"* (Male, North).

Gender and education. Gender also played into social restrictions around the educational choices women could make. Examples cited by respondents included:

- Restrictions on what women can study: the "*Society forces the female to study certain subjects. They do not favor studying nursing for example because they say it has a bad reputation and gender mixing*" (Female, Center).
- Discouragement of higher education: *"Many people don't encourage girls' higher education, they believe that after the tenth grade it is better that she gets married"* (Female, Center).
- Barriers related to how a woman can appropriately undertake her studies: "*Society still believes that women can't study abroad alone. For example, I had the opportunity to study my masters abroad, but my family didn't allow me to travel"* (Female, Center).

Quality barriers to education. The third most often reported barrier to educational goals was educational quality (44/184). Responses included that teaching methods were memorization based, outdated, and focused on lecture and theory – with little practical application – creating a gap between university studies and what was required for the labor market. Other quality-related responses cited an absence of advice to students on what to study, or what disciplines would match well with labor market needs. One respondent also noted that violence remains an issue in schools (Male, Center).

Personal and policy barriers to education. Fewer study participants described personal and policy barriers to education (18 and 17 responses, respectively). Personal obstacles included: a lack of motivation; not wanting to work hard; being someone who could not study well (self-reportedly); having experienced negative reactions after sharing goals with others; and being discouraged by negative stories of others' educational experiences. Policy barriers included issues like scholarships that were linked with conditions – such as forbidding youth from joining a particular organization at the university or travel restrictions.

Youth highlighted social, financial, and quality as major barriers to employment, with fewer responses related to policy and lack of access.

Social barriers to employment. Social issues (cited by 58/184 respondents) fell into a few main categories. First, many youth reported feeling held back due to a pervasive culture of *wasta* (nepotism or connections are imperfect translations). *Wasta* was particularly associated with civil service positions, though it linked to instances of favoritism across sectors. Youth were very aware of this challenge and reported that *"the community keeps telling me that I won't find a job without wasta*" (Male, North).

Another social challenge was the importance of acquiring a job perceived to be commensurate with an individual's education level: one youth reported that some of her peers *"refuse to work in a field that is 'below or beneath' their university degree"* (Female, Center), which limited the jobs available and meant that many were unemployed while waiting for the "right" opportunity. This was a greater challenge in areas with fewer economic opportunities; a higher percentage of respondents in the North cited social factors as the largest barrier to employment (17 respondents, 41% of the sample from the North), compared to 14 respondents (33%) from the South, and only 27 respondents (27%) from the Center region.

Gender and employment. Female respondents discussed social barriers more often than males (36% or 38/104, of women compared to 25%, or 20/79, of men). Respondents described how society creates restrictions to women's employment; for example, one woman reported that: *"I have many female friends whom their families didn't allow them to choose any kind of job or occupation they wanted"* (Female, Center).

Others noted that a "shame culture" exists in which parents are concerned over daughters who work because society in general holds limiting beliefs about the type of work women should and should not do, which restricts options: *"People start shaming you for working, they say just stay home and we'll give you some pocket money. Some men don't accept to see their wives or female relatives working"* (Female, Center).

Additionally, some women discussed being prohibited from certain employment opportunities that were restricted to men. For other women, even if employment itself was socially acceptable, the practicalities around holding a job brought challenges. If commuting was needed, women reported issues with using public transportation before sunrise or after sunset. A few female respondents also mentioned that their decision to wear a *hijab* made it more difficult for them to find employment in some industries (however, the industries and details around these statements were not elaborated in their responses). In total, 56% of female respondents considered safety to be a barrier to employment, compared to just 34% of males.

Financial barriers to employment. The second most common category of barriers to employment was financial (35/184), tied particularly to low salaries and high costs related to commuting (especially in rural areas). An example of the impact of financial challenges is conveyed in this young woman's statement:

> *"I am currently unemployed. I don't feel it will be beneficial for me to work because of the transportation and the financial obstacles. It would consume me without being rewarding*" (Female, North). Youth also noted difficulties in gaining the experience needed to access better quality skilled jobs.

Quality and policy barriers to employment. Financial issues were intertwined with quality- and policy-related obstacles (33/184). In regard to job quality, participants noted that employers paid low wages while requiring employees to work long hours, which together meant that many jobs were challenging or out-of-reach to youth. Respondents (27/184) also noted how laws polices around wages and working hours allowed these issues to continue.

Access barriers to employment. Youth reported barriers around lack of access (31/184), meaning that some locations offered few jobs and that some youth who could not afford to wait for a job matching their education or training were pressured to choose from the few jobs available *"just to survive and have an income*" (Male, North). For youth in areas where there were few jobs, there were challenges to not only finding a job, but also for those who wanted to start their own enterprise. As one respondent noted: "*youth need consultants to help them learn how to open their own business*" (Female, South).

Youth reported the following as barriers to civic engagement: social, personal, and lack of access, with fewer responses related to quality and financial.

Social barriers to civic engagement. Social issues (noted by 74/184 respondents) covered a wide range, including community discouragement and gendered constraints. For example, some community members (including elders, decision-makers, and peers) discouraged youth from participating or volunteering. Youth observed: *"People in the community look down at volunteering and community activities and say that you are a social counselor and they don't listen*" (Male, Center). At least one respondent believed that discouragement from elders was presumed to relate to a *"lack of the past generation's understanding, like putting some politicians in jail. The fear lasted a long time" (*Male, North). Others noted concerns that political participation puts one "on the government's radar" as a potential troublemaker, further complicating the job search.

Gender and civic engagement. Youth reported gendered constraints to women's political ambitions and their ability to participate in civic engagement activities. Respondents raised more gender-based obstacles (16 mentions) to civic engagement than to other types of goals. For example, one study participant described *"tribal obstacles…a woman wanted to run for parliamentary elections, but was told she cannot…Eventually, she was allowed to run for the internal elections, but...the voting system inside the tribe only allows men to vote in internal elections."* (Male, North).

Women were also sometimes discouraged from joining programs if implemented in mixed male-female settings*: "some parents would refuse to send their daughters to certain places and if the event was mixed between men and women they would also refuse"* (Male, Center). Others noted barriers to participation if an event continued late into the evening, was overnight or far away, due to social norms around using transportation at night. **Safety** was also a concern, reported by 60% of women (but only 43% of men).

Personal barriers to civic engagement. Personal challenges emerged (41/184) as the next largest category of barriers to civic engagement. These included:

- A "*fear of getting into politics*" (Male, South);
- Lack of time;
- Lack of interest or awareness;
- Not knowing political laws governing political parties;
- No clear financial benefits; and
- "*Fears related to privacy and secrecy*" (Female, Center).

Access barriers to civic engagement. Lack of access solicited nearly as many responses (36/184) and included justifications such as: *"I became indifferent because of the lack of access to these programs and not knowing how to participate"* (Female, South). Several respondents noted a *"low level of awareness of the importance of civic engagement"* (Female, Center) or low levels of outreach by civic organizations.

Quality and financial barriers to civic engagement. Fewer youth pointed to barriers related to quality (20/184); those that did discuss this challenge primarily described participation as being limited to those who had engaged in the past, or to those who heard about programs from peers. Others presumed that programs only focused on youth in the same city or area. In terms of financial barriers (14/184 mentions), youth remarked that it was difficult to volunteer without food being provided or work reimbursement and that some youth were *"occupied with improving their economic situation"* (Male, Center), leaving little time or motivation for civic engagement.

Youth reported financial, quality, personal, lack of access, and social as barriers to health.

Financial barriers to health. Close to half of respondents (77/184) named financial barriers as the main factor inhibiting health goals, as well as overall participation in the Health sector. Youth most often cited the direct costs of a healthy lifestyle: the high cost of health insurance, private health care, healthy food, gym equipment, and the difficulties in having enough financial resources to see a specialist when needed. Additionally, many youth experienced a long commute to reach health services, and non-Jordanians were required to pay for private services (which is perceived to be higher quality) – which adds to the expense.

Quality and personal barriers to health. Beyond finances, youth generally had a low perception of the quality of public health services, with 37 of 184 responses related to quality barriers. Youth recalled stories of others who had been misdiagnosed as a reason for their lack of trust in the health system (specifically, lack of trust in medical providers or staff). Youth also noted the weak infrastructure of health clinics and hospitals. Somewhat related, youth provided personal reasons (31/184) to demonstrate aspects of the health sector that thwarted their use, many of which related to quality:

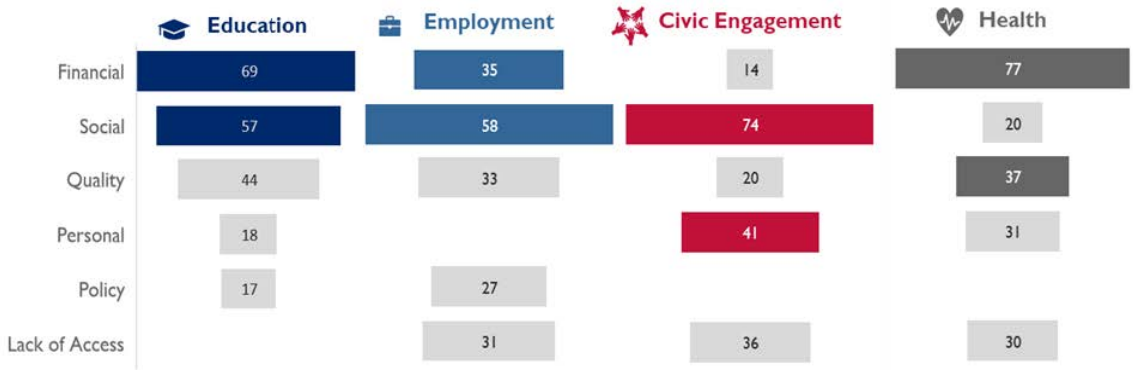
- Lack of awareness
- Fear of the system
- Lack of information (or conflicting information) about available services
- Lack of willingness to change negative health behaviors

Access and safety barriers to health. Other categories of health barriers included access to services, which 30 respondents (out of 183) noted as their greatest challenge. Within this category, youth described experiencing crowded clinics and receiving better service at private clinics – but that these were often expensive or unavailable in remote areas. Even for routine services at a public clinic (with insurance) it might take months for an appointment. For 41% of female respondents, safety was a concern in being able to access services, compared to just 23% of male respondents. Youth also spoke about lack of access in relation to the limited number of sport fields and places for youth recreation and healthy fitness activities.

Social barriers to health. Finally, 20 respondents selected social as the biggest barrier to health goals. These youth noted that *"…people feel insecure and shy. They refuse to tell doctors or health care specialists*

FIGURE 13: BARRIERS TO INDIVIDUAL GOAL AREAS (N=184)

The largest number of respondents reported either financial or social barriers to be the biggest inhibitors across goal areas, though personal and quality barriers emerged in civic engagement and health goals.



about certain health issues or physical conditions that they suffer from" (Female, Center), and that elders judge youth when they try to learn new information about reproductive health or nutrition. Women who focus on their health and fitness have faced "*blemish culture*" (Female, North). Those who are not Jordanian, or those without a Jordanian national number, face discrimination in the health sector when seeking services.

CONCLUSIONS

Across all sectors, financial and social barriers most often obstructed goal achievement among youth. This materialized differently within each sector, as the examples above illustrate. Despite not explicitly asking about gendered obstacles, social barriers were frequently entwined with participants' reflections on how societal expectations and pressures limited women's freedom to make decisions for themselves, thereby hindering their progress towards goals across all sectors.

Education. Financial issues were the greatest barrier and often led youth to study in a field or at an institution based on cost rather than interest. Financial challenges also resulted in delays in completing education in a timely way—education might be delayed or deferred entirely in favor of employment, allowing a sibling to have an educational opportunity, etc. Social barriers meant that youth at times felt forced to choose certain majors because of pressure from parents or community members – which especially limited opportunities for women. Complaints around quality of teaching methods and curricular content disillusioned youth; respondents felt that these weaknesses limited the efficacy of their education. Fewer youth also pointed to personal and policy obstacles (discouraged by others' experiences, lacking the motivation to remain in school, etc.), which often linked to quality and social barriers that limited their options and the benefits generally associated with education.

Employment. The main challenges to employment were social, including a "shame culture" (not wanting to take a job perceived to be below their credentials) or *wasta* (especially in the civil sector). Additionally, financial challenges (e.g., when the job salary barely compensated for transportation costs) combined with long hours made many available jobs undesirable for youth. Long hours and limited, expensive transport options were particularly detrimental to women's efforts to find and keep jobs due to additional social pressures to not to be outside of the home after dark. These barriers overlapped with quality responses – an overall dearth of good jobs was perpetuated by policies that enabled these conditions to continue.

Civic engagement. Social explanations dominated the barriers that youth named regarding the civic, political or public activities they participated in. Residual historic views of the risks of participating in politics led communities to discourage youth from this sector. For women, civic engagement was especially discouraged, compounded by concerns that some organizations included work late into the evening and/or involved men and women mixing together. Youth also faced quality, personal, and lack of access barriers (e.g., not having opportunities or awareness of local civic engagement activities) that together prevented youth from becoming more civically engaged.

Health. Financial expense was the key barrier to youth accessing health information and meeting their health goals and needs. Timely and high-quality health services were associated with private health providers, but cost kept these services out of reach. Public health services were perceived to be of low quality and geographically limited, making access challenging. A range of personal reasons also hindered youth: lack of awareness; lack of willingness to change; conflicting or confusing information; and an unwillingness to modify unhealthy behaviors.

RQ 4: Youth Feedback and Lessons Learned

What lessons can be learned, and recommendations made to guide the future design and implementation of effective USAID-supported youth development activities in Jordan?

FINDINGS

As part of this study respondents were asked what they considered to be the successes and challenges of the USAID/Jordan program in which they had participated. This section details feedback on what programs did well and what could be improved moving forward regarding content, design, and implementation. Lessons learned, challenges, and recommendations were also captured from the review of documents for USAID/Jordan and non-USAID youth programming.

1) CONTENT

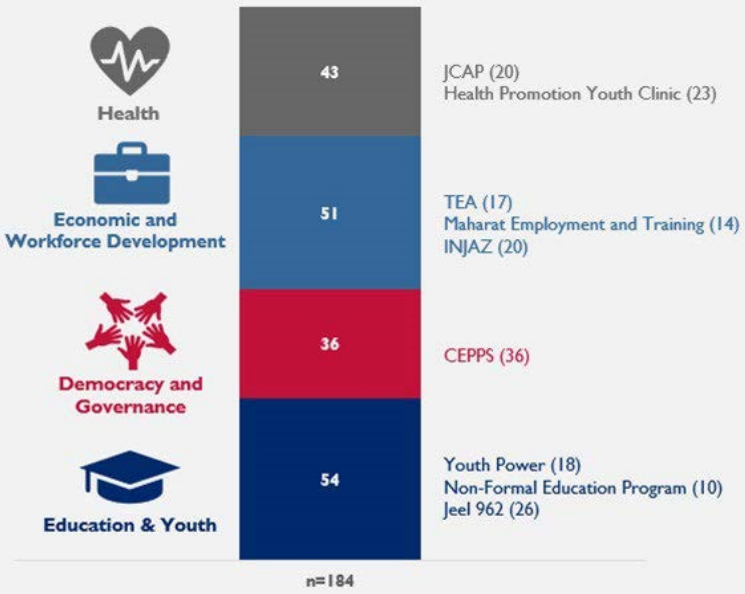
Youth programming included education and training, as well as advocacy and awareness, dialogue, and other activities, with some differences in participation across sectors.

Activity types. Respondents reported participating in a variety of activity types, including:

- Training and education (144 of 184 respondents);
- Advocacy and awareness (53 respondents);
- Dialogue and discussion (37 respondents);
- Competitions and simulations (20 respondents); and
- Volunteering (20 respondents).

Study Sample by Sector and Program

The sample for this study included 184 respondents, spread somewhat evenly across nine programs and four sectors: 29% (54) had participated in education programs; 20% (36) in DRG; 28% (51) in EWFD; and 23% (43) in health.



While some programs offered support for technical and professional trainings, others coupled training or education activities with advocacy campaigns or community service. For example: *"In Usharek+ I joined an advocacy campaign…and I also took many trainings with USAID. We conducted awareness sessions for students to talk about [sexual] harassment and how to fight it"* (Male, Center).

Different programs used various activity types, even across sectors. Though all programs included education and training components, participants in the CEPPS program (the DRG initiative included in this sample) reported on advocacy, awareness-raising, dialogue, and discussion activities as much as training: "*There were debates and awareness sessions that aim at allowing youth to express themselves and reach decision making positions, and raising youth awareness on what issues they need to address and discuss with decision makers*" (Male, South).

Forty-two percent (18 of 43) of Health participants also reported advocacy activities (as advocacy was the focus of the Health Promotion Youth Clinic and J-CAP). Competitions and simulations were held mainly by EWFD programs, often for entrepreneurship projects such as INJAZ's annual incubator competition.

Programs were perceived as imparting knowledge, soft and technical skills, and learning.

Youth content priorities. The majority of study respondents described youth development programs as successful when they impart knowledge, technical skills, and learning (113 mentions in KIIs of program successes in these areas). Responses from four programs in particular drove this finding: CEPPS (DG), Health Promotion Youth Clinic (Health), J-CAP (Health), and TEA (EWFD). As described in detail in RQ2, youth also reported developing soft skills (45/184 respondents).

The review of program documents revealed the importance of programs knowing their audience and what they hope to learn, develop, or experience through programming. In INJAZ programming, students joined to either "improve own skills" (37% of 152 students) and because they "like to learn" (31%). Much lower numbers cited "find suitable job" (3%) or establish a business (4%).[14] At the university level for INJAZ, the top reason for joining was to enhance skills (53% of 23 surveyed), while only 12 percent joined to find a job or start a business.[15] Reviewed program documents show that in-school youth are similarly motivated by skill development rather than finding a job or starting a business. However, the same may not be true for all: out-of-school youth may more immediately need to leverage skills into a job or enterprise and thus have different priorities. An initial screening or survey can help to determine participant's desired outcomes from activities, which allows program content (or recruitment) to be tailored accordingly.

Youth recommend a variety of adjustments to program content, based on their perceptions and personal experiences.

Youth content feedback. Respondents offered 76 suggestions of how to adjust program content, which were condensed into the following categories:

- **Commitment and duration:** Prioritize regularly engaging youth participants in activities to avoid spikes and dips in enthusiasm and program purpose. However, reviewed program

[14] ConsultUs-Mena. (2012). Mid Term Review of Economic Opportunities For Jordanian Youth Project (Injaz Iii) Program. Retrieved from https://pdf.usaid.gov/pdf_docs/PDACU549.pdf
[15] Ibid. Pg.51

documents advised that some respondents were unable to persist in programs with a long duration or multiple phases. Taken together, findings indicate that setting clear expectations of commitment and duration with youth participants is important.

- **"Deep versus wide":** Balance quality and quantity, some respondents were demotivated by programs they perceived to be prioritizing the number of youth in a program over providing all participants with a high-quality experience. For example, one respondent remarked, *"I ended up leaving because they were looking for quantity over quality"* (Male, Center).
- **Opportunities for engagement:** Offer additional opportunities for field trips and/or more engagement with mentors, politicians, successful business people, community leaders, etc., these experiences were well-received by youth.
- **Tailor content to individual needs:** Provide greater differentiation of content based on youths' existing level of knowledge/experience.
- **More interactive activities:** Include more practical and interactive training, such as, teaching a craft/skill or occupation even in non-TVET/technical programs, and reinforce those skills through ongoing practical application.
- **Outreach:** Enrich youths' understanding of what programming exists in the DRG space. Some youth felt that political trainings would attract a wider audience if content was understood to be more than politics, e.g. that it included advocacy and community engagement efforts.
- **Tailor content to broader context issues:** Ensure that program offerings meet contextual realities. Examples of contextual barriers that youth programs should consider are rife in RQ3 findings. In addition to youth responses captured there, reviewed program documents point out that education and employment pathways need to take into consideration realities such as Tawjihi scores to determine university study options (as youth are not free to study whatever they choose). Educational pathways were especially unclear for dropouts; for example, youth in the Non-Formal Education Program wanted greater clarity on the educational options open to them. Program documents and interview responses both indicate an ongoing bias against women in politics and low trust in Jordanian civic institutions. These contextual realities need to be factored into the content (and design) of youth programming to match the different realities for youth.

2) DESIGN

Design attributes that worked well included: support for networking and development of social ties; programming that led to subsequent opportunities for youth; and youth-led or participatory activities.

Building social ties. Opportunities for networking and to develop social ties were signs of successful programs among youth. Program review documents noted that some initiatives brought together youth from different backgrounds, e.g. Syrians and Jordanians, and that a positive outcome was the development of friendships. Interviews with USAID/Jordan program participants reinforced this finding, with 49 (of 184) respondents observing that USAID/Jordan activities provided opportunities for networking and social engagements. One youth commented:

> "*I liked that the training worked with both Jordanian and Syrian communities, and that it targeted people with disabilities and less privileged people*" (Female, Center). Another youth reported that "*we got to meet experienced people from different cultures which was very nice and helped me in my social network and I can say that this was the most important benefit*" (Female, Center).

New opportunities. Successful initiatives led to new opportunities. Youth from nearly all programs included in the study (25 respondents from across eight of the sample's nine programs) responded that they benefited from programs "opening the door" to subsequent experiences. One respondent articulated this pathway to change, noting that activities

> "*Opened our eyes on details we didn't see before. It broke the usual cycle of school-university-work…[and] offered us the option of not being an employee but to be the employer…I am now working on my personal project*" (Female, Center).

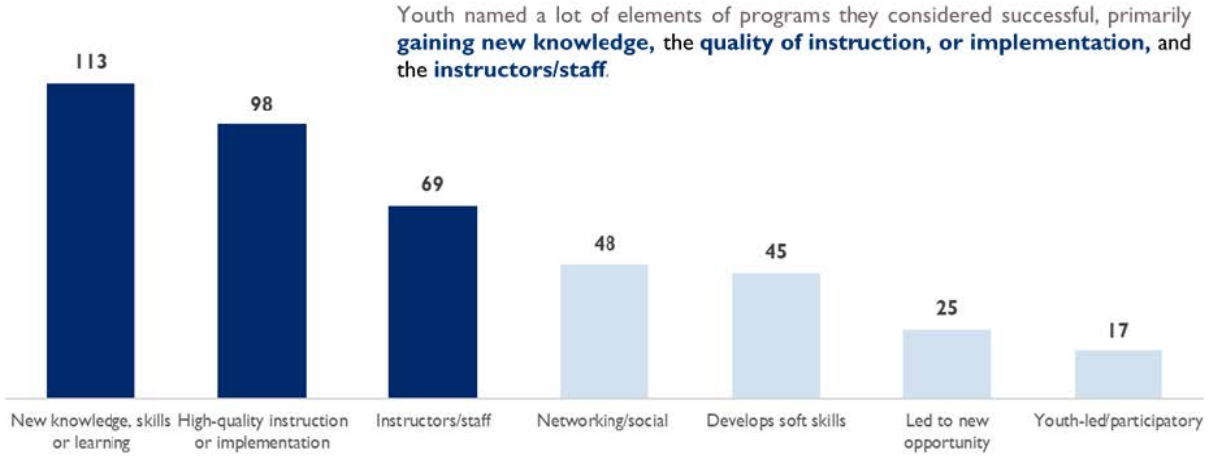
Similarly, another youth remarked that: "*I learned more about the field that I had passion for and found a good college to study in*" (Male, Center). Other examples of new opportunities included being invited to international conferences, finding increased interest in volunteering and political participation, and improving CVs (and chances of finding a job).

Youth-led. Successful programs were also youth-led and participatory. Seventeen respondents highlighted initiatives that were particularly effective in incorporating youth-led elements: the Jeel 962 program (7 respondents), CEPPS (4), and YouthPower (2). In these programs, youth were offered "*space to discuss with people from your generation*" (Male, North), and were allowed to grow within programs: "*Every generation hands the flag to the next. Since I was a youngster in the age group (18-24), I progressed to become a consultant eventually, and by doing this I am helping the new generation*" (Male, North).

Youths' recommendations to improve program design fell into three categories: (1) improving communication; (2) modifying or expanding the selection of participants; and (3) adjusting the timing, frequency, or duration of programs.

Communication. From interviews, the study team found that some youth wanted more clarity on programs' aims and a better understanding of realistic end goals of program participation. Nineteen respondents (of 184) commented that improved communication and outreach were needed, raising questions such as: What would be covered? What are the expected outcomes for youth? Are topics/inputs/projects flexible to participants' interests? Does the program have a set end point? One respondent summarized this need by observing that "*the program must have a curriculum for students to refer to"* (Male, South). Additional sector-specific examples included:

FIGURE 14: PROGRAM SUCCESSES



- EWFD participants wondered how to make sense of "*a program that aims at employment, but towards the end of it students began to wonder why they weren't employed*" (Female, Center).
- One Health respondent noted, "*I wished they talked more about young men's problems rather than focusing on early marriage*" (Male, Center)—problematically labeling this as a "women's issue."
- Among DRG program participants, one youth stressed the importance of clearly articulating what political engagement entailed, stating that: "*when you utter the word politics, people run away. The program isn't political, it just introduces you to what's happening*" (Female, Center). In short, it should not be assumed that all youth have a base knowledge of political participation. KII data indicated that incorporating volunteer work into programs, for example, was not appealing to all youth.

Adjusting participant selection. Thirty-one respondents suggested that programs could be improved by expanding to new types of participants, or by differently grouping existing participants. However, youth recommended targeting a large range of participant types, often with different rationales. For example, one respondent recommended targeting *"university students alone, and other groups on their own, to avoid having different target groups together who are not on the 'same page'*" (Female, South). Another suggested targeting school dropouts because of the need for additional support. Other recommended groups to target in future programming ranged from:

- University students alone
- Couples about to get married
- Dedicated entrepreneurs
- Adolescents or students under 16
- School dropouts
- Persons with disabilities
- Those in poor or marginalized areas

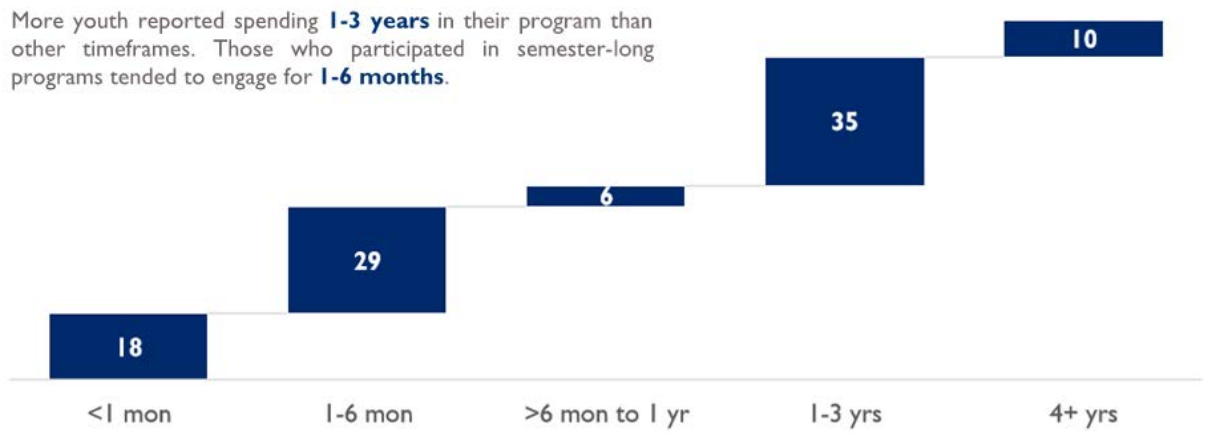
The above shows recommendations from a small set of respondents who explicitly noted their opinions on characteristics of cohorts for future youth development programs. While these reflect the responses of few, they reinforce that programs should ensure the design and target participants are well-matched.

The review of program documents also identified best practices for participant selection:

1. **Differentiate between youth with different backgrounds and interests:** For example, out of school/in-school youth, youth with "ideas" about a business and those with existing businesses.
2. **Purposively inclusive recruitment is needed to increase the likelihood of reaching some groups**: For instance, youth with disabilities need evidence of existing accommodations. It may not be enough that accommodations could theoretically be made available for them.

Frequency and duration. USAID/Jordan programming varied in frequency and duration. About 41% (76/184) of respondents reported meeting weekly—especially CEPPS alumni in DRG programming (20/36 respondents). The duration of participation ranged from less than one month (18 participants, mostly in the Health sector) to over four years (10 participants across education and youth and EWFD programs). In some cases, alumni engaged with programs first as a participant, and later as staff: "*I started working with Injaz since 2011 until now, I was a participant then a coordinator and now I am a trainer with them*" (Female, South). **Figure 15** shows differences in program duration across the sample.

FIGURE 15: REPORTED PROGRAM DURATION IN SAMPLE (N=98)



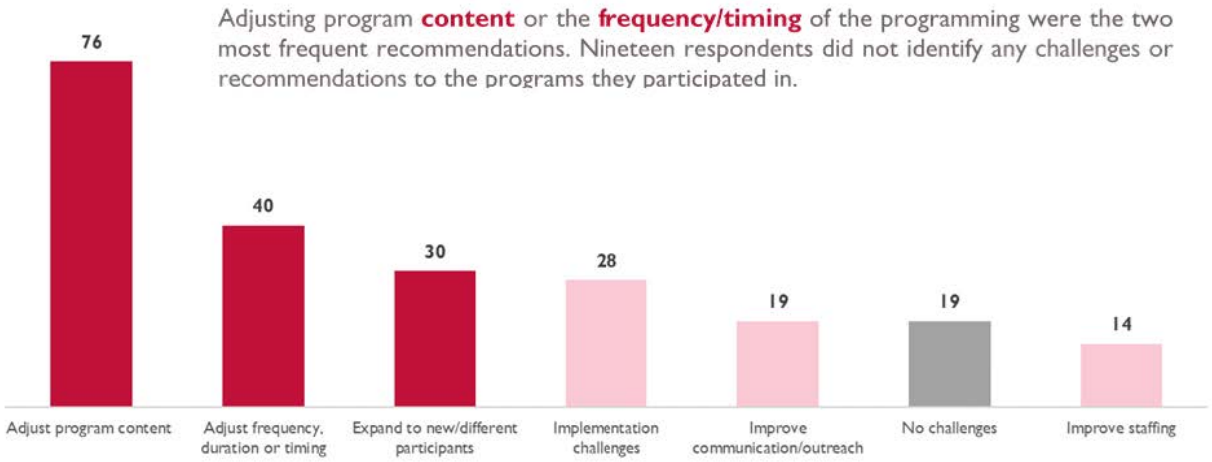
Youth design feedback. When asked about program challenges and recommendations, several youth (40/184) suggested adjusting the frequency or duration of programming. Of the 40 responses, the greatest percent came from the education and youth sector (28%), followed by Health (26%), EWFD (18%), and DRG (14%). Examples of specific areas of feedback included:

- Longer trainings with additional practical application
- Adjustments to the timing of activities, as there were conflicts with educational or other existing commitments
- Activities should last fewer hours per day (but with more days added), as some individual sessions were too long or packed too much information in each session
- Greater meeting frequency in order to reduce large time gaps from one activity to the next within a program (as noted above, these gaps reduced enthusiasm for programs): "*reduce the time between trainings so youth are not waiting for a long time. This way [if not] they'll forget everything and lose contact with the program*" (Male, Center).

Tailoring follow-on support. Considerations around frequency and duration should include potential follow-on support. Program documents noted that trainings in Jordan often failed to provide clear links to practical implementation of skills taught. However, a flip side of this challenge also appeared: in some programs with longer durations (e.g. a nine month program, split between training and apprenticeships), many youth were unwilling to continue into the apprenticeship phase due to conflicts with new courses of study in community colleges or upcoming secondary school exams. Programs need to consider the profile of participants and their ability to persist in the program – and at what level of commitment.

Inclusion. A final issue on timing and other program logistics is considering how to create an inclusive and enabling environment for all participants. Accommodating women, for example, would need to consider how timing, location/transport, and supplemental provisions (e.g. childcare may be needed for women to participate in internships) will impact women's ability to fully participate.

FIGURE 16: PROGRAM CHALLENGES AND RECOMMENDATIONS



3) IMPLEMENTATION

Over half of all youth respondents praised the implementation and instruction received in USAID youth programs, while respondents and program documents highlight the advantage of integration within educational institutions.

Program staff. The final category of youth feedback related to program implementation. In terms of successes, youth participants praised programs' high-quality instruction and facilitators. Ninety-nine respondents elaborated how program success was reflected in good instruction or implementation, including 56% (59) of women and 49% (39) of men. Of these comments, excellent trainers and staff were explicitly called out by 70 respondents. Some respondents focused on delivery, for example:

> "*The coaches filled the sessions with interactions, games, and activities that delivered information better than any traditional lecture, and it made us like the program*" (Female, Center).

Others pointed to more individualized gains and mentorship: "*The trainer taught me how to solve it [my problems] and deliver my ideas and opinions to anyone. He helped me communicate, get support, and use this skill in the business that I am starting*" (Female, Center).

The MSC story excerpt below, from a 20-year-old female education and youth sector participant in the North, highlights how support from staff created a positive *enabling environment*, leading to development of communication skills:

Most Significant Change Story Spotlight

When I first decided to join *Questscope* in 2019 I thought it was only a learning program. After I joined and noticed the attention and care from the facilitators, my personality started to change gradually. The teachers in the center helped open my eyes and raise awareness on many topics in life, provided moral support, and encouraged me to speak freely. The Questscope facilitators also encouraged me to draw and development my skills, and they provided me with materials. I started drawing every day and I participated in two contests and won both!

When I found the care and attention at *Questscope* from the facilitators and the employees at the center in general, it enabled me to speak with more courage. This change has made it easier to communicate with other people at school or at home, and I feel more encouraged and listened to by other people. This psychological change has been very important for me. Now I'm planning to continue my studies. I am hopeful to study either psychology or interior design, although I prefer psychology.

Youth feedback on staff. Despite the generally overwhelming praise for trainers, fourteen youth recommended improving (or expanding) staffing. They cited variation in trainers' skills, levels of experience, and ability to convey information in an interesting way. One youth noted that "*some trainers may not be open minded enough to be able to accept all questions or have the ability to deal with people from different backgrounds*" (Female, North). At least one respondent suggested that there was too great of reliance on volunteers to support programs (Female, Center). Trainers were incredibly important to successful implementation, and the positive remarks in this area far outweighed critiques – however, it is worth considering how to maintain staffing as an area of strength for current and future programs.

Working within existing systems. One clear program implementation advantage was the National Democratic Institute for International Affairs (NDI) *Ana Usharek* program's integration with educational institutions. *Ana Usahrek* was housed in universities and according to some respondents, operated similar to university life/social programming, which was seen as a benefit. This integration of a political program in the university space appears to be unique to USAID/Jordan programming. However, integration in the public education system is not unique: INJAZ programming, for example operates at basic and higher education levels and a vast majority of participants learn about the programming due to in-school marketing. Most INJAZ participants reported hearing about the program from school (89%).[16]

Many youth approved of implementation approaches, though some offered suggestions for improvement.

Youth feedback on implementation. Nineteen study respondents could not recall any program challenges or think of recommendations to improve USAID/Jordan youth development programming. However, 29 respondents did provide critiques to program implementation, including feedback on program quality, the competitive atmosphere created by simulations, and implementation approaches (participants, stipends, location, etc.). Some examples of these were:

[16] ConsultUs-Mena. (2012). Mid- Term Review *of Economic Opportunities for Jordanian Youth Project (INJAZ III) Program*. Retrieved from https://pdf.usaid.gov/pdf_docs/PDACU549.pdf

- Small, underequipped training spaces
- Disorganized classrooms with students speaking over one another
- Competition between similar programs led some youth to favor one and leave others
- Wanting males and females to be in mixed sessions, for example in health classes (although others preferred gender-separated activities)
- Wanting activities to be held in areas other than Amman due to difficulty and cost of travel

Collaboration with stakeholders. Programs documents spoke of the importance of considering stakeholder involvement. Programs that were able to establish partnerships in the private and public sector found that these enhanced workplace-based learning experiences (this is especially relevant to EWFD programming, and a key recommendation from study participants). Partnerships were also important in other sectors: in DRG initiatives, for example, engaging public officials could help programs understand the shifting policy landscape of policy and how this might affect implementation. Finally, programs should be aware of the need to anticipate stakeholder beliefs about the value of different types of approaches. One program noted that it struggled to obtain funding for coaches who led afterschool sports programming because extracurricular activities were considered less important than school.[17]

CONCLUSIONS

Content. Overall, USAID/Jordan program participants perceive initiatives as successfully imparting knowledge, technical and soft skills, and providing learning opportunities for participants. However, youth wanted to see changes as well, including: programs that engaged with them more regularly, that differentiated content based on existing knowledge or competencies, and that offered more opportunities for engagement with community leaders and practical application. Program documents also emphasized the importance of contextualizing program content to the realities faced by different types of youth.

Design. USAID/Jordan programs were effectively designed to help youth network and expand their social ties, which can lead to follow-on opportunities. Select programs were also praised for enabling meaningful youth engagement because they incorporated participatory, youth-led activities (PYD *Learning Agenda* theme 5). Youth pointed out areas that could be strengthened, including: improving communication, expanding the selection of participants, and adjusting the frequency, duration, and timing of programming.

Implementation. Programs were praised for high-quality instruction, with the study capturing positive feedback particularly on staff. A handful of critiques were also noted, such as: low quality of physical spaces, various views on mixed or separate gender programming, and the impact of competitions on participants. The issue of participant incentives also arose frequently, particularly in terms of transportation cost and accessibility—some programs operated in locations that were challenging to reach, especially for women.

Youth feedback. Overall, youth provided a range of suggestions to improve future programming. While many points were individualized or conflict with other feedback, the key take away is that the areas youth highlighted as strengths and weaknesses of programs are worth carefully considering and contextualizing in any future program as they indicate aspects than can shift youths' perspective of program quality and value, and result in lasting (positive or negative) impressions of youth programming.

[17] Creative Associates International, Inc. (2014). *Education Reform Support Program (ERSP)*.

Youth Development Programming Landscape

Results from the program document review provide a final set of findings, intended to contextualize the primary data discussed in RQs 1-4. The study team expected that youth who participated in a USAID/Jordan program may have also had experiences with other youth development activities; thus, during data collection study respondents were asked directly whether they had taken part in any additional youth-focused initiatives. Seventy-seven percent of youth (142/184) reported that they had participated in youth programming other than their USAID/Jordan program experience. Mapping the broader landscape of various USAID/Jordan and other donor activities provides insight into the types of programs youth may have engaged with over the past decade.

From 2010–2020, USAID/Jordan and international donors supported a wide variety of youth development programming in the education and youth, EWFD, DRG, and health sectors. This section reviews key components of these programs, including:

- Objectives and intended outcomes;
- Institutions and spaces where programs operated; and,
- Sectoral trends where present (read with the limitation that the document review did not cover all youth programs across all sectors).

FINDINGS

1) EDUCATION AND YOUTH

Education and youth initiatives often focused on professional and soft skill acquisition through community and workforce development programs, rather than programming for youth to build on non-traditional academic and learning skills.

Education program objectives. USAID/Jordan education and youth sector programs reviewed in this study were those that targeted youth (ages 10–29) as direct beneficiaries. These programs generally incorporated elements related to workforce development and community engagement, with one program focused on Non-Formal Education (NFE) and another focused on encouraging literacy (Drive to Read), which included youth aged 6-12 (see **Figure 17**).[18] USAID/Jordan separately operates a Basic Education portfolio – which is not reviewed in this study.

Community. Among reviewed programs operating in the past decade, three USAID/Jordan education initiatives included "expanded options for community engagement" as an objective, and three non-USAID programs (two by UNICEF and one by United Nations Educational, Scientific and Cultural Organization [UNESCO]) were designed to build awareness of the importance of civic engagement. These programs offered life skills trainings that operated apart from the school curriculum, with the exception of a UNICEF activity implemented in several public schools as part of the MOE's *Education Reform for the Knowledge* Economy Program (ERFKE, 2010–2016), a major project in the Education sector.

Professional. Another set of education initiatives focused on professional development (via entrepreneurship training, workplace learning opportunities, etc.). This included two USAID/Jordan

[18] Figure 17 and similar graphs for other sectors do not provide a unique count of programs, but rather indicate which program components appear most frequently i.e., one program may include more than one component.

programs and three non-USAID programs. In general, professional training activities centered on life and workplace skills, such as English language training in one DFID program.

Social. A third category of education programs were designed to promote social harmony and student exchange. These had diverse mandates, including:

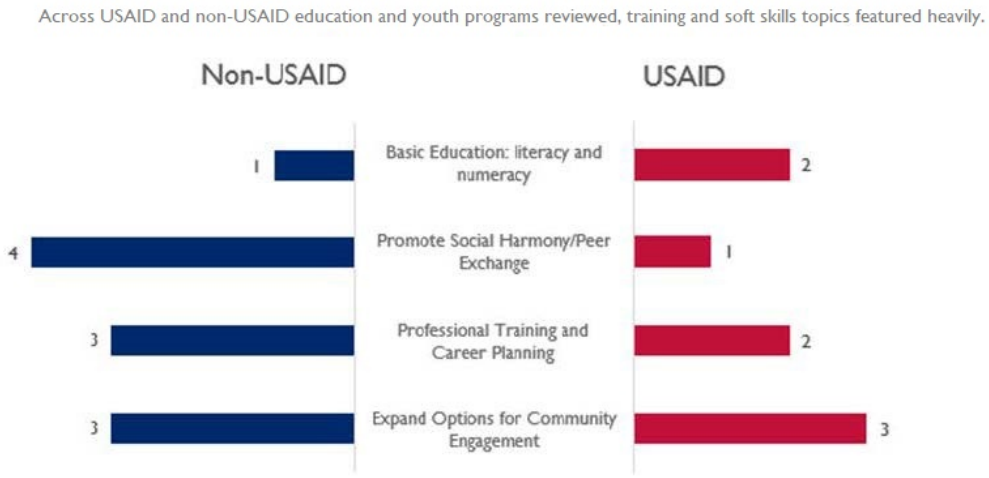
- A high school exchange program (US Department of State Youth Exchange and Study Program);
- Student clubs that offered safe creative spaces (UNDP Masahati);
- A program that aimed to reduce violence in schools (DFID Reducing Violent Behavior);
- Sport and play activities that encouraged youth to find positive outlets for conflict management and education, including Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ)'s Sport for Development and USAID's Education Reform Support Program (ERSP), which incorporated a life skills through sport component.

Basic education. Programs reviewed did not include the numerous Basic Education programs operated by USAID or Non-USAID donors, such as early grade literacy and numeracy programs, teacher training, or other critical education work, which especially touches children who will age into youth programming (targeting ages 10-29) in the coming years.

Continuous learning. Within the education and youth programming reviewed, there were programs that offered opportunities for out-of-school youth, Jordanians (USAID/Jordan NFE) and refugee populations (Norwegian Refugee Council) and one program that aimed to make reading more accessible via mobile book libraries, Drive to Read (USAID/Jordan). This category of non-traditional academic and lifelong learning skills was not a key focus of USAID/Jordan or other donor programs, however, this gap compounds a dearth of outlets for older youth to pursue programs that support lifelong learning.

For example, education and youth programming could include activities that build advanced literacy and soft skills for older youth. This might include book clubs, poetry clubs, debate clubs, math or chess/strategy clubs, writing groups, study skill programs (e.g. how to read for comprehension at a university level, how to effectively study for major exams), technology literacy, programs that teach how to critically evaluate

FIGURE 17: NON-TRADITIONAL ACADEMIC AND LIFELONG LEARNING SKILLS



social media, etc. There is a clear workforce development and community engagement trend among education and youth programming in USAID and non-USAID programs, but the education and youth sector could also uniquely provide spaces for youth to build connections through intellectual curiosity and sharpen their advanced-level educational competencies.

2) DRG

USAID/Jordan DRG programs generally targeted increased civic participation and capacity building of communities and organizations, while other international donors focused more on social cohesion and individual skill-building.

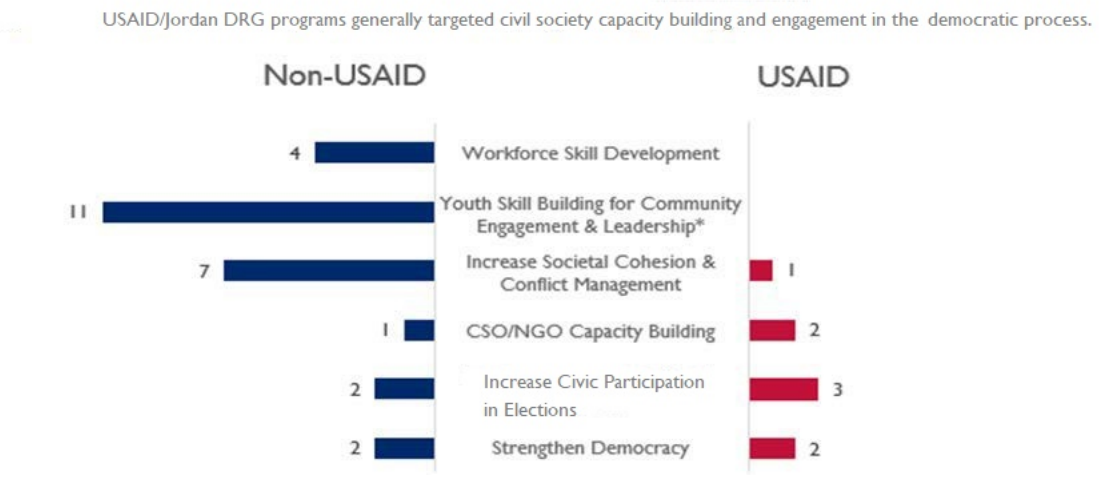
DRG program objectives. USAID/Jordan programs in this sector covered topics (see **Figure 18**) ranging from:

- Civic participation
- Development of an accountable political process
- Strengthening civil society organizations (CSOs) and NGOs
- Community capacity building

These initiatives often reached participants via school systems: CEPPS, for example, implemented a program in high schools and universities that engaged youth in the election process. Another example is USAID/Jordan's Community Engagement Project (CEP), which utilized school-based community meetings as a major program activity.

A greater number of non-USAID DRG programs concentrated activities on social cohesion and conflict management. These projects often (though not exclusively) targeted youth refugee populations. In addition, many international donors supported community engagement activities (e.g., civic participation but also volunteering, community service, etc.) as well as skill-building, focusing on skills such as debating, employment readiness, etc. Thus overall, there was less emphasis among non-USAID programs on the democratic process, capacity building of CSOs and NGOs, and increased civic participation.

FIGURE 18: DRG PROGRAM COMPONENTS



3) EWFD

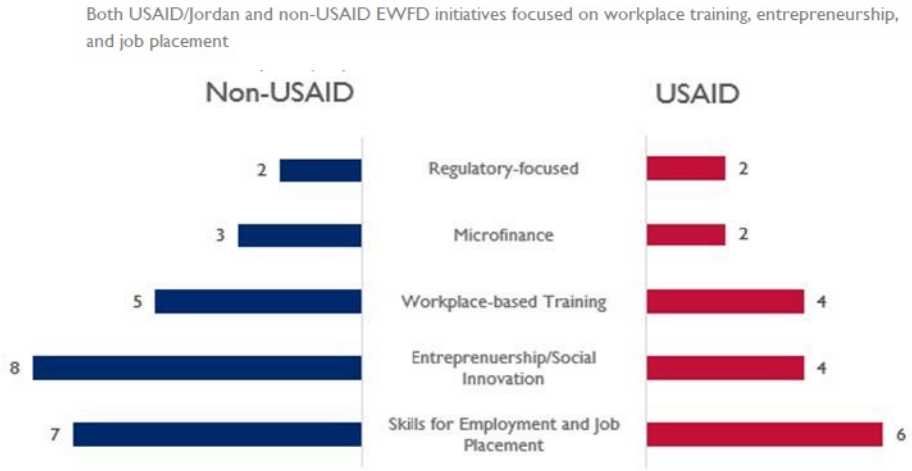
EWFD programs targeted a range of topics, from employment skills and job training to more systems-focused workplace regulations and microfinance activities.

EWFD program objectives. The majority of USAID/Jordan EWFD initiatives aimed to teach skills for employment, provide workplace-based training, encourage entrepreneurship, and support microfinance (see **Figure 19**). These frequently operated in secondary, TVET, and university settings. Program objectives centered around improving participants' ability to secure a job, with some including internship or temporary job placements. Some examples of specific programs include:

- Economic Opportunities for Youth (EOY) – specifically trained participants on personal and business finance;
- Youth Finance Program – provided loans to youth, especially young women, to support small-business start-ups;
- Building Economic Sustainability through Tourism (BEST) in the tourism sector and Local Enterprise Support (LENS) supporting small and medium enterprises (SMEs) – both offered work-based learning opportunities; and,
- INJAZ, a local NGO funded through EOY – offered courses in schools on topics such as volunteering, leadership, personal life planning, etc. The organization's university-level activities similarly included training on business ethics, entrepreneurship, working in tourism, etc. (it is worth noting that INJAZ, established in 1999, has many components and solicits a wide range of funding for its cross-sectoral portfolio of youth activities).

Like USAID/Jordan programming, most initiatives supported by international donors also focused on skills for employment, entrepreneurship, work-based training, and microfinance. These programs generally targeted one service area (e.g., exclusively entrepreneurship), whereas USAID/Jordan-supported activities often fit into the "skills for employment and job placement" category but then included diverse training areas. Of the 21 non-USAID economic and workforce development programs reviewed for this study, there was a relatively even split between those that exclusively addressed entrepreneurship and start-ups, and those that taught employment skills and assisted with job placement.

FIGURE 19: EWFD PROGRAM COMPONENTS



Regulatory awareness. Finally, awareness campaigns on working conditions, policies and practices, and work permits have all been implemented (not all exclusively targeting youth) in Jordan over the past decade. USAID/Jordan programs that offered avenues to workplace-based training or support to SMEs often included this regulatory lens—i.e., several programs that targeted individual job readiness were also designed to support an enabling environment for business.

In contrast, non-USAID programs targeting regulatory changes tended to concentrate on this as the sole focus. Beyond the enumerated economic and workforce development programs in this review, the European Regional Development and Protection Programme (RDPP), Phase I and II, offered at least 10 unique programs for Syrian refugees and Jordanian host communities. These had diverse objectives, including: employment opportunities, establishing cooperatives, apprenticeships for TVET graduates, forming women's self-help groups, and more.

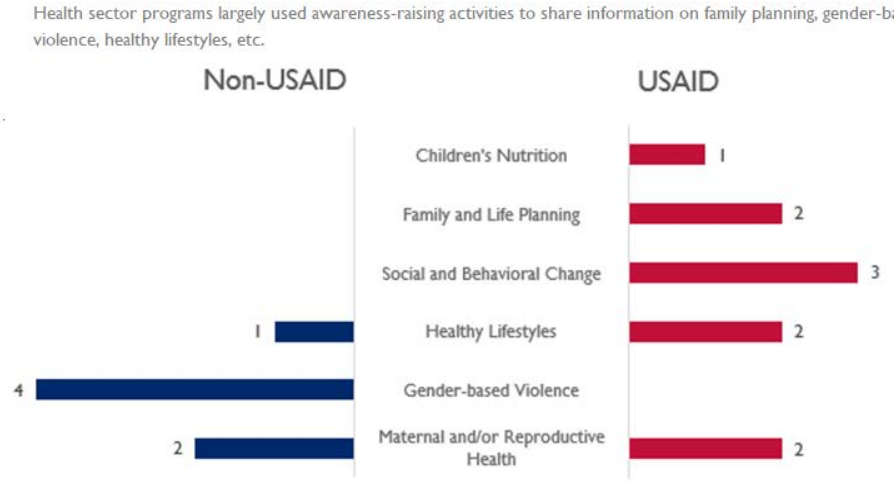
4) HEALTH

Both USAID/Jordan and international donor programs utilized information-sharing and awareness-raising campaigns to spread knowledge of health topics. These mainly operated in schools, universities and clinics.

Health program objectives. The document review found three major USAID/Jordan health programs that incorporated specific awareness campaigns as components of a larger initiative. These focused on health topics related to family and life planning, healthy lifestyles, social and behavioral change, communication challenges, and puberty and hygiene (see **Figure 20**). Most activities were held in community centers, universities, schools, and clinics. Non-USAID programs tended to focus on reproductive health, gender-based violence, sexual violence, and healthy lifestyles.

Awareness-raising was also a frequently used strategy, implemented via trainings, learning sessions, activist campaigns, and curriculum development. These programs utilized schools, universities, and nursing facilities to involve participants. The major difference between donor programming in this sector was the strong focus on gender-based violence among non-USAID initiatives, whereas USAID/Jordan programs more frequently addressed family and life planning as well as social and behavioral change.

FIGURE 20: HEALTH PROGRAM COMPONENTS



CONCLUSIONS

Cross-sectoral objectives. Overall, the document review uncovered significant overlap in program components across sectors:

- Programs across multiple sectors (besides EWFD) focused on the idea of "preparing youth for the workforce."
- Professional training and career planning was the second most frequently seen program component in education and youth programs.
- Workforce skill development featured in four non-USAID DRG programs.
- Health was the only sector that focused more on specialized topics and did not blend much with the others.

However, workforce skill development was absent from USAID/Jordan-supported DRG initiatives, indicating an opportunity to examine potential challenges and benefits of better incorporating this (for example, leadership, entrepreneurship, and social innovation may be natural compliments to other activities in this sector).

Community engagement. Similarly, programming in both the education and youth and DRG sectors often incorporated community engagement: key objectives were "expand options for community engagement" for education and youth activities, and "youth skill-building for community engagement and leadership" for democracy and governance. This was primarily due to differences in classification of sectoral programming among USAID/Jordan and international donors. Specifically, USAID/Jordan generally categorized youth-focused community engagement within the education and youth sector, whereas other international donors integrated these activities into DRG programming.

Education. The wide range of program components served to broaden the scope of some sectors, with education being the most impacted. As described above, education programs typically focused on workforce development, community engagement, social harmony, and peer exchange rather than non-traditional academic or lifelong learning skills for youth. This was observed across USAID/Jordan and non-USAID education and youth programming. Given the importance of lifelong learning and creating a culture of older youth and adults who read for leisure and take up opportunities for recreation that sharpens the mind, programming that promotes collaborative outlets for advanced literacy, writing, and strategy building among for older youth may also be worth considering for the education and youth portfolio, or could be incorporated across sectors of youth programming.

RECOMMENDATIONS

Over the past decade, youth participants in USAID/Jordan-supported programming experienced a wide range of changes, including developing technical and soft skills, starting a business, taking part in community initiatives, beginning an education step, or learning about family planning. Although these outcomes were often tied to the sector of program participation (professional changes were the most frequently seen among EWFD participants, for example), the study found significant crossover. For instance, some youth honed their communication skills through education programming, which then better enabled them to engage in civic or community activities.

Study results also highlighted the importance of soft skills to outcome achievement. While a large percentage of youth discussed acquiring technical skills from USAID/Jordan programming, it was soft skills such as communication and positive identity (e.g. self-confidence, self-esteem, becoming less shy, etc.) that were more often linked to significant personal, professional, education, civic or other changes. To attain these skills—and ultimately outcomes—youth relied on internal motivation coupled with external support, particularly from family, adult mentors, and youth development programming. Programs most often contributed to change when three key PYD *Enabling Environment* factors were present:

1) Activities were implemented to high standard;
2) Staff acted as mentors for youth; and
3) Programs provided a safe space where participants could interact with like-minded peers.

Nevertheless, youth continued to experience substantial barriers to outcome attainment, with financial and social challenges (e.g. *wasta,* being discouraged by family from pursing specific education or career paths, restrictions on female participation in certain activities, etc.) being the most persistent. Participants also cited changes they would like to see in programming, including greater frequency of engagement, better tailoring of content, and operating programs in more accessible locations.

The following recommendations highlight how USAID/Jordan, IPs, and other key actors—including the many international organizations operating in the youth development field in Jordan—can use the findings from this study to build on existing strengths and fill gaps in three major areas: 1) Program structure; 2) Enabling environment; and 3) Research and M&E.

PROGRAM STRUCTURE

1. Prioritize programming that integrates practical application with training or knowledge-sharing activities.

When making youth strategy decisions, USAID/Jordan should aim to support interventions that combine training with practical, "hands-on" application. Examples of this across sectors may include:

- Combining trainings on election processes with opportunities to work on a campaign;
- Pairing job training with internship placement or work-based learning; and
- Integrating entrepreneurship courses with business incubator support.

IPs should correspondingly make sure to integrate interactive, real-world activities into their training programs. Across all sectors, study findings strongly demonstrated the importance of activity-based learning—as discussed in RQ 2, one of the main program components that led to skill development was

the use of interactive content. Similarly, youth highlighted remote learning and lack of practical application in school systems as an education barrier, and many suggested adding activities such as field trips or opportunities to work more closely with mentors, businesspeople, community leaders, etc., to help make programming more engaging.

2. IPs should look for opportunities to integrate soft skill development into programming, including in more "technical" sectors such as Health or EWFD.

Study findings underscored the importance of soft skills, particularly communication, social skills, and positive identity, to achievement of outcomes; indeed, positive identity was the skill most frequently cited in MSC stories (see RQ 2 discussion). This was consistent across different types of youth (e.g., male and female, those living in the North, South, Center, etc.), and various sectors of program participation. Thus, IPs should continue to emphasize soft skill development in their programming, using specific curricula and instruction methods designed for this purpose. Some examples of resources to support integration of soft skills include:

- **YouthPower's Key Soft Skills for Cross-Sectoral Youth Outcomes**:[19] Identifies core soft skills that help create positive outcomes across areas such as economic and workforce development success, violence prevention, healthy behaviors, etc.
- **IREX's Partnership with Youth 21st Century Youth Competencies Assessment in the West Bank**:[20] Outlines critical skills and knowledge using a framework focused on cognitive/intellectual, social, psychological/emotional, and physical youth development.

This is equally important for initiatives that are more technical or knowledge-based, such as health information-sharing or job training programs. As highlighted in the document review, soft skill development was also integral to non-USAID youth programming. Given that many youth included in primary data collection for the study participated in multiple programs—USAID/Jordan and other donors— USAID/Jordan should explore whether tailoring and skill building could be more systematically introduced and progressively sequenced for youth who acquire these skills from multiple programs.

3. IPs should tailor engagement approaches to sectoral and demographic differences.

The study showed divergent experiences among youth living in Amman versus those living outside of the city. In particular, there were significant resource differences, with those outside of Amman in general having less access to trainings, activities, and other resources. Issues such as transport to activities were mentioned by those living both within and outside of Amman. Thus, during the program design phase, IPs should always include a mapping exercise of the services, resources, activities, etc., available to their participants in various locations—and adjust program implementation accordingly. Cross-sectoral strategies for adapting program support may include:

- Providing a transportation stipend for participants

[19]Gates, S., Lippman, L., Shadowen, N., Burke, H., Diener, O., & Malkin, M. (2016). Key soft skills for cross-sectoral youth outcomes. Washington, DC: USAID's YouthPower: Implementation, YouthPower Action.
[20] USAID (2014). 21st Century Youth Competencies Assessment, IREX West Bank Partnerships with Youth Program. Retrieved from https://www.irex.org/sites/default/files/node/resource/west-bank-youth-competencies-assessment-executive-summary.pdf.

- Consideration of gender and transportation safety and social expectations when planning location and timing of activities
- Expanding opportunities to access programs and services remotely by investing in materials (computers, internet connection, etc.) for participants living in places where these have historically been lacking

As program activities were shifted to online platforms in 2020 due to the COVID-19 pandemic, some participants noted expectations of remote connectivity as a barrier to participation. Supporting greater online connectivity now will not only help address the short-term need of remote engagement during the pandemic, but also the longer-term issue of enabling females and youth outside of Amman to access more activities and services.

Program tailoring should also vary based on sectoral barriers, specifically:

- **Education and youth:** With youth reporting financial barriers to as the greatest challenge to education, IPs should consider more career- and financial-focused counseling and support.
- **EWFD**: The study found that youth career interests vary widely, but given the lack of quality jobs USAID/Jordan should consider investing in support for youth who are interested in starting their own businesses (e.g. incubator programs, trainings focused on entrepreneurial skills, etc.); programs should also incorporate ways to support women in particular to secure positions that have reasonable hours and pay.
- **DRG:** Study respondents noted a lack of awareness among youth and society at large about what civic engagement entails, the realities of volunteering (benefits and drawbacks), and opaque laws around political participation. IPs could counter social stigma—especially faced by women—by conducting greater outreach among families and community members around what civic engagement means and what is required for participation in a DRG program.
- **Health:** In the Health sector, respondents discussed a need for support in accessing specialized care (e.g. health and nutrition information), as well as inexpensive follow-on assistance in integrating healthy lifestyles.

4. USAID/Jordan should continue to emphasize and fund IP investments in staffing.

Study results underlined the importance of program staff to skill-building and outcome achievement among youth. Descriptions of guidance and mentorship received from staff were a common feature of MSC stories, while significant numbers of participants noted "instructors and staff" as a key program success factor (see RQ 2 discussion). To build on this strength, IPs should continue to invest in human resources so that staff have the training, structures, pay, and benefits needed to allow them to work for youth development programs over the long-term. Strengthening human resource systems will also help IPs better identify and address staffing gaps or challenges; though the example given by one study participant about staff not having the "*ability to deal with people from different backgrounds*" (see RQ 4: Implementation) was an isolated response, such cases are important to investigate to ensure that programs "do no harm" for all participants. Examples of best practices for staff support include:

- Maintain a core team of paid employees that are hired from the surrounding community and reflect the needs and experiences of participants (e.g., female staff, former program participants, etc.). If volunteers are used, they should be trained and closely managed by paid staff.[21]
- Offer ongoing training and professional development opportunities so that staff can continue to hone their skills. *Excel Beyond the Bell's* "A Youth Development Practitioner's Guide to Professional Development" is an example of a toolkit from a school district in the United States that helps improve practitioners' work with children and families.[22]

USAID/Jordan and other donors should play a significant role in implementing this recommendation by allocating sufficient funding to cover staffing and overhead costs.

ENABLING ENVIRONMENT

5. USAID/Jordan should continue working within and across sector teams to coordinate individual-level programming with structural change initiatives.

The majority of programs examined for this study aimed to create individual-level change (e.g., youth gained job skills, learned about political campaigning, etc.). While this is critical to outcome achievement, many of the factors that govern whether youth ultimately attain their personal, professional, educational, civic, or other goals are outside of their individual control—youth may be trained in employment skills, for example, but still not reach their professional goals due to barriers such as lack of high-paying jobs or *wasta* limiting access to employment opportunities (see RQ3 discussion).

To tackle these challenges, USAID/Jordan should work to harmonize implementation of individual- and structural-level programs both within and across sectors. For example, if the USAID/Jordan EWFD team supports a program targeting SMEs, this could be matched with job training or work-based learning activities (the document review saw evidence of this occurring, with EWFD programs integrating workplace-based training, support to SMEs, and sharing information on workplace conditions, policies, and practices). A civic education initiative targeting corruption and *wasta* could similarly support youth's professional goals by addressing these common barriers to employment. Other international donors working at the structural level—and critically the GOJ—should also be included in this effort.

6. USAID/Jordan and IPs should continue working within existing systems to implement programming.

One of the key factors to the success of the *Ana Usharek* initiative, which supports civic engagement among youth, is the fact that it worked with those enrolled in universities—the only civic engagement program to operate within the Jordanian university system. This gave the program a much broader reach and filled a gap within universities for civic education and community engagement activities. Similar success was evident in INJAZ programming that operated at both the basic education and university levels. USAID/Jordan and IPs should replicate and build on this success by working closely with GOJ partners to mainstream other programs within existing education systems, public institutions, etc.

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[21] Social Impact (2020). Desk Review Report, Community, School-Based, and Embedded Youth Programs in the Middle East & North Africa Region, pg. 11-12, USAID.
[22] Excel Beyond the Bell (2015). A Youth Development Practitioners Guide to Professional Development. Retrieved from https://excelbeyondthebell.org/professional/practitioner_guide.html.

7. IPs should create engagement strategies for community members other than direct participants, with a particular focus on families.

A consistent theme from data collection was the importance of family influence, either positive or negative. Family support was one of the most commonly cited contributing factors to significant outcomes (see RQ1 discussion), but could also be a major barrier to personal, professional, civic, or other goals. For example, one participant noted being prevented by her family from traveling for school (see RQ3). These findings illustrate the importance of engaging not just participants, but also their families and key community members who might influence social barriers. To do so, IPs should develop and implement plans to reach these stakeholders during the start-up, implementation, and close out phases of programming. Activities may include meetings, verbal or written communication, or hosting specific events or activities. Examples of best practices from the broader Middle East youth development sector for family and community engagement include:[23]

- *Ishraq*, a community-based program in Egypt designed to foster self-awareness and confidence among adolescent girls, secured community members' involvement in activities through village committees and recruitment of local champions early in implementation.
- *Promoting Youth Civic Engagement* (PYCE) in Yemen fostered community ownership of its programming spaces by recruiting local volunteers to support activities.
- The life skills program *PLLAY* Iraq contacted parents of participants via facilitators, who were tasked with communicating the main activities and benefits of participation.
- *Partnership with Youth* (PWY), and sport and PYD initiative in the West Bank, developed an organizational capacity assessment process that integrated community members and included a criterion around how well its centers engaged the community.

8. USAID/Jordan should work with the GOJ and international donors to optimize ongoing programming and services at MOY-operated youth centers.

As highlighted in the context section of the study, the MOY has established nearly 200 youth centers throughout Jordan which deliver government-supported programming. However, programming within these centers is inconsistent, with activities frequently stopping and starting—and thus the spaces are abandoned for extended periods, making them less welcoming for youth and other community members. USAID/Jordan could coordinate with the GOJ, MOY, and other international donors to determine how centers could be optimized to become open-invitation, dedicated youth-focused spaces. For example, better maintenance of these spaces would help integrate them within communities, ultimately increasing buy-in for the programs that operate out of the centers. If any new centers are constructed, the GOJ should consult closely with communities to ensure that these are built in areas accessible to participants (at minimum, must be reachable by public transport).

[23] Social Impact (2020). Desk Review Report, Community, School-Based, and Embedded Youth Programs in the Middle East & North Africa Region, pg. 22, USAID.

RESEARCH AND M&E

9. USAID/Jordan and IPs should continue focusing on engagement of youth in program design, implementation, research, and M&E.

Recognizing that youth "participation is vital for effective programs,"[24] USAID/Jordan and IPs should continue initiatives (such as this youth-led study) to ensure that youth are fully engaged in programming at the design, planning, implementation, and assessment phases. This can include efforts such as consulting youth when designing program activities, hiring former program participants as staff, and commissioning youth-led M&E and research efforts. The level and type of youth engagement can also be expanded; for example, youth can be involved in more stages of research projects such as development of questions and data collection tools, analysis, reporting, etc. Youth could also help to assess the needs, interests, and priorities of their peers for new programs and aid in tailoring future programs to match participants' existing knowledge and capabilities.

10. USAID/Jordan should collaborate with IPs to better standardize data management practices of youth development programs.

The implementation of this study, which required outreach to IPs in a variety of sectors, revealed significant differences in data management practices and policies. The result is a lack of standardized, easily accessible data across sectors that speak to higher-level results (e.g., outcomes achieved) of youth development programs. This gap in cross-sectoral data can ultimately hinder decision-making around program strategy and implementation. In addition, many IPs did not have up-to-date contact information and basic demographic data for participants, which could impede future long-term studies as well as efforts to invite youth to take part in follow-on activities.

Thus, all USAID/Jordan sectors with youth programming should work with IPs to better standardize data collection and management practices, as well as data protection policies and procedures. For example, when reviewing Activity Monitoring, Evaluation, and Learning (MEL) Plans, CORs and AORs across various sector teams can cross-reference, and ultimately aim to align, indicators collecting demographic data. They should also ensure that IPs lay out comprehensive data management processes in their Activity MEL Plans. Finally, AORs and CORs should encourage IPs to maintain and update internal databases with contact information so that participants can be reached for follow-on programming or longer-term impact studies.

[24] USAID (2012). *USAID Youth in Development Policy: Realizing the Demographic Opportunity.* Available at: https://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy.pdf

ANNEX A: MSC SELECTION FINALIST STORIES

Education & Youth "Most Significant" Story of All

Abdulaader Abuzubavdah. 28. North

Back in 2010 when I was still in high school, life was extremely difficult. I was shy and I used to stutter a lot. Until that point I used to move from grade to grade passively, without learning anything real, because I was quiet, polite, didn't bother the teachers, and stayed away from trouble. I didn't even socialize, and I didn't like that about myself.

When it came time to take the Tawjihi, I didn't pass. I was very disappointed and depressed—I felt ashamed of my failures. Every time I tried to study for the test again, I would give up. All of my friends were at university and suddenly I was the only one left behind. My family would disregard my pain, and simply say that I should go out and find a job. It wasn't that they didn't believe in me – they do—but they thought finding a job was a more practical solution.

I started working as a dishwasher at one of the restaurants in Irbid. It was a horrible experience for me because my employer would talk down to me and continuously try to take advantage of me by making me work more hours. I was paid nothing, maybe five dinars. That is when I decided to retake the test. I started studying and applying myself, and I got a tutor which was very helpful. **Even though I had to repeat the Tawjihi six times, I finally passed.** Then I applied to a community college and got into the diploma program, and eventually transferred to university where I got a BA in business administration. I'm currently working on my MA in Economics and International Cooperation.

When I was in college, I began to become involved with youth initiatives, which changed my life completely. I started to feel better about myself, as I had purpose and a sense of belonging to a community. This is thanks to the organizations and the initiatives that I was part of and the positive people around me who helped me and shared their experiences with me, particularly **JEEL962**. The life skills training was extremely helpful. I participated in training of trainers (ToTs,), which improved my capabilities as a trainer. I learned leadership skills, how to command a room, and how to develop training modules and activities. I started working with youth, and the shyness and fear I previously had started to go away slowly.

We were given an opportunity to network with different stakeholders and were encouraged to start our own initiatives, which I did. With my peers from different programs, I started an initiative in Irbid to meet youth, listen to them, and conduct activities like trainings. The reason why I established my initiative is that I wanted to work with youth officially, so I established it in my area so I could meet any officials, people, organizations, or donors. I wanted it to be a place that is close to where youth live and work, and a space of support for these youth where they can spend their time and have fun, not just training. We even had games, a screen, a PlayStation, a games table, and a tennis hall, so they could have fun during their spare time. We also had a music room with a guitar, a piano, and other instruments.

My initiative focused on young men, a**imed at combating harassment**. As you might know, young men often go to hang out around girls' schools—they don't physically harass the girls, but they verbally do. So we went to the schools and local authorities to get the necessary permits and in-kind donations such as paint and plants so we could conduct activities. We would organize extracurricular activities such as tree planting or covering offensive spraying (offensive words on the girls' school wall) with graffiti or some phrases from the Quran. We also organized plays. This created a good and friendly environment for the boys and the girls to interact and helped decrease any violent behavior and tensions between them.

The initiative lasted for two years, from 2017-2019, but we couldn't secure funding to continue after that. However, we were widely supported by both the boys' and girls' schools, and **I am planning to build on this initiative**. I am currently working with partners who I met through different programs and youth initiatives to establish a civil society organization. We are preparing the paperwork to submit our application to the Ministry of Social Development.

I'm very proud of myself and the choices I made. I went from a guy who was so shy and failed the Tawjihi six times, to an Honors student who is **active in his community**. Besides working with youth through my initiative, I'm an active member in different local councils such as the Youth Municipal Council in Irbid. In 2017, I ran for the Mock Governorate Council elections (Decentralization Council) launched by the Rased Center , and I landed at 6th place in the Irbid governorate. My family is so proud of me. The youth I train look up to me—they can relate to my story and to the challenges and difficulties I overcame. They ask me for advice and support. This is humbling, and **I'm happy to touch and inspire people around me.**

Democracy and Governance MSC Finalist Story

Female, 21, Central

I used to be extremely shy and have trouble expressing myself. I would get particularly nervous around male classmates, and whenever I was approached by a male classmate, I would just answer questions briefly and try to walk away as fast as possible. Although I've always been a distinguished student, this fear of public speaking and interacting with males impacted my ability to present my projects. Internally I felt like I had great ideas and limitless aspirations that I could never communicate; the fear of public speaking and particularly in front of males was crippling. One time, I was giving a presentation for an engineering project, and I froze and couldn't speak up in front of our supervisor. Although I was prepared, I couldn't present my ideas clearly and as a result my classmate took over and presented the project instead of me.

At the beginning when I joined *Ana Usharek* I was shy, but our trainer was our main supporter. He would always push us to speak up, answer questions and continuously challenge us. He could see our potential and would encourage certain people—mainly the shy ones—to lead activities. He helped me and others overcome our fear of public speaking. The good thing about the program was how interactive it was, and that it wasn't only theoretical. We were encouraged to go out and do research, to get information from different groups on campus, and to engage in various activities that would help us break through the fear. We would be given challenging assignments that required us to interact with one another. The material and assignments were engaging and useful for us.

Because of *Ana Usharek* I acquired a lot of skills, including interpersonal skills, relationship building with decision-makers, communication skills, discussion skills (especially with men), and persuasion skills. My research skills have drastically improved, and I've also learned a lot about advocacy. We were trained on debating skills (online during COVID-19), and this has been extremely helpful in real life and in my studies. The program taught me how to get to know people, establish relationships, and network. For example, through the program we had a meeting with the Minister of Energy and Mineral Resources in Jordan to discuss environmental issues. We advocated for reducing tax and customs fees on hybrid cars.

Things feel easier for me now, because I can comfortably answer questions and present my ideas clearly and concisely. I feel more confident and don't have the same fear of rejection I used to feel—I believe in myself more and I'm determined. People around me have noticed how strong I've become. We had an assignment recently in class where we were asked to make a short presentation, and I was able to present for over 35 minutes. My lecturer in that class was extremely impressed with my skills and confidence. My lecturers and head of department have noticed the difference, and now they select me as a representative of my class and the Faculty of Engineering whenever we have visitors at university for example.

Right now I am working on a business idea that I'm very proud of, which is focused on recycling. I started this project with one of my classmates in the engineering faculty—he is someone who I would have never been able to approach before *Ana Usharek.* Our idea is to start a zero-waste recycling program that will help reduce greenhouse gas emissions. We found a piece of land in Saudi Arabia, so we can gather waste from neighboring countries and recycle it there. We have prepared feasibility studies and applied for funding. We already have one investor and have been given a trial grant for three months. If we succeed, we could eventually handle all recycling plants in Saudi Arabia. When we approach investors we have to present our ideas, and I can comfortably explain everything and describe the benefits of our project to investors. These skills, specifically communication skills, I solely learned from Ana Usharek. Plus, in this field it is really important to learn about international law and politics. This is all connected to politics, and what is happening on the ground – for example gas prices in the region are affected by the elections in the US and so on. This information and skills are things I have because of the program.

Economic and Workforce Development MSC Finalist Story

Arwa Al-Jarhi, Female, 29, South

I come from a humble background and I didn't have access to many things. I can say that before my perspective was limited. I wasn't really aware of my surroundings and the struggles of marginalized communities. I was shy, quiet, and polite, but I wasn't ambitious. I didn't engage in many activities.

When I entered university I joined *Injaz*, and I quickly became very active. We were encouraged by our trainers to get out there and take part in activities. The trainers would share their personal stories with us, teach us about life, failures, and success. I learned about leadership, planning, and the importance of community work. The training material was always interesting, the topics were interesting—we had trainings on life skills and interpersonal skills. This was my introduction to new concepts and when I learned about the struggles of others.

I also started to take part in volunteering because I believe that we all have a responsibility towards our society. My supervisors appointed me as an outreach volunteer, so I would go out on campus to get more volunteers for the program. We would take part in various initiatives that helped me look at things differently. For example, we organized a program targeting prisons where we renovated the common space at one of the prisons in the South of Jordan. Another example is a project we did in 2014 with *Injaz* when we went to Al-Khaldi village to build a school. Many people volunteered and provided us with a location and help for this project. I also organized Iftar meals in Ramadan for cerebral palsy patients.

Getting this exposure to various parts of society has been the most important change for me. I started to pay attention to the needs of others. I focus now on disenfranchised communities and how to create programs, initiatives, and activities to meet their needs. I see myself as more active, a youth entrepreneur. In 2014 I launched an initiative called "Lamset Amal" (Hopeful Touch)" in Aqaba and the South of Jordan. We serve marginalized groups like those in rural villages, cancer patients, people with disabilities, etc. The initiative is supported with in-kind donations like clothes or food parcels—people trust me, so they offer these donations to the initiative.

I'm also currently a public servant, serving as a municipal council member. In 2017 I ran for Jordan's Municipality and Decentralization Elections and I was successfully elected, even though I didn't really have access to financial support for my campaign. I went down to the streets distributing my campaign leaflets; I hung the posters myself. But despite those challenges I won, and I'm almost done with my first four-year term. I'm currently serving my last year as the youngest council member across the Kingdom.

After participating in *Injaz* I believe that I have a broader perspective and that I'm capable of making tangible change. I'm continuing to volunteer with *Injaz* as a trainer, which I've done since 2015. I'm certainly much more engaged in my community, and I can pass that on to others. I always encourage the students I work with to be creative and get engaged. Eventually, I would like to pursue a Master's degree in social science so that I can continue this work and better serve my community. We all have a message and a purpose.

Health MSC Finalist Story

Saif Majid Al-Farahid, Male, 29, South

Before, life was simple, just like any other undergraduate student. I had no big purpose, no networks within my community, and no real skills. I joined the IT major at my university based on the recommendation of my friends and people around me, but I was not passionate about it—I simply needed a degree. I always had an interest in serving the community, but I had no real access to opportunities that would allow me to work specifically in the development sector. You could say I was waiting for opportunities to come to me.

In 2013-2014 before graduating, I started a self-development journey. I started as a volunteer with local organizations in Tafilah such as *Jordanian Youth Commission* and local initiatives focused on youth before I even knew about USAID or other NGOs. I used to work with other youth from my community in many voluntary campaigns, either in the hot summer or the cold winter; we used to help families in need, work in schools and streets. It wasn't easy at all, but I felt proud and my personality developed. I was able to speak in front of others better. I participated in a debate contest between universities and I won first place in the year 2013. Life wasn't easy at that time, but I felt proud when I was able to achieve something and I was working hard towards achieving my goals.

The most significant change that happened to me was that I changed my career path from IT to development. After I graduated, my only concern was to find a job. And I went with some of my friends to Amman to apply in the Civil Service Bureau. We waited for months and nothing changed at all. After some time, I decided not to wait for a job and I fully focused on youth activities and voluntary work. I decided to look for development institutions and NGOs that have projects that aim at developing youth skills and serve my community and our society.

I joined a program funded by USAID and implemented by *Johoud* on social participation. I stayed with the program for 2 years, first as a participant in the program and later as an employee. It was a transitional period for me; we were focused on empowering youth, community engagement and serving the needs of the community. I learned a lot, and I developed various skills: how to develop a needs assessment, how to plan and execute a plan, how to develop various tools to identify needs, surveys, focus groups questionnaires etc. Within the program I was slowly given more responsibilities, to prepare activities. I was offered an employment opportunity with *Johoud* to work with my community and implement the project I was planning as a participant in the program. I mainly implemented activities related to social cohesion, and I felt like I was finally capable of serving my community, I was happy to serve my community and implement a needs-based program. This is when I felt like things were falling into place, and I was finally able to start a career in the development sector. It was a great feeling – because of my experience opportunities in the development sector started opening up. What the USAID did through *Johoud* and other programs was clarifying humanitarian concepts—like initiative, campaign, activity, and lobbying—through engaging the youth in different programs and activities that would efficiently build the capacity of youth.

After two years between being a participant with *Johoud* and an employee, I moved to Mercy Corps where I started working on developmental projects in the field of inclusive development. I'm currently serving as a Community Engagement Officer, basically the head of the civil participation program. We work across the kingdom with municipalities, universities and local communities especially with Syrian refugees. Now, I am able to accurately identify what are the needs of the Jordanian society, and I am currently working on a group of inclusive developmental projects that aim at developing local communities in Tafilah and elsewhere. To be honest, *Johoud* gave me all the tools. This has contributed to my ability to effectively lead humanitarian programs in the kingdom. I'm also thinking of pursing a Master's degree in development. I want to evolve and work on myself further.

I really would like to thank the USAID for their efforts and for enabling us to engage in real developmental projects.

ANNEX B: PROGRAM DOCUMENT REVIEW

TABLE 6: PROGRAM DOCUMENT REVIEW

Donor	Sector	Program	Project Components	Description	Sources
USAID	Education and Youth	Non-Formal Education program	Basic education	The program supports out of school and at-risk youth with access to quality education to enrich their education and social outcomes. Activities include training and counseling, recreational activities, and engagement with families and the community at large. NFE is an MOE-certified two-year program that incorporates participatory learning, youth empowerment, and academic growth. Graduates of NFE are eligible to earn a certificate of completion, which is officially recognized by the MOE as fulfilling entry requirements to the professional level of vocational training. The NFE certificate also provides a continued pathway for education, as it allows for students to take the 9th grade test and begin homeschooling at the 10th grade level, if they desire.	78, OR32, OR33, OR34
USAID	Education and Youth	YouthPower	Expand options for community engagement	The program follows a positive youth development approach to empower youth to act as engaged citizens and productive members of society with the agency to advocate for themselves and to shape services designed to better prepare them to enter higher education, vocational training, and the workforce. Activities include youth mapping, implementation of youth led community initiatives and establishment of youth networks.	11, 13, OR3
USAID	Education and Youth	Youth for the Future, formerly known as Youth:Work Jordan	Expand options for community engagement	The program (implemented by the International Youth Foundation (IYF)) helps improve social services and protection for vulnerable youth (enabling environment to support at-risk youth), with an overarching focus on youth employability and civic engagement. The program works with public and private sector partners to strengthen the life, employability, and entrepreneurship skills of disadvantaged youth and builds support networks and community-based alliances that bridge disadvantaged youth to mainstream economic and social opportunities.	12, 14, 17-20, 31-39 50, 51 OR1, OR2, OR5, OR58
USAID	Education and Youth	Supporting Child and Youth Initiatives in Jordan / "UNICEF Change Agents Network UCAN" (renamed in 2016) Jeel 962: Digital	Expand options for community engagement	The program started in 2014 as "UNICEF Change Agents Network UCAN"; renamed to Jeel 962 in January 2016. Jeel 962 is an election-based network through which young people can interact, learn, analyse, and take actions on rights. It offers a coaching process that builds the capacity of members and other young people to become active citizens and eventually effective change agents in their communities. Jeel 962 works on both online engagement platforms and adolescent- and youth-led initiatives.The digital network encourages youth to participate in social projects - including those designed and implemented by youth and participation in	OR69, OR70

		Engagement Platforms		ongoing UNICEF activities, has attempted to convene youth council - unclear exactly what's digital vs. in-person and during which periods of engagement	
USAID	Education and Youth	Education Reform Support Program (ERSP) Components: Youth, Technology, and Careers (YTC); Life Skills through sports (LSTS); Management Information Stream (MIS)-Online; Parent-Child package for at-home kindergarten education	Professional training and career planning & Promoting social harmony/ peer exchange	The project aimed at supporting the Ministry of Education's reform efforts [Ministry's Education Reform for the Knowledge Economy (ERfKE)]. Th e ERSP project was organized into four component areas: early childhood education; youth, technology and careers; professional development and credentialing; and data use for decision making.	87, 62
USAID	Education and Youth	Drive to Read	Basic education	This program included cultural fun activities, bookmobile, and "open days," to promote love of reading, Halfway through the program realized how low literacy was and added a component for literacy.	OR17
USAID	Education and Youth	Youth with Potential	Professional training and career planning	USAID partnered with Americana Group to develop the Global Development Alliance (GDA). The goal is to develop practical training and on-the-job skill development for youth that ideally leads to long-term employment. There is a focus on life skills, work ethics, and a professional mindset among 2,000 at-risk Jordanian youth, to prepare them for the market in the field of food production and hospitality.	OR31
US Embassy	Education and Youth	Kennedy-Lugar Youth Exchange and Study (YES) program	Promoting social harmony/ Peer exchange	This program provides scholarships for high school students from countries with significant Muslim populations to study for one academic year in the United States. YES students serve as "youth ambassadors" of their home country, promoting mutual understanding by forming lasting relationships with their host families and communities.	OR11
Cluster: UNDP, German Corporation for International Cooperation GmbH (GIZ), OFID	Education and Youth	Madrasati: Student clubs 'Masahati', Multiple donors: UNDP, GIZ, OFID	Promoting social harmony/ Peer exchange	Student clubs 'Masahati' work on providing safe and creative school spaces for students to be engaged in hands-on learning activities. Through participation in Masahati's activities, the students are able to explore their talents and interests and gain some technical and interpersonal skills that would prepare them to consider and pursue future careers that are not conventionally promoted in the education system such as music, heritage, crafts, photography and digital media, performance arts and IT. Each youth club is designed to meet the needs of the student body and to include a specific set of activities and training courses for students; life skills through sports, music & performing arts,	89

				literacy programmes, debate and civics, film-making and photography.	
BMZ	Education and Youth	Sport for Development: Exchange, education and conflict management, BMZ	Promoting social harmony/ Peer exchange	This program brings together adolescents and young people, aged between 8 and 24 years, to engage in sporting activities together in a safe environment. In addition to promoting their sporting abilities, this nurtures respect, tolerance, discipline, empathy, fair play and self-confidence. The Sport for Development approach provides psychosocial support and promotes violence prevention and conflict transformation on a sustainable basis. Using a multi-stage upgrading process, the project is training 240 teachers and coaches – half of them women – to deliver sports activity sessions. The project employs proven educational methods to promote the physical and mental development of children and young people, including disadvantaged and disabled youth.	89
DFID	Education and Youth	Reducing violent behaviour in Jordanian schools	Promoting social harmony/ Peer exchange	This project aims to introduce a creative education program in order to build understanding between pupils and to reduce violent and confrontational behaviour.	OR12
DFID	Education and Youth	Promoting Economic Growth Through Business Education in Jordanian Schools	Professional training and career planning	This project teaches young people entrepreneurship skills to improve their employability and help them find private sector jobs, driving economic growth.	OR14
DFID	Education and Youth	Skills for Development	Professional training and career planning	The DFID program assists 200,000 young people to gain English and workplace skills, improve training for 6,000 English language teachers and increase access to English learning materials.	OR71
Norwegian refugee council (with UNICEF)	Education and Youth	Youth Programme, model of the Youth Education Pack (YEP) Program	Basic education	YEP is built on three components (a three-pillar model), namely literacy and numeracy skills, transferable skills/life skills, and vocational skills. The program operates in refugee camps through the establishment of youth centres, provision of learning opportunities, and advocacy and coordination activities. The program aims to increase access to learning opportunities for young people living in refugee camps; provide a variety of courses with skills and knowledge that can benefit young people and enable them to engage with their community; address young people's psychosocial needs and raise their awareness of various issues (e.g. gender-based violence); advocate for recognition of young people's needs and potentials among communities and stakeholders.	71, OR24

UNICEF	Education and Youth	Life Skills Education Programmes	Expand options for community engagement	L ife skills programming within the non-formal education sector and extra-curricular activities... cooperation with a partner (the Princess Basma Youth Resource Centre)...In Jordan, the International Youth Foundation has recently undertaken a mapping exercise of LSE providers in non-formal education, and found many active youth centres run by NGOs and government agencies across the country, but also found very mixed reviews of the quality and sustainability of the youth programmes being delivered, including their infrastructure, staffing and materials.	64, 70
UNICEF	Education and Youth	Makani platform ("my space")	Expand options for community engagement	In response to vulnerabilities in education, protection and youth engagement, in 2015 UNICEF established the 'Makani' platform (My Space) that offers a minimum package of integrated social protection services including life skills, structured child protection services and learning support services for vulnerable children and youth. There were more than 200 Makani centers across the country – including in refugee camps, host communities and mobile centers that reach informal tented settlements - that provided vulnerable children, including Syrian, Jordanian, and other nationalities, with essential services. Through this program, 119,961 children participated in structured, sustained child protection or psychosocial support programs; 99,653 children enrolled in learning support services and 115,681 youth benefited from life-skill based education.	70, OR67
UNESCO	Education and Youth	Sustaining Quality Education & Promoting Skills Development for Young Syrian Refugees in Jordan	Expand options for community engagement	The program strives to sustain quality education and promote skills development opportunities for young Syrian refugees and Jordanian youth impacted by the humanitarian crisis. This project aims to address the challenges posed by the continuing influx of Syrian refugees on the quality of education in Jordan.	OR47
Questsco pe (IP)	Education and Youth	Za'atari camp youth center	Professional training and career planning	This program utilizes youth centers led by Syrian refugees, with young adults mentoring youth in refugee camps.	OR52
USAID	DRG	Consortium for Elections and Political Process (CEPPS)	Develop a democratic and open political process, strengthen democratic accountability & Increase civic participation in elections	The CEPPS program aims to strengthen the development of more democratic and open political processes in the Kingdom and, specifically, to support the participation of candidates, activists, monitors, and voters in elections. CEPPS: NDI: Ana Usharek program CEPPS: IRI; CEPPS: International Foundation for Electoral Systems (IFES)	28

USAID	DRG	Independent Elections Commission (IEC)	Part of CEPPS, wasn't given program components	The IEC program is a stakeholder in the CEPPS program, according to source #28, this program was started with a separate G2G award of $1.5 million in May 2017 to IEC for the administration of the decentralized elections - this award is not reviewed within the larger PE of CEPPS.	28
USAID	DRG	USAID Community Engagement Project (CEP)	CSO/NGO/community capacity building & Increased societal cohesion between communities and conflict management	This program built the capacity of community members, municipalities, and NGOs to identify and alleviate stressors affecting citizens in 19 communities in order to leave behind stronger, more cohesive and resilient partner communities. By working with Community Enhancement Teams (CETs) of which 30% are youth where they help design and implement solutions to community issues and increase community cohesion.	8, 25, 58, 59
USAID	DRG	USAID Civic Initiatives Support Program (CIS)	Increase civic participation in elections & CSO/NGO/community capacity building	The program supported civil society initiatives and advocacy to address community challenges, increase civic participation, build organizational and technical capacity of civil society organizations, and enhance civil society-government collaboration.	6, 57
USAID	DRG	Rule of law and public accountability strengthening project	Increase civic participation in elections & Develop a democratic and open political process, strengthen democratic accountability	This program focuses on strengthening democratic accountability and effective rule of law through improved institutions, systems and processes and increased civic and private sector participation by strengthening the rule of law to better protect human and legal rights through more effective systems and processes and increasing the effectiveness of civil society and private sector organizations to advocate for their interests, provide services to their members, and participate in governing processes. The program includes: creation of centra lized monitoring platform, training on access to justice, assisting review and amendment of fiscal laws, improve justice service delivery, court and case management, improve communication and information exchange between institutions, more effective audit and control systems, technical assistance and grants to local organizations, training on integrity and anti-corruption issues as they impact women and disadvantaged populations.	27, OR8, OR9
US Embassy	DRG	Youth Ambassador's Council	Youth skill building for community engagement and leadership	This Council is a remarkable opportunity to engage directly with the Ambassador and other Embassy officials on issues related to the U.S.-Jordanian partnership. The Council will provide a platform for Jordanian youth to discuss and debate topics of interest, generate feedback on U.S. programs and policy, and share their views about the impact of developments in the country and region on them.	OR18

DFID	DRG	Jordan CSSF: Political Stability Programme (PSP)	Develop a democratic and open political process, strengthen democratic accountability & Increase civic participation in elections & Increased societal cohesion between communities and conflict management	This programme contributes to strengthening Jordan's political stability with more accountable and transparent governance, stronger rule of law, an effective legal system and improved record of human rights. There is some focus on expanding political participation among youth and women. Components of the project include: accountable and effective governance; strengthening state capacity by making its most local level of government, Municipal Authorities, more capable and accountable in delivering services; technical assistance on strategic communications; strengthening the rule of law; and reducing community tensions and strengthening citizen-government dialogue.	OR15
German Governm ent (MBZ)	DRG	"Kick for Hope"	Increased societal cohesion between communities and conflict management	Streetfootballworld is a network of non-governmental organizations. With its peace-building project "Kick for hope", the organization is bringing together Syrian children and young people from the refugee camps and children of the same age from Jordanian neighbourhoods so that they can play football with one another. Thus, the project offers the youngsters of each group the opportunity to meet and get to know the youngsters from the other group. The project also helps them deal with their wartime experiences and learn how to resolve conflicts without resorting to violence.	OR19
Danish Refugee Council & multiple others	DRG	Resilient Youth, Socially and Economically Empowered (RYSE)	Youth skill building for community engagement and leadership & Workforce skill development	This ambitious multi-stakeholder partnership will offer young Syrian refugees and vulnerable young Jordanians better opportunities in terms of education and jobs. The first pillar will focus on providing life skills, trainings, and pathways for youth to engage in leadership in civil society, according to the statement. The second pillar will provide a comprehensive approach to help young people obtain the training and support needed to be strong candidates for better jobs. Finally, the project will address formal societal structures in Jordan that prevent youth from actively participating in civil society and the labour market.	OR21, OR22
Spanish Agency for Internatio nal Developm ent	DRG	Afaq Jordan for Development and Training: Youth Leaders Project part of EU-JDID (Jordanian Democratic Institutions Development) programme	Youth skill building for community engagement and leadership & Increase civic participation in elections	This initiative aims to increase the role of youth leadership at the grassroot level to encourage and promote political and civic participation of young people in the northern Governorates of Jordan through creating a youth leadership network. The Network will include 20 Community Based Organisations under the leadership of Afaq Jordan, and 80 young leaders from the four Governorates, and aims to encourage youth participation in local and national affairs, and to strengthen youth voices in the decision making process. One thousand community members are expected to directly benefit from participation in this project.	OR23

Global Affairs Canada	DRG	Jordan Valley Links	Workforce skill development	This program focuses on enterprise development for women an youth in the Jordan Valley. In the Jordan Valley, entrepreneurs in general have poor and limited access to markets, business development services, and finance; these constraints are particularly exacerbated for women and youth. In addition, societal and cultural perceptions towards women's and youth's work and their role in entrepreneurship are neither encouraging nor favorable. The program aims to increase the contribution by Jordanian women and youth to Jordan's economic growth. This will be done by improving entrepreneurial and business acumen of women and youth and by reducing barriers to entry (market and societal/cultural) for enterprise development.	OR25
UN Development Program (UNDP)	DRG	Debate Clubs/Empowerment of Political Parties in Jordan	Youth skill building for community engagement and leadership	This program develops debate clubs and utilizes training workshops on debate skills to help youth develop and engage in their communities.	77
UNICEF	DRG	Amman Child Friendly City Initiative	Youth skill building for community engagement and leadership	An initiative that aims at encouraging make Amman a city that provides children with safe spaces for development, learning, playing, and sharing. The priorities of the initiative are clustered into five main themes: health; informal education and reduction of school drop-outs; child safety and protection; the built environment; and culture.	OR49
LAZORD Foundation	DRG	Lazord Fellowship program	Workforce skill development	The Lazord Fellowship creates leadership and professional development opportunities for recent college graduates by connecting them with local internships, trainings, mentoring, and professional networks. Fellowships are available in 3 countries: Egypt, Jordan, and Tunisia.	OR50
EU	DRG	Enhanced Support to Democratic Governance in Jordan	Develop a democratic and open political process, strengthen democratic accountability	The overall objective is to support Jordan's reform process towards consolidation of deep democracy and to promote inclusiveness of national policy and decision making processes, including women and youth, leading to a stronger democratic and tolerant political culture. This program is composed of four components: 1) Parliamentary support: strengthening the functioning of the House of Representatives in exercising its core parliamentary functions 2) Electoral assistance: enhancing the functioning of the Independent Electoral Commission and other key stakeholders in contributing for elections to be conducted in a professional, transparent and credible manner 3) Support to the Political Party System 4) Support to Civil Society in democratic governance and policy making.	89

Foreign Common wealth Office/EU	DRG	Active Citizens	Increased societal cohesion between communities and conflict management	Active Citizens is a social leadership training programme that promotes intercultural dialogue and community-led social development. Active Citizens is aimed at people who are socially responsible, influential and engaged at a local community level, so it has been perfect for youth workers, teachers, community development professionals, faith leaders and volunteers. This programme enhances leadership and project-management skills, and gives participants personal confidence to succeed in all aspects of their lives.	89
EU and German Governm ent (BMZ)	DRG	Youth Training and Empowermen t 'Maharati' (My Skills)	Youth skill building for community engagement and leadership	Maharati is a capacity building youth programme that provide the youth with the opportunity to enhance their basic life skills and encourage them to explore the variety of means by which they can reach their full potential, and serve their communities.	89
UNICEF	DRG	Generations For Peace Jordan (GFP): Social Cohesion in Host Communities	Increased societal cohesion between communities and conflict management	GFP trains volunteer leaders of youth on how to implement continued activities that address issues of violence and conflict in their own communities. Based on a cascading approach, the GFP curriculum engages with young people through sport-and arts-based peacebuilding and conflict transformation activities. GFP relies on innovative sport and arts activities over a series of sessions providing 44 hours of quality participation time together, to foster greater engagement, acceptance and trust. Evaluations of the programme have provided evidence of positive impact: transformed capacities, strengthened relationships, social capital and resilience, and reductions in violence and vulnerability.	89
Governm ents of Finland and Italy	DRG	Supporting Women in Host Communities and in Jordan's Refugee Camps (Eid bi Eid): (Phase 1: 2015-2016) (Phase 2: 2017- 2018)	Increased societal cohesion between communities and conflict management	As a part of this program, UN Women carried two young females-focused interventions: 1) Social cohesion between Syrian & Jordanian girls: This program brought together young Syrian and Jordanian girls to work collaboratively, promoting understanding and peaceful conflict resolution through physical education and football practice, through the organization of tournaments and sports camps that interweave trust building and cross-cultural understanding in the areas of Irbid, Ramtha and Mafraq. 2) Young females' access to income generating opportunities: This programme supported Jordanian women's access to income-generating opportunities and skills training. The work identified employment opportunities for 115 young females from the areas of Mafraq, Irbid, and Zarqa in the garment industry.	89
World Bank	DRG	Jordan Integrated Social Services for Vulnerable Youth	Youth skill building for community engagement and leadership	The project development objective is to improve the quality of life of vulnerable youth by increasing the provision of services to young people, by increasing the participation of youth in decision-making related to these services, and by empowering local NGOs/service providers and communities.	89

Questscope (IP)	DRG	Juvenile Justice Program	Youth skill building for community engagement and leadership	The Ju venile Justice Program facilitated the training of thousands of student volunteers from Jordanian universities to mentor other thousands of young people at risk of juvenile delinquency.	OR51
Organization for Economic Co-operation and Development (OECD)	DRG	Youth in Public Life: Towards open and inclusive youth engagement	Youth skill building for community engagement and leadership	The Youth Inclusion project is implemented by the Development Centre of the OECD to analyze policies for youth in nine developing and emerging economies. In Jordan, the project is supporting the Ministry of Youth, line ministries and sub-national government as well as NGOs and foundations, and youth associations and civil society in the following areas: 1. Supporting the process of formulating and implementing the National Youth Strategy 2017-25 by conducting a review of the public governance arrangements for youth engagement and empowerment and deliver actionable policy recommendations based on OECD principles and good practices; 2. Scaling up the institutional and legal framework to foster youth engagement and representation in public life at the central and sub-national level; 3. Promoting innovative forms of engaging young men and women in decision-making to mainstream young people´s demands in the design and delivery of public policies and services.	72
Arab Foundation for Sustainable Development (Ruwwad)	DRG	The Mousab Khorma Youth Empowerment Fund	Youth skill building for community engagement and leadership	The Youth Empowerment Fund provides youth with scholarships to attend local universities in exchange of community work. The end objective is scholars with skills and experiences that enable them to become change agents in their communities. The components that make up this program are the Youth Education & Empowerment Scholarship Fund and Cultural and Business Enrichment.	OR55, OR60
UNESCO	DRG	UNESCO Youth Empowerment Project	Youth skill building for community engagement and leadership	This project works to strengthen the Media, Information, Literacy (MIL) capacities of public institutions (universities and schools), media and education professionals across the Irbid, Zarqa, Ma'an, and Mafraq governorates.	OR46
World Bank	DRG	Piloting Delivery of Justice Sector Services to Poor Jordanians and Refugees in Host Communities	CSO/NGO/community capacity building	This project aimed at increasing demand-side governance, including an active role for civil society and improved state-society relations: supporting measures to improve governance through service delivery improvements, involving partnerships between government and civil society, and enhancing institutional performance of government institutions. It also aids in ensuring vulnerable populations can exercise rights and access services and hold government accountable for non-delivery of services.	65

World Bank	DRG	Municipal Services and Social Resilience Project (MSSRP)	Workforce skill development & Increased societal cohesion between communities and conflict management	This project aims to enhance the municipalities' role in providing services which in effect would positively enhance the communities lies. Moreover, the project will create employment opportunities for, both, Syrians and Jordanians as a response to the unemployment challenge faced by youth in Jordan.	65
USAID	EWFD	Economic Opportunities for Jordanian Youth (INJAZ)	Skills for employment & Job placement & Entrepreneurship/ Social innovation & Microfinance	The INJAZ program is comprised of 3 sepa rate phases with multiple IPs. It aimed to enhance the skills of youth and increase their participation in the economy to help bridge the existing gap between the knowledge acquired through education and the skills required by the job market. Phase III specifically focused on raising awareness of Jordanian youth on their personal and professional capabilities and potential to enhance the capacities and competitive advantage of Jordanian youth to enable them to enter the job market as qualified employees and business owners. A series of capacity building courses, extra-curricular programs, and entrepreneurship programs, and career guidance program were crucial components.	21, 23
USAID	EWFD	Workforce Development Activity (WFD)	Skills for employment & Job placement	The goal of the program was to create a competitive demand-driven workforce development system that leads to increased private sector employment, especially for women, youth and those living at or below the poverty line. WFD pursues four principal objectives: 1. Improve the quality of, and enrollment in, vocational and workforce readiness training in target areas/sectors. 2. Improve the effectiveness of labor market information, career counseling, mentoring, outreach, and job placement in target areas/sectors. 3. Improve workforce development for women, youth and vulnerable groups in target areas. 4. Improve the enabling environment	53-56, OR66
USAID	EWFD	Training for Employment Activity (TEA-3) TEA: Luminous Technical University College (LTUC) TEA: (Technical Vocational Training Academy) TVTA TEA: Education for Employment (EFE)	Skills for employment & Job placement & Workplace-based learning	The TEA activity has 3 main implementers, LTUC, TVTA, and EFE.TEA is a 3-year project with the main goal of providing vocational training for 1074 students in different fields and levels according to the market's needs and to secure a job for 80% of them when they graduate and follow up to ensure sustainable employment for them. It also provides training in specific industries: automotive field, hospitality, handicrafts, retail, and finance, and supports youth to gain employment in these areas. The market-driven career and technical courses are designed to improve the skills of job seekers in order to link them with potential job opportunities.	91, OR35

USAID	EWFD	Tatweer I&II Business & Export Development for Jordanian Enterprise (Tatweer) Maharat Employment and Training Program for Recent Graduates (Tatweer II)	Skills for employment & Job placement	Tatweer focuses on building the capacity of Jordanian youth as active agents in the economic growth of Jordan, and the capacity of Jordanian trainers and service providers to respond to the changing needs of the marketplace. In addition, it strives to continue to build a culture of entrepreneurship in Jordan and increase the efficiency and competitiveness of Jordanian enterprises and ultimately create more jobs with higher income. The program is comprised of three components: 1. youth employability 2. entrepreneurship training 3. soft skills courses in university and community colleges.	85 & 86, OR27
USAID	EWFD	Jordan Competitiveness Program	Skills for employment & Job placement & Workplace-based learning & Entrepreneurship/ Social innovation	The program supports several activities related to youth engagement and entrepreneurship, including supporting start-ups, jobs placement for recent graduates, upgrade the career guidance offices at three Jordanian universities and provision of technical training.	22, 89
USAID	EWFD	Youth Finance Program	Microfinance & Entrepreneurship/ Social innovation	The project disbursed up to 900 loans to youth, 10% of them sharia-compliant and 90% of them to women, and combine it with practical business training so that they can both finance and develop the skills needed to start up and operate a small business .	16
USAID	EWFD	Building Economic Sustainability through Tourism (BEST)	Regulatory focused & Workplace-based training	The program focuses on creating an enabling environment that supports competitiveness in the tourism industry. Additionally, developing, maintaining, and improving Jordan's tourism assets in ways that increase demand. The program also works on increasing access to finance for Jordanian businesses and entrepreneurs in the tourism sector. It seeks to increase the employment of women and youth working in the tourism sector. Included is support for "pathways to professionalism" program, multi-stakeholders, and developing tourism - by working with students.	29
USAID	EWFD	Local enterprise support program (LENS)	Regulatory focused & Workplace-based training	The project supports small business growth and better economic planning to strengthen Jordanian communities against economic adversity. USAID LENS brings local governments, business owners, and key community groups to collaborate together on initiatives that boost economic development and create jobs in their communities. These initiatives are focused on supporting the growth of micro and small enterprises (MSEs). More specifically, the program focuses on 1. policy promotion, 2. local economic development, 3. encouraging growth in key sectors, and 4. building strong local networks.	26, 60-62, 89 OR68

USAID	EWFD	Youth:Work Jordan	Skills for employment & Job placement & Entrepreneurship/ Social Innovation	The program works to improve the social services and protection for vulnerable youth.The objective of this partnership is to work with a wide range of stakeholders to improve the social services and protection for vulnerable youth by providing training and access to employment, opportunities to volunteer and give back to the community, and increase youth sense of ownership and responsibility towards their community.	41-50
DFID	EWFD	Training young people in entrepreneurship skills	Entrepreneurship/ Social innovation	This project will provide young people with practical tips on how to start a business in an online, accessible, and sustainable way thereby reducing political instability by addressing high levels of youth unemployment.	OR13
UNDP	EWFD	Demand-Driven Vocational Training, Employment, and Entrepreneurship Skills Development Programme	Workplace-based training & Entrepreneurship/ Social innovation & Skills for Employment & Job placement	The program aims to: a. Empower youth economically through access to decent employment and enhanced life skills as well as professional and technical capacity building in food processing, mobile maintenance and electrical installation). b. Support Jordanians and Syrians (the first to support SMEs and latter to support home based business. The programme includes capacity building on how to enhance the business and mentoring as well as providing seed fund JOD 900 – 3500).	89
Doros	EWFD	Jordan Vocational Employment Program (JVEP)	Workplace-based training	JVEP addresses youth unemployment and alleviates poverty in Jordan by delivering demand-driven job placement and self-employment training programs in three domains: hospitality and restaurant industry, garment manufacturing, and automobile mechanics.	89
Canadian Department of Foreign Affairs, Trade and Development (DFATD)	EWFD	SANAD Youth Empowerment and Employability	Entrepreneurship/ Social innovation & Skills for Employment & Job placement	SANAD is advancing Jordan's economy, growing employment opportunities, promoting entrepreneurship amongst youth and strengthening private sector partnership with community colleges especially in Jordanian governorates.SANAD Program consists of six components: Incorporating an entrepreneurship curriculum; Implementing a training of trainers program for vocational schools and community colleges teachers; Conducting awareness workshops for parents and the private sector on women at the job market and the role of vocational schools and community colleges graduates at the job market; Offering life and employability skills training programs to community college fresh graduates; Strengthening private sector partnership with community colleges through the fellowship program; Launching SANAD platform; an online platform that provides youth with services and information that support their capacities, access employment opportunities, establish their own projects or contribute in developing their communities.	89

GIZ	EWFD	Employment Promotion Programme (EPP)	Workplace-based training	The program offered government-supported workplace-based training programs to 5,761 secondary-school graduates, university graduates, and the unemployed, improving their workplace relevant competencies in order to increase their employment opportunities. The program provided subsidies to enterprises that trained these target groups, motivating them with technical and financial support to retain the participants after training. The program subsidized enterprises in the occupational areas/sectors of Information and Communication Technology (ICT); Beauty; Hospitality/Restaurant; Gas Stations/Fuel; and Health (Pharmaceutical Technicians, Medical Laboratory Technicians, and Nurses).	68
GIZ	EWFD	EconoWin	Regulatory focused	EconoWin incorporates multiple programs supporting women's employment in the MENA region. In Jordan, support was for specific companies to adapt more gender-inclusive work policies.	69
Canadian International Development Agency (CIDA)	EWFD	Jordan-Canada Partnership for Youth Employment	Skills for Employment & Job placement	This project strategically addresses employment generation as well as inclusive and equitable economic development in Jordan. It develops and delivers gender sensitive and sustainable training, particularly in non-formal Skills for Employment programs, designed to increase the participation of unemployed youth in the labor market. By improving access to education and training programs, especially for women, this project builds on Canada's past strategic investments that enhanced the quality and relevance of the country's education	OR26
UN Development Program (UNDP)	EWFD	Youth Employment Generation Project in Arab Transition Countries - Phase I & II	Skills for Employment & Job placement	In response to the growing challenges facing the unemployed in Jordan and youth in the Arab world, the UNDP drafted the Youth Employment Generation Project in the Arab Transition Countries project document to support initiatives conducted to alleviate unemployment and increase women and youth participation in the workforce. This project was designed to be implemented in five countries in the region. The 2nd phase of the project will build on the experience and lessons learned from Phase I. The project is implemented in 6 governorates and characterized with high levels of poverty and/or unemployment, targeting youth employment creation.	74, 83, 84
UN Development Program (UNDP)	EWFD	Ruwwad's Entrepreneurship Program	Entrepreneurship/ Social innovation	This program encourages youth entrepreneurial initiatives in local communities to help them start microbusinesses for jobs and income creation that address their local needs and generate jobs.	77
UNICEF	EWFD	TVET for Syrian refugees in Za'atari & Azraq camps	Skills for Employment & Job placement	UNICEF Jordansupported four vocational training centres for Syrian refugees in Za'atari and Azraq camps, with a focus on females and youth with disabilities. Technical courses included welding, electrical wiring, hairdressing, cosmetology, tailoring,	70

				plumbing, and international computer driving license.	
UNICEF	EWFD	Social Innovation Labs	Entrepreneurship/ Social innovation	Funded by UNICEF, the Social Innovation Labs Project focuses on leveraging the creativity and 21st Century Skills of vulnerable Syrian and Jordanian children, adolescents and youth.	OR39
Silatech	EWFD	Ta3mal	Skills for Employment & Job placement	This program is an online e-platform, started by Silatech. Microsoft partnered with Udemy through an MoU to commit the parties to share skills-based course offerings available through the Udemy platform on "YouthWorks", a regional network of youth employability portals led by Microsoft and Silatech.	OR57, OR59
Silatech	EWFD	Mihnati, Microfund for Women program	Microfinance	Silatech provides technical assistance and training to improve the impact of MicroFund Women (MFW)'s existing "Mihnati" program. Mihnati is a loan product that finances vocational education and training. Silatech is jointly developing "Makinati", a loan product for young startup entrepreneurs targeted mostly to graduates of the Mihnati program.	OR57
Silatech	EWFD	Tamweelcom - microfinance for youth	Microfinance	This program was supported by Silatech. The project's objective is to target socially and economically challenged youth and support their businesses success in Jordan, with a loan product called "Youth Hope".	OR57
Umniah (Zain Arab Net and British Embassy)	EWFD	Oasis 500's Entrepreneur Training Program	Entrepreneurship/ Social innovation	The Oasis 500' Entrepreneur Training Program focused on an entrepreneurship training boot camp (6 days); start-up funding; incubation; and mentorship.	OR54
Drosos Foundation & Others	EWFD	Ta'alam - Vocational counselling and skills development	Skills for Employment & Job placement	This program focuses on an online platform working toward career development. With these services, the project is making an important contribution towards combating youth unemployment in Jordan by highlighting career opportunities for young people and young adults, and, for the first time, by providing young people in remote regions with broad access to information and training.	OR44
Boeing & Education for Employment	EWFD	Partnership to boost youth employment in retail sector	Workplace-based training	Boeing and EFE-Jordan have enabled 94 Jordanian youth to enter the job market. With Boeing's continued support, EFE-Jordan will enhance the employability skills of another 18 unemployed young women and men from Amman and link them directly to job opportunities in the retail sales industry.	89, OR29, OR30

International Labor Organization (ILO)	EWFD	Upgrading Informal Apprenticeships in Jordan	Workplace-based training	The Upgrading Informal Apprenticeships in Jordan pilot was conducted by the ILO in collaboration with IYF as part of EquipYouth, a youth employability programme implemented by IYF and funded by the Caterpillar Foundation. The pilot is also a part of the Swiss International Development Agency's (SIDA) funded project "Tripartite Action for Youth Employment in Jordan", implemented by ILO within the framework of the ILO Decent Work Country Programme (DWCP). The programme included two main phases: six months of basic training followed by three to five months of on-the-job training. The basic training phase included a combined package of technical and workplace core skills training includes life skills, basic business English, and IT courses, provided through IYF's EquipYouth programme. Participants also received occupational safety and health training.	4
ILO	EWFD	Work Improvement in Small Enterprises (WISE)	Regulatory focused	The project aims to enhance the productivity and competitiveness of small and medium-sized enterprises in Jordan and Lebanon through responsible workplace practices and skills development.	10, OR61
ILO	EWFD	Know About Business: Entrepreneurship Programme	Entrepreneurship/ Social innovation	The project falls within the national priority of reducing poverty and youth unemployment and facilitating young Jordanians' entry to the labour market by fostering an entrepreneurial culture amongst youth. It seeks to create awareness of enterprise and self-employment as a career option for trainees; develop positive attitudes towards enterprise and self-employment; provide knowledge and practice of the required attributes and challenges for starting and operating a successful and sustainable enterprise that provides a decent work environment for workers; and prepare trainees to work productively in small and medium enterprises.	OR42
World Bank	EWFD	Innovative Start-Up Funds	Entrepreneurship/ Social innovation & Microfinance	The project is relevant to the unemployment challenge facing youth in Jordan. It aims at creating meaningful job opportunities in the private sector for youth. Moreover, the project targets existing startups looking to expand their operations, or to get tailored business development services. The project will develop a network of "angel investors"along with hosting a program of events and trainings.	65
Regional Development and Protection Programme [five European GOV Donors] Phase I - The Lutheran world federation	EWFD	The European Regional Development and Protection Programme (RDPP)		Multiple projects aimed at increasing resilience and livelihood opportunities of targeted Syrian refugees and vulnerable host communities to aid long term rehabilitation. Phase I – Jordan projects 1. TAREEQI (My Way) 2. Strengthening resilience and long-term rehabilitation through skills development 3. Community Empowerment Initiative In The Governorate Of Mafraq 4. Mitigating The Impact Of The Syrian Refugee Crisis On Jordanian Vulnerable Host Communities (3x6 Approach)Skills Exchange Of Vulnerable Hosting Communities And Syrian Refugees For Enhancing Livelihoods	76, OR45

support Phase II - Jordan river foundation support				And Social Cohesion Phase II – Jordan projects 5. Improving Resilience of Refugee and Host Population in Jordan through Development of Livelihood Skills and Opportunities 6. Youth Entrepreneurship & Employability Accelerators (YEEA) Program 7. Resilience through livelihoods for vulnerable Syrian refugees and Jordanian host community across Jordan	
USAID	Health	The Jordan Communication, Advocacy and Policy (JCAP)	Social and behavioral changes (including communication) & Family and life planning & Maternal and/or reproductive health	The JCAP program works to increase demand for family planning and reproductive health (FP/RH) services. This is accomplished by implementing social and behavior change communication interventions and enabling a more supportive policy environment. J-CAP interventions emphasize the integration of female empowerment and male engagement. The activity also aims to increase youth involvement and outreach to host communities of Syrian refugees living outside camps throughout the country. Components: 1.Ante Al Hayat - National Anemia Campaign 2.Youth Leaders Program, Shabab Al Fursa, IP: Higher Population Council (HPC) 3.Munira 4.X: Goal Program	7, 24, 89, 92-97
USAID	Health	Health Promotion Youth Clinic	Social and behavioral changes (including communication) & Healthy lifestyles & Maternal and/or reproductive health	Partnering with the University of Jordan through the establishment of the Health Promotion Youth Clinic. The clinic targets youth at the University level to promote positive health behaviors. HPYCs provide information on preventative services. In addition, USAID partnered with several university hospitals in the roll-out of a national Maternal Mortality Surveillance and Response System to investigate causes of maternal death and develop evidence-informed strategies for preventing pregnancy-related mortality.	99
USAID	Health	Jordan Health Communication Partnership (JHCP)	Social and behavioral changes (including communication) & Family and life planning & Puberty and Hygiene & Healthy lifestyles	The objective of the program is to develop and implement a comprehensive national health communication and behavior change strategy...to increase the spread of its health and family planning messages. During the duration of the program they embarked on a new initiative targeting adolescents. Health issues covered include puberty and hygiene, as well as the emotional changes and communication challenges that often accompany the teen years. JHCP also collaborated with FINE on the printing and distribution of an H1N1 media campaign. JHCP collaborated with the Airport International Group (AIG) for sponsorship of the launch event promoting the Public Health Law banning smoking in public places. Roche Pharmaceutical Company joined JHCP's private sector partners through providing blood glucose screening tests for use in outreach events. JHCP collaborated with the Aqaba Container Terminal (ACT) through the "One Stop Health" Booth initiative giving visitors a chance to undergo a variety of health screening tests. JHCP continued to work with Al Ghad newspaper to publish weekly health articles.	15, 73, 98, OR7

				Components: 1.Talking Frankly Initiative 2.Irbid Health Project 3.Health Competent School Initiative (HCSI) with Ministry of Health (MOH) 4.Arab Women Speak Out 5.Hayati Ahla Youth	
DFID	Health	Emergency Assistance for Refugees and Host Communities affected by the Syrian Crisis in Jordan	Gender based violence	This activity was funded by DfID, and was implemented by CARE International and the Jordan Women's Union. In 2017, 54 awareness raising sessions were conducted for 1,620 women and adolescents, with an average 30 participants per session, at CARE centers in Amman, Azraq, Irbid, Mafraq and Zarqa. Topics discussed in the awareness-raising sessions included: reproductive health, the psychological and physical effects of violence, and sexual violence and mechanisms of protection against sexual violence. Under this project, at JWU, CARE also conducted a training of trainers (ToT) for 10 CARE staff, to enhance their knowledge and support in psychosocial activities, particularly on the topic of Sexual and Reproductive Health and Rights.	73
UN Population Fund (UNFPA)	Health	Within the overarching UNFPA programme: life skills program for girls out-of-school comprehensive sex ed youth committed within Jordan 2250 Youth Peace and Security Coalition			OR53
UNFPA	Health	Y-PEER Network	Gender based violence & Maternal and/or reproductive health	The Y-PEER Network works on developing awareness on healthy behaviors and reproductive health and Gender Based Violence (GBV) issues using workshops, including an annual 10 days of activist campaign.	89
United Nations High Commissioner for Refugees (UNHCR)	Health	Provision of multidisciplinary services for Syrian Refugees and Asylum Seekers in Jordan /6th Phase	Gender based violence	The project provides awareness sessions on health and psychosocial support including handling cases of GBV.	89

UNFPA	Health	A practical emergency prevention and response to Gender Based Violence (GBV) and Reproductive Health (RH) among Syrian refugees & Jordanians in Jordan / 7th phase	Maternal and/or reproductive health & Gender based violence	The project focuses on raising awareness of host communities in Reproductive health issues and prevention of GBV.	89
UNFPA	Health	Shababna Project	Healthy lifestyles	The program encourages healthy lifestyles and behaviors through mainstreaming a health promotion curriculum in nursing faculty at 2 universities.	89
World Food Programme	Health	Healthy Kitchen Project	Children's nutrition	The Healthy Kitchen Project provides healthy and nutritious food alternatives (meals) to public school students in poverty pocket areas. It aims to raise health and nutrition awareness and healthier eating patterns through providing comprehensive nutrition information and education resources within the school communities. The project links schools to productive kitchens hosted within community based organizations who in return produce and provide these health meals to surrounding schools.	89

DEMOGRAPHIC CRITERIA OF YOUTH PROGRAMMING IN JORDAN

Youth programs were examined by several criteria in order to map the ecosystem of youth programming. The demographic criteria detailed below, by sector, includes: numbers of youth engaged by programs, characteristics of youth participants, age range of youth, and geographic distribution of programs.

NUMBERS OF PARTICIPANTS IN YOUTH PROGRAMMING BY SECTOR

EDUCATION AND YOUTH

Number of youth in **USAID Education and Youth programs** varied widely – from 720 youth in the Drive to Read program to 130,000+ reached by the Education Reform Support Program. With great variation in youth participants, the level of engagement also differed. Several programs consisted of multiple components, meaning that some participants may have participated for months or years, while others may have, for example, simply heard a presentation by a career counselor once in their schooling experience. In terms of the 10 identified **Non-USAID programs**, several programs' documents did not include total numbers of youth served. Essentially, there are at least two large-scale programs funded by international donors that are focused on youth education in Jordan apart from USAID, supported by UNICEF and DFID.

DEMOCRACY, RIGHTS, AND GOVERNANCE

Numbers of youth engaged in **Non-USAID** youth DRG projects varies based on the program structure. Low numbers of youth engaged in a project generally meant that the project included only selected youth representatives or leaders, such as youth council projects, including, the Youth Ambassador's Council, and the Afaq Jordan for Development and Training: Youth Leaders Project under Jordanian Democratic Institutions Development program. Larger programs tended to reflect a campaign structure, or a youth space where many youth could pass through, such as the Amman Child Friendly City Initiative. **USAID DRG** program documentation reported two programs with around 50,000 youth engaged in each. These programs had been running for at least six years and generally had multiple implementers and components. Overall, both **USAID and non-USAID youth DRG programs** range in number of youth engaged based on the structure of the program and length of implementation, including some large programs that reflect efforts to engage many individuals in politics and community engagement through awareness raising activities.

ECONOMIC AND WORKFORCE DEVELOPMENT

USAID EWFD Youth Programs revealed that the largest, seemingly most sustainable programs, Economic Opportunities for Youth and Maharat are both currently operated by local NGOs and are implemented within schools (secondary and tertiary levels). They seem to present models for reaching more youth by focusing on programming within national education institutions. Several WFD programs report significant numbers of youth trained, but far fewer job placements. Though volunteer opportunities with organizations after training provide some a chance to volunteer following training. There were also programs that targeted fewer youth, e.g. Youth Finance program and BEST program, that offered more tailored experiences, a microloan and workplace learning respectively. Scale tends to reflect whether the objectives of the program are employment training, versus employment. Among **Non-USAID EWFD youth programs**, online programs, for example Ta3mal, report participants in the millions (8.7 million from 2012-2016) across the MENA region, however most programs were significantly smaller in scope. Similar to USAID programs: larger numbers were realized by programs that offered employment and entrepreneurship training to youth, while programs that included or counted youth who actually secured employment were generally more limited. Overall, there was a wide range of youth participants by program type, those that involved more direct engagement; i.e. workplace learning or access to microfinance loans, tended to include the fewest participants.

HEALTH

Non-USAID health programs reached anywhere from 1,620 youth to 50,000 youth. Programs that utilized universities for programming tended to reach a wider audience, along with national campaigns. **USAID health programs** included many separate campaigns with different IPs and differing numbers of youth engaged. Individual campaigns within a program range from 50 youth to around 28,000 youth. In both **USAID health programs and Non-USAID health programs**, more youth were reached through

information campaigns and less were reached through hands on engagement, though the depth of engagement differs.

SUMMARY

A few common themes in terms of numbers of youth participants emerged across sectors and USAID/Non-USAID programs. Overall, the scale of programs was most related to the types of experiences it offered to youth, which were wide ranging.

- Programs oriented around trainings, awareness campaigns, or informational campaigns reached the most youth
- Integration into existing institutions aided reach and sustainability: more youth could be targeted over multiple years in the same spaces
- Greater depth of engagement tended to mean fewer youth participants

CHARACTERISTICS OF YOUTH PARTICIPANTS BY SECTOR

EDUCATION AND YOUTH

Among **USAID Education and Youth programs**, the greatest number of programs mentioned some form of special attention to including women in the program (four of seven programs). Three programs each noted that programs targeted refugees, out-of-school youth, youth with disabilities, and at-risk/marginalized youth. For **Non-USAID Education and Youth Programs** there was scant evidence of youth characteristics targeted by programs, which may also be due to fewer detailed evaluation/assessment reports being reviewed than for USAID programs. However, some programs emphasize inclusion or access of youth with disabilities, marginalized youth (including girls), and refugees – there were youth programs that specifically tailored programming to serve refugee populations in camps.

DEMOCRACY, RIGHTS, AND GOVERNANCE

Non-USAID DRG projects often focus on all youth in Jordan, without mention of targeted characteristics. However, projects that did focus in on specific youth cohorts tended to implement programs aimed at Syrian refugees. Programming addressed social cohesion in communities or aimed to include vulnerable youth. A few programs distinguish separate programming for boys and girls. The **USAID youth DRG programming** targeted a wide range of youth. The CEPPS program, through National Demographic Institute (NDI), targeted mostly female youth that were potential or current candidates for office, as well as for the parliamentary internship program for women. Through IRI, the CEPPS program engaged people with disabilities for advocacy and communication strengthening, and endeavored to engage hard-to-reach women in politics. The Rule of Law and Public Accountability Strengthening Project focused on disadvantaged female populations and connected people with disabilities with legal services. The CEP program specifically targeted communities with large refugee populations. **USAID and Non-USAID** DRG programming for youth overlap in their focus on refugee youth and in offering distinct programs for boys and some programs that specifically target girls, though most programs incorporate both genders. Though one program distinctly mentioned inclusiveness to youth with disabilities, there was little documentation of efforts to specifically include youth with disabilities in civic engagement programming.

ECONOMIC AND WORKFORCE DEVELOPMENT

A few **USAID EWFD youth programs** targeted adults, which included youth in the population served, or changed course after a program began to more closely target youth. A majority of programs aimed to include women, some prioritized women's participation, though literature detailing whether these targets were realized was sparse. Refugee populations were usually included, but not targeted – though a few programs intended to target percentages of refugees among their participants. **Non-USAID EWFD youth programming**, targeted a range of youth for inclusion in programs. Most common was a stated focus on including women, then graduates (of TVET, community college, or secondary school) who are unemployed. A couple programs specifically called out a focus on refugees and host communities (with high refugee populations). Only one program directly stated an intention to include youth with disabilities in their WFD programming (UNICEF). Overall, **USAID EWFD programs** seemed to have a stronger focus on training youth in school settings (secondary, TVET, tertiary), whereas **Non-USAID programs** offered more

programs that also targeted these youth, but also more directly solicited youth who had graduated, but remained unemployed. Assisting women in the WFD space was a goal across programs funded by USAID and others. Versus other sectors, e.g. education, there was limited focus on youth with disabilities, as was also true in civic engagement programs.

HEALTH

Very little information was found on specific characteristics of youth targeted by **non-USAID youth health programs**. Two programs, one funded by UNHCR and one funded by UNFPA, focused on vulnerable and at-risk youth. Materials reviewed on **USAID health programs** did not indicate specific characteristics of youth engaged, beyond gender. Some programs specifically young men, others targeted females, with further specification of: pregnant women, women with young children, women of reproductive age. Additionally, the review uncovered programs that targeted both men and women, engaged couples and newlyweds. **Both USAID and non-USAID health programs** lacked detail of participant characteristics. However, of the characteristic details found, some **USAID programs** were shown to target both men and women for the integration of female empowerment and male engagement whereas **non-USAID health programs** focused on vulnerable and at-risk youth, but whether or not they were targeted by gender was unspecified in reviewed program documents.

SUMMARY

Without access to program statistics that detail the precise composition of youth participating in the many identified programs, the characteristics of those served remain incomplete. However, it seems that by sector, there are some preliminary takeaways that may be worth examining in future programming. Documents describing education programs were the most articulate in detailing multiple populations served: youth with disabilities, out-of-school youth, men and women, and inclusive of refugees and vulnerable populations. Although these same characteristics were introduced in programs in DRG and EWFD were less focused on this fuller inclusivity along multiple dimensions. Women were specifically noted in nearly all EWFD programs and specialized programs to encourage women's civic participation were present, but less intersectionality with youth with disabilities. As might be expected with health programs, there were greater distinctions made within gender-specialized programs, e.g. training targeting pregnant women, or newlyweds.

AGE RANGE OF YOUTH BY SECTOR

EDUCATION

In both **USAID and NON-USAID Education and Youth programs**, age appears to be tailored to programming rather than blanket following of "youth" age definition (which makes good sense). Apart from programs targeting basic education in general (i.e. grades 1-10), programs targeted youth aged 10-29 (USAID) and 10-32 years old (Non-USAID).

DEMOCRACY, RIGHTS AND GOVERNANCE

Of **Non-USAID** DRG programs, around half include younger youth (under 15), and half cater to older youth. Those that include younger youth often focus their efforts to youth only up to around 25 years old, and focus the programs on life skills, such as conflict management, and creating safe spaces for youth. Programs that start at adulthood, at 18, tend to include youth up to about 30 years old, and focus on civic participation and community work. Overall, programs tend to service youth aged 12-30 years old. Other programs focus specifically on university students. **USAID** DRG programs target a range of age groups, starting with youth in high school ranging to 30-year-olds. Overall, programs worked with youth in high school and 18+ youth. Between **USAID and non-USAID programs**, non-USAID programs incorporated youth under 18 more in their programming. The 18–30 year-old age range was a common target for both USAID and non-USAID programs.

ECONOMIC AND WORKFORCE DEVELOPMENT

USAID EWFD projects with ties to work, job placements tend to be 18+; other projects operating in schools are at secondary and/or tertiary levels (university, community college, TVET). No programs mentioned below grade 7 youth. Among **Non-USAID EWFD programs** the focus on adults, 18+ more

ubiquitous in WFD sector programs. However, there were a few exceptions, e.g., Social Innovation labs (UNICEF). Many programs that were 18+ did not state upper age cut-offs.

HEALTH

Of the **non-USAID youth health programs** that indicated the age of youth participants targeted, all but one program encompassed 18–24 year-olds. One program, Healthy Kitchen Project worked in schools and targeted 6–12 year-olds. The full range of youth included in programming was 6 to 30 years old. **USAID youth centered health programs** targeted adolescents, 18+ youth, and university students. From the program documents reviewed, there was no conclusive age group that all programs focused on. While **both USAID and non-USAID programs** offered programs for younger youth, a majority of youth health programming efforts were focused on youth ages 15-29, especially youth in universities (18+).

SUMMARY

While there was at minimum one program in each sector that targeted younger youth (below age 15), programming for youth offered more opportunities for older youth, especially 18 years and older. Education and Civic Engagement presented more programming aimed at younger ages – but this programming was often presented quite apart from programs for older youth. Whereas WFD and Health offered the fewest options for younger youth.

PROGRAM GEOGRAPHY BY SECTOR

EDUCATION AND YOUTH

There were few details in available literature. Targeting commonly focused on marginalized communities, with some **USAID Education programs** (two of seven) specifying further targeting at the neighborhood level. In **Non-USAID Education programs** geography was only mentioned in relation to programs with a specific focus on refugee populations, which dictated the geographic attributes of the program.

DEMOCRACY, RIGHTS, AND GOVERNANCE

About half of **non-USAID** DRG programs focus on specific governorates, and the other half focus nationwide. The programs that focus on specific governorates tend to focus in Amman, Zaraq, and Mafraq. **USAID** DRG programs range from a national focus to specific community focus. Some programs, such as CEPPS, included components that targeted poorer populations. Both **USAID and non-USAID** DRG programs focus nationwide and in specific governorates. For programs focusing on specific governorates, the most common governorates are Amman and Mafraq.

ECONOMIC AND WORKFORCE DEVELOPMENT

Among **USAID EWFD projects** No clear message on geography, tailored to program factors or educational institutions, Youth Finance did target "poverty pocket" Madaba. In **Non-USAID EWFD programs** when a geographic focus was mentioned, common distinctions were: high poverty/ high unemployment areas; areas with large refugee populations (host communities) – with at least one program operating within refugee camps. There were also a few programs that served multiple countries in the region, e.g. UNDP Youth Employment Generation Project in Arab Transition Countries.

HEALTH

One **non-USAID youth health program** focused their efforts nationally, while the other programs that listed specific geographic focuses targeted specific governorates. Of those listed, Amman was the most reached by programs, along with Irbid and Mafraq. Very little information was found regarding specific geography of **USAID youth health programs**. Two initiatives under JHCP were national level campaigns, while others focused on specific governorates, though none indicated a crossover of programming in specific governorates. **Both USAID and non-USAID health programs** were focused on different regions, though campaigns that tended to be nationally focused, and programs and initiatives focused on specific governorates.

SUMMARY

It was difficult to assess geographic reach of programming beyond the factors common to Jordan; that is, that a majority of the population and programming is centralized in Amman. However, several programs endeavored to purposefully seek out "poverty pockets," communities with high refugee populations, and

other markers of vulnerable populations. Health and DRG both feature more national campaigns (for awareness and information, respectively), with additional components offered at the regional or community level. Programs that operated in school settings, whether secondary, TVET, college, or university-levels were naturally located in relation to these institutions. Beyond these efforts, the central region and key regional cities tended to be most often cited in program documents.

ANNEX C: FULL LISTING OF REFERENCES AND REPORTS UTILIZED

REPORTS REVIEWED

SOURCE	CITATION
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3	GH Tech Bridge II Project. (2012). *USAID/Jordan: Health Systems Strengthening II Midterm Evaluation.*
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5	*Jordan's National Employment Strategy 2011-2020.*
6	FHI 360. *Jordanian Civic Activists Toolkit II: Case Studies of Jordanian Advocacy Campaigns.*
7	Abt Associates. (2017). *Knowledge, Attitudes, and Practices toward Family Planning and Reproductive Health among Married Women of Reproductive Age in Selected Districts in Jordan.*
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11	Social Impact, Inc. (2019). *USAID Jordan YouthPower Rapid Assessment Final Report.*
12	*Audit of USAID/Jordan's Youth for the Future Program.* (2013). Cairo.
13	Global Communities. (2019). *USAID YouthPower Quarterly Report January–March 2019.*
14	*Youth for the Future Final Report 2009–2014.*
15	*Health Sector Project Profile: Jordan Health Communication Partnership.* (2011).
16	*USAID/FINCA Youth Finance Program Final Report.* (2015).
17	Integrated Services Indigenous Solutions. (2014). *Final Performance Evaluation of the USAID/Jordan Youth for the Future (Y4F) Project.*
18	*Skills for Life: Improving Employment Outcomes for Youth: Conference Report.* (2014).
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20	Royal Scientific Society. *Rapid Assessment Report on the Youth Leadership Centre.*
21	ConsultUS-Mena. (2012). *Mid Term Review of Economic Opportunities for Jordanian Youth Project (INJAZ III) Program Final Report.*
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27	Democracy International, Inc. (2013). *Jordan Rule of Law and Anti-Corruption Assessment.*
28	Management Systems International. (2018). *Consortium for elections and Political Processes Strengthening (CEPPS) Program Evaluation Report.*
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31	International Youth Foundation. *Youth for the Future Annual Report October 1, 2013 – September 30, 2014.*
32	International Youth Foundation. *Youth for the Future Quarterly Report July 1, 2014 to September 30, 2014.*
33	International Youth Foundation. *Youth for the Future Quarterly Report April 1, 2014 to June 30, 2014.*
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53	DAI. (2015). *Jordan Workforce Development Project: Workplan – Year 1 (Sept 2014 to Sept 2015).*
54	DAI. (2015). *Jordan Workforce Development Project: Year 1 Progress Report September23, 2014 - September 30, 2015.*
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SOURCE	LINK
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OR3	https://www.youthpower.org/usaid-youthpower-jordan-activity
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OR5	https://www.iyfnet.org/initiatives/youth-future
OR6	https://newsroom.cisco.com/feature-content?type=webcontent&articleid=4586189
OR7	https://partnerships.usaid.gov/partnership/jordan-health-communication-partnership-jhcp
OR8	https://www.tetratech.com/en/projects/jordan-rule-of-law-program
OR9	https://www.usaid.gov/jordan/fact-sheets/rule-law-and-public-accountability-strengthening
OR10	https://www.usaid.gov/jordan/fact-sheets/consortium-elections-and-political-process-strengthening
OR11	https://www.yesprograms.org/countries/jordan
OR12	https://devtracker.dfid.gov.uk/projects/gb-gov-3-pmn-joa-100051
OR13	https://devtracker.dfid.gov.uk/projects/gb-gov-3-pmn-bipb-joa-1741001
OR14	https://devtracker.dfid.gov.uk/projects/gb-gov-3-pmn-bipb-joa-1741003
OR15	https://devtracker.dfid.gov.uk/projects/gb-gov-3-cssf-06-000016
OR16	https://www.gov.uk/government/news/uk-aid-to-equip-young-jordanians-with-skills-for-modern-workforce
OR17	https://www.fhi360.org/projects/jordan-drive-read-dtr
OR18	https://jo.usembassy.gov/ambassadors-youth-council/
OR19	https://www.bmz.de/webapps/flucht/index.html#/en/aus_der_praxis/projekt_kick_for_hope_jordanien
OR20	https://www.ilo.org/beirut/media-centre/news/wcms_714078/lang--en/index.htm
OR21	https://drc.ngo/news/one-of-the-world-s-most-ambitious-multi-stakeholder-partnerships-to-empower-25-000-young-jordanians-and-syrian-refugees-in-jordan
OR22	https://www.jordantimes.com/news/local/multi-stakeholder-partnership-seeks-empower-25000-young-jordanians-syrian-refugees
OR23	https://www.euneighbours.eu/en/south/stay-informed/news/jordan-eu-funded-youth-leaders-project-launched
OR24	https://uil.unesco.org/case-study/effective-practices-database-litbase-0/norwegian-refugee-council-youth-programme-jordan
OR25	https://www.meda.org/jvl
OR26	https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/z021022001
OR27	http://www.bdc.org.jo/youth_entrepreneurship__career_path_program.aspx
OR28	https://www.oecd.org/dev/inclusivesocietiesanddevelopment/youth-issues-jordan.htm

OR29	https://www.boeing-me.com/en/news-and-media-room/news-releases/2019/january/boeing-and-efe-jordan-expand-partnership.page?
OR30	http://jefe.jo/index.php/en/our-programs
OR31	https://americana-group.com/careers/youth-potential-initiative/
OR32	https://www.usaid.gov/jordan/fact-sheets/usaid-non-formal-education-program
OR33	https://www.usaid.gov/news-information/frontlines/july-august-2017/meet-teachers-going-above-and-beyond-give
OR34	https://2012-2017.usaid.gov/jordan/press-releases/feb-7-2016-united-states-launches-47-million-non-formal-education
OR35	https://jordantimes.com/news/local/usaid-initiative-promises-train-6000-job-seekers
OR36	https://rhas.org.jo/annual-report/2018/en/mobile/index.html#p=31
OR37	https://cdn1.sph.harvard.edu/wp-content/uploads/sites/112/2020/03/landscape-analysis-final-28-feb-2020.pdf
OR38	https://www.jordanriver.jo/en/programs/training-success/youth-and-social-innovation
OR39	https://www.unicef.org/innovation/stories/empowering-new-generation-innovators-jordan
OR40	https://projects.worldbank.org/en/projects-operations/document-detail/p105036
OR41	https://www.brookings.edu/research/youth-employment-in-the-middle-east-and-north-africa-revisiting-and-reframing-the-challenge/
OR42	https://www.ilo.org/beirut/projects/wcms_235317/lang--en/index.htm
OR43	https://www.kafd.jo/en/program/career-guidance-and-alumni-offices
OR44	https://drosos.org/en/projekte/taalam-vocational-counselling-and-skills-development-for-young-adults/
OR45	https://rdpp-me.org/phase-i
OR46	https://en.unesco.org/fieldoffice/amman/youth-empowerment-project
OR47	https://en.unesco.org/sustainingqualityeducationpromotingskillsdevelopment%20foryoungsyrianrefugeesinjordan
OR48	https://www.edraak.org/en/about-us/
OR49	https://childfriendlycities.org/jordan/#:~:text=the%20greater%20amman%20municipality%20(gam,to%20children%20in%20greater%20amman.
OR50	https://lazordfoundation.org/history/
OR51	https://www.questscope.org/en/our-impact/juvenile-justice/civic-engagement
OR52	https://www.questscope.org/en/our-impact/entrepreneurship/youth-center
OR53	https://www.unfpa.org/data/transparency-portal/unfpa-jordan
OR54	https://oasis500.com/en/
OR55	http://ruwwad.ngo/index.php/areas/youth
OR56	https://www.ilo.org/employment/areas/youth-employment/wcms_458221/lang--en/index.htm
OR57	https://silatech.org/jordan/

OR58	https://www.iyfnet.org/country/jordan
OR59	https://news.microsoft.com/en-xm/2016/01/11/youth-employment-in-middle-east-and-africa-receives-a-boost-as-microsoft-partners-with-udemy-2/
OR60	https://www.bibalex.org/he_funding/donors/details.aspx?id=88
OR61	https://www.ilo.org/beirut/projects/wcms_364065/lang--en/index.htm
OR62	https://www.creativeassociatesinternational.com/past-projects/jordan-education-reform-support-program/
OR63	https://jordan.savethechildren.net/news/school-career-program-recongizes-200-school-counselors-jordan
OR64	https://jordan.savethechildren.net/news/life-skills-through-sports-permeates-daily-life-two-boys
OR65	https://jordan.savethechildren.net/news/more-100-physical-education-teachers-recognized-developing-life-skills-through-sports
OR66	https://www.dai.com/our-work/projects/jordan-workforce-development-wfd-project
OR67	https://www.unicef.org/jordan/stories/makani-centres-safe-space-learn-and-make-new-friends
OR68	https://jordanlens.org/
OR69	https://www.oecd.org/dev/inclusivesocietiesanddevelopment/ywbpr_jordan_annex_programme%20_mapping.pdf
OR70	https://childfriendlycities.org/wp-content/uploads/2017/11/1.-jeel-962-concept-note-english.pdf
OR71	https://www.gov.uk/government/news/uk-aid-to-equip-young-jordanians-with-skills-for-modern-workforce

ANNEX D: MOST SIGNIFICANT CHANGE SELECTION PROCESS

SELECTION PROCESS

Round 1 Selection

Youth researchers conducted the first round of selection, reviewing all the stories and scoring them in an Excel workbook against a standard selection criteria. Criteria for this first round included the following:

- Depth of the change (30% of the score) – amount of impact in a particular area or individual
- Breadth of the change (20%) – range or extent of the change, including the number of areas or individuals affected
- Sustainability (20%) – degree to which the change is expected to continue or lead to long-term effects
- Connection to USAID programming (15%) – the extent to which the USAID program is a factor in the change, and how well the story connects to USAID program activities
- Level of detail (15%) – how well the respondent addressed the various areas of MSC: what was the change, how did it happen, before/after scenarios. Not merely length

These selection criteria were determined by the research team in consultation with the research coordinators, based on a rolling review of incoming data. The criteria were intentionally developed to apply to stories across all programming sectors for comparability.

Each story was then reviewed and scored by a pair of youth researchers to receive a final score. All scores were compiled and compared to identify the top 10 stories in each sector. The team also addressed some differences in scoring approaches across pairs; some pairs systematically scored lower than others, and so a revised scoring weight was assigned to correct for unusually low scores due to this inconsistency. Ultimately, 45 stories were advanced (10-13 in each sector) based on these weighting scorings.

Round 2 Selection

USAID and IP representatives from the programming sectors participated in a series of selection committees. Each committee reviewed the pool of stories that had been advanced in that sector. Each selection group developed their own criteria for defining the most significant stories in that sector. Based on their own criteria, each group reviewed their assigned stories and identified the top two to four stories in their sector. Round 2 ultimately yielded 14 stories across the four sectors, as shown in the table.

		South	North	Center	Total
Education and Youth					
	Female		1		1
	Male		1	1	2
DRG					
	Female		1	1	2
	Male		1		1
EWFD					
	Female	1	1		2

	Male	1	1		2
Health					
	Female				
	Male	3	1		4
TOTAL		**5**	**7**	**2**	**14**

Verification Process for MSC Finalists

The MSC technique recommends conducting verification of finalist stories for two reasons:

1. Verify the accuracy of the facts shared, as the stories that are identified as the most significant will be the subject of attention from both staff and funders. Stories have a risk that the reported changes may be deliberate fictional accounts, designed to save time or gain recognition; may describe real events that have been misunderstood; or may exaggerate the significance of events.
2. Capture additional information about the story, to better represent the changes and provide a full exploration of the most significance change.

After Round 2, the research team reviewed the 14 finalist stories and noted areas where additional information or clarification would strengthened reviewer's understanding of the MSC and its effect on participants. Assistant coordinators contacted all respondents and successfully completed follow-up interviews with 11 of the 14. These more detailed versions of the stories were shared with the final Selection Committee.

Round 3 Selection

The final selection round committee included USAID representatives from across programming teams. Most had not participated in prior rounds. As before, the committee reviewed the stories beforehand, decided on a common selection criteria, and then applied it to the batch of 11 final stories. This processed yielded a top story for each programming sector and a top story overall.

SELECTION ANALYSIS

An important part of MSC is to capture information on what different stakeholder groups value, and why. Understanding value structures of different groups can identify discrepancies between the goals of stakeholder groups or underscore commonalities. By reviewing the different selection criteria used by different stakeholder groups, USAID/Jordan gains a better understanding of what determines a "significant" change to inform future programming.

The selection criteria for Rounds 2 and 3 are listed below. Round 1 is not included because the criteria were standardized across all stories by the research team and not developed through a selection workshop.

Sector	Selection Criteria
Economic and Workforce Development	• **Dramatic change:** demonstrates major changes, overcoming large challenges or significant changes such as breaking taboos • **Impact on others:** extent to which the change influenced others • **Sustainability of the change:** duration of employment or commitment

	• **New career/income generation:** examples of being employed or engaging in business or job creation
Health	• **Individual-level change:** base level is soft skills/confidence; higher level demonstrates transferring skills into action • **Community-level change:** base level is transfer of skills/knowledge to others; higher level is broader success in causing change in a community • **Policy impact:** base level is seeking support from decision makers; higher level is developing advocacy actions
Democracy, Rights, and Governance	• **Knowledge/attitude/behavior/perception change:** changes in attitude or knowledge or taking part in a less-common action in society • **Effect on others:** impact on other people • **Change/increase opportunities:** increases both DG and other sectors • **Empowerment:** pursues changes for themselves or society and continue to pursue personal change
Education and Youth	• **Change in external support:** positive reinforcement from others • **Individual positive change:** confidence, attitude, behavior (6 C's) • **Access to further education:** cultural, formal and informal, skills and knowledge • **Advanced employment/opportunities:** gained employment or improved prospects/activity in employment sector
Round 3 (Final)	• **Personal change:** hard/soft skill acquisition; agency/confidence to apply the skills, knowledge, behaviors, etc., gained. Higher level provides concrete examples. • **Community change:** contributions to your community, changing the enabling environment. Focus on empathy and reaching outside yourself. • **Sustainability:** scale/reach, and longer-term effects of the change; depth of the change and resonance • **Other:** any unexpected positive changes

Round 2 sector-oriented committees (understandably) tended to include criteria that reflect changes specific to their sectors: income generation for EWFD; education for youth and education; and evidence of advocacy actions for health programming.

Across sectors, every sector identified some form of significant personal change as an important component: demonstrating changing learning into action, increased confidence, etc. Other cross-cutting changes included extending the change to impact on others in the community or more broadly (only youth and education did not include this as a specific criteria); as well as sustainability of the change (raised in three areas specifically, with cross-over elements in health and youth and education.

The Round 3 selection criteria aligned well with criteria in previous sectors, though this round included cross-cutting stories and do did not have sector-specific criteria. In general, USAID stakeholders seemed to seek out concrete examples of significant personal change but valued even more highly demonstrations of those changes extending to the community level or higher levels of depth. This meant that stories of

participants who had longer to demonstrate changes tended to be viewed as more significant, as they were more likely to demonstrate longer-term change or broader effects.

ANNEX E: DATA COLLECTION INSTRUMENTS AND INFORMED CONSENT

Included below are the protocols for the key informant interviews and survey:

Tracking Information

Interview ID Number: _____ Date:_____

Interviewer: _____ Notetaker:_____

Program name: _____ Respondent Location: _____

Sex: Male_____ Female___ Non-binary or choose not to identify_____

Introductions and Informed Consent

Consent protocol will be read by the interviewer.

Thank you for taking the time to speak with us today. My name is _____ and this is my colleague _____. We are here on behalf of Social Impact, a US-based research organization working with the USAID Jordan Mission to conduct a study on the long-term impacts of participation in youth activities. We are hoping to learn from the experiences of those who have taken part in youth activities in order to improve future USAID programming for youth in Jordan. Social Impact is a fully independent evaluation firm, not directly associated with USAID.

You have been chosen to take part in this study because you participated in a USAID-funded youth activity. If you elect to participate, we will ask for one hour of your time. During this time, we will conduct an interview that will ask you questions about your life, education, career, and your participation in youth programs. Some questions will be open-ended, and others will have multiple options for you to choose from. You do not have to answer any question you do not wish to, and you are always welcome to ask for clarification when there is a question that is not clear.

To ensure we capture what you tell us, my partner will take notes, but we would also like to audio record the interview and mark your answers to some questions on an electronic tablet. If you do not wish to be audio recorded, we can take notes by hand and you can still participate in the study. These recordings will be accessible only to the research team and will be deleted after the report is finalized.

When we prepare our report, we would like to feature individual stories and quotes from some of the interview participants in order to highlight the personal opinions and experiences of those who took part in youth activities. We would put names and pictures next to these stories and quotes. If you are not comfortable having your name or picture attached to a story or quote from your interview, we can still include your interview but it will be analyzed anonymously with all the others and not have your name or any identifying information attached.

Participating in this study is entirely voluntary. You are free to decline participation now or at any time during the study, and doing so will in no way effect your ability to access any USAID activities or

government services. There are no particular benefits or risks to you for participating besides the transportation stipend that has been given.

If you have any concerns, you may contact the study coordinator [NAME] at EMAIL or PHONE, or the Social Impact Institutional Review Board at irb@socialimpact.com or +1 703 465 1884 with questions about the study or results. Do you have any questions?

B1. Do you agree to participate in this interview? _____ Yes _____ No
B2. Do you agree to be audio recorded? _____ Yes _____ No
B3. Do you consent to us sharing stories or quotes from Your interview in our report with your name? _____ Yes _____ No
(Reiterate that other information will not be shared.)
B4. Do you consent to us sharing your picture in our report? _____ Yes _____ No
B5. Are you over the age of 18 years old? _____ Yes _____ No

Even if you agreed to share your story, quotes, name, or photo, you can change your mind at any time before, during, or after the interview.

Data Collection Tool

NO.	KEY INFORMANT INTERVIEW PROTOCOL	RQ
	Program Participation	
N/A	*We got in touch with you because you participated in the [PROGRAM NAME] in [YEAR]. This activity was run by [ORGANIZATION NAME]. For the next several questions we would like to ask about this program.*	N/A
1	Do you remember participating in [PROGRAM NAME]? (NOTE FOR RESEARCHERS: If not, share some background details of the program). Can you tell us about what types of activities, events or projects you did when you were part of [PROGRAM NAME]?	1,4
2	How often did you go to the [PROGRAM NAME] activities, events, or projects?	1,4
3	What was your favorite thing about [PROGRAM NAME]? What, in your opinion, were the most positive or successful elements of the program?	4
4	What was your least favorite thing about [PROGRAM NAME]? What, in your opinion, are some improvements that the program could make to be more successful?	4
5	Did [PROGRAM NAME] help you develop any skills? If yes, what skills? How did the program help you develop these?	2,4
6	Apart from [PROGRAM NAME], did you participate in any other program(s) for youth? If yes, please share what you remember about these program(s): What was the name of the program(s)?; What organization or group ran the program(s)?; What types of activities did the program(s) offer?; How long were you part of this program(s)?	1,4
	Most Significant Change	

N/A	*Since first joining [PROGRAM NAME], you have likely experienced many different types of changes, great and small, positive and negative: changes in your education; your employment or ability to earn, save and spend money; your family and others you associate with; what you know about and how to manage your health; the community in which you live or work; or how you spend your time. Please take a moment to brainstorm some of the changes you have experienced.* *NOTE FOR RESEARCHERS: Pause for 1-2 minutes to allow the respondent to brainstorm; as needed, you may check in with the respondent and ask if they need more time or have any questions.*	N/A
7	From the changes you thought about, what has been the single MOST SIGNIFICANT change? Why is this change most significant to you? When you respond, please tell us a story about this change, describing: What your life was like before the change; what was the change; and what your life is like now. *NOTE FOR RESEARCHERS: Give respondents adequate time to think about their changes and to share. If they appear to struggle in thinking of a change, you may share your own example of change or other notes to help respondents:* ● *You decide what makes a change significant to you or not* ● *Change may be positive or negative* ● *Areas where you may have experienced changes may include: education, professional/economic, civic participation, health, or other.* *You should also make sure to ask probing questions as needed so that respondents include all desired details in the MSC story:* ● *What changed? Please provide as much detail as possible.* ● *WHO was involved in the change?* ● *What your life was like before the change?* ● *What your life is like now?* ● *Why is this significant to you?*	1,2,4
8	Thinking about the most significant change that you described, what factor(s) do you think contributed to making the change happen? *NOTE FOR RESEARCHERS:* ● *Prompt (if not mentioned): [Program name] contribution, if any, to the change* ● *If respondents appear to struggle in thinking of contributing factors, you many share notes to help: These factors may be personal, family, friend or community-related, be tied to schools, places of work government institutions or policies, etc.*	1,2,4

NO.	SURVEY PROTOCOL	RQ
	Demographic Information	
N/A	*For the next few questions, I want to ask you a bit more about yourself.*	N/A
9	What is your current age?: _____	All
10	In what type of location have you spent the most years of your life? • Rural village • Small city or town • Outside of a large city • Large city • Chose not to respond	All
11	What is your current marital status? Please select one: • Single • Married • Widowed • Other • Chose not to respond	All
12	Do you have children? Please select one: • Yes • No • Other (please describe) • Chose not to respond	All
	Sector-Specific Outcomes	
N/A	*Now I want to ask about your opinions and experiences related to a few key areas of life: education, work, engagement in your community, and health.*	N/A
13	Which, if any, of the following factors have helped you as you work towards your goals related to education, work, engagement in your community, or health? Please select as many as apply to you: • Family support • Adult (non-parent) support • Friend or peer support • Community influence/support • Participation in youth or community programming • Educational or school support • Professional or training opportunity • Laws or policies that help youth • Other: please describe • Chose not to respond *NOTE FOR RESEARCHERS: A helpful way to prompt this and similar "close-ended" questions is to say to respondents: I am going to read a list of responses, and for each one*	1,4

	you can tell me Yes/No if this applies to you. Please also feel free to add additional responses even if they are not on this list ("other" category).	
14	Which of the factors that you indicated above has been the most important in helping you work towards your goals, and why? Please share an example of how this has helped you. *NOTE FOR RESEARCHERS: For this and similar "follow-on" questions, it may be helpful to read back the responses chosen from the list above.*	1,4
15	What, if any, problems or barriers have you faced as you work towards your goals related to education, work, engagement in your community, or health?	3
16	Which, if any, of the following skills have helped you as you work towards your goals related to education, work, engagement in your community, or health? Please select as many as apply to you: ● Thinking skills (for example: problem-solving, decision-making) ● Emotional or behavior skills (for example: self-control, responsibility, motivation) ● Positive identity (for example: self-esteem, goal setting, optimism about the future) ● Social skills (for example: ability to work in groups, trust and empathy for others) ● Communication (for example: can express yourself verbally or in writing) ● Leadership skills (for example: planning, group conflict management) ● Other: please describe ● Chose not to respond	2,4
17	Which of the skills that you indicated above has been the most important in helping you achieve your goals, and why? Please share an example of how this has helped you.	2,4
N/A	*Next, I want to ask you specifically about <u>education.</u>*	N/A
18	What is your current educational status? Please select one: ● School uncompleted (dropped out before high school) ● High school completed, no tawjihi ● High school completed, tawjihi passed ● Professional training or vocational degree ● Some university experience ● Bachelor's degree completed ● Master's degree completed ● PhD degree completed ● Currently a student (please describe place of enrollment) ● Other (please describe) ● Chose not to respond	1,4

19	In your opinion, what types of problems or barriers to education do you and your friends or peers typically face? Please select as many as apply to you: ● Personal obstacles (discouraged or demotivated by previous experiences) ● Safety obstacles (not safe to move around, cannot reach school or university) ● Quality obstacles (poor quality of education in schools, desired subjects not available, etc.) ● Lack of access (no access to counselors, vocational teachers, etc.) ● Financial obstacles (difficulty paying for school or materials such as books, uniforms, etc.) ● Policy obstacles (laws, bureaucracy) ● Social obstacles (expectations of family or others in the community, limitations on females) ● Other: please describe ● Chose not to respond	3
20	Among those indicated above, which is the biggest problem or barrier, and why? Please share an example of how this problem or barrier has impacted education for you or for your friends or peers?	3
N/A	*The next several questions are about employment:*	N/A
21	Are you currently employed or do you currently have a source of income generation (for example, own a business or irregular work for someone)? Please select one: (*NOTE FOR RESEARCHERS: If no, skip to question 24*) ● Yes ● No ● Other (please describe) ● Chose not to respond	1,4
22	If you are currently employed, which of the following most accurately describes your employment status? Please select one: ● Full-time ● Part-time ● Seasonal worker ● Self-employed/entrepreneur ● Chose not to respond	1,4
23	If you are currently employed, do you have a contract with your employer? Please select one: ● Yes ● No ● Other (please describe) ● Chose not to respond	1,4

24	In your opinion, what types of problems or barriers to employment do you and your friends or peers typically face? Please select as many as apply to you: ● Personal obstacles (discouraged or demotivated by previous experiences) ● Safety obstacles (cannot reach workplace, workplace itself unsafe, etc.) ● Quality obstacles (available jobs are low quality, lack of decent work, no vocational training available, skills needed for employment not taught in schools, etc.) ● Lack of access (no access to career counselors, vocational teachers, mentors, etc.) ● Financial obstacles (paying for transport to work) ● Policy obstacles (laws, bureaucracy) ● Social obstacles (expectations of family or others in the community, limitations on females) ● Other: please describe ● Chose not to respond	3
25	Among those indicated above, which is the biggest problem or barrier, and why? Please share an example of how this problem or barrier has impacted employment for you or for your friends or peers?	3
N/A	*Now, I would like to ask you about engagement in your community.*	N/A
26	Do you take part in any civic, political or other public activities? (*NOTE FOR RESEARCHERS: If no, skip to question 28*) ● Yes ● No ● Chose not to respond	1,4
27	Which types of activities do you engage in? Please select as many as apply to you: ● Volunteering ● Voting ● Participating or holding a leadership position in community organizations ● Helping with community initiatives ● Advocacy campaigning ● Running for elected positions ● Supporting a candidate in their campaigns? ● Other:_____ Chose not to respond	1,4
28	How often do you take part in the civic, political or other public activities that you mentioned above? Please select one: ● Infrequently – Maybe once a year ● Sometimes – Multiple times a year ● Very frequently – I am involved at least every month ● Chose not to respond	1,4

29	In your opinion, what types of problems or barriers to engaging in civic, political or other public activities do you and your friends or peers typically face? Please select as many as apply to you: ● Personal obstacles (discouraged or demotivated by previous experiences, lack of awareness of laws and regulations, not interested in participating) ● Safety obstacles (cannot reach places to engage in activities, afraid of repercussions of participation, etc.) ● Quality obstacles (no training or knowledge of how to engage) ● Lack of access (no access to mentors, professors, community organizations, etc.) ● Financial obstacles (engagement not a priority; must focus on economic issues or financial independence instead) ● Policy obstacles (laws, bureaucracy) ● Social obstacles (expectations of family or others in the community, limitations on females, peers discourage participation) ● Other: please describe ● Chose not to respond	3
30	Among those indicated above, which is the biggest problem or barrier, and why? Please share an example of how this problem or barrier has impacted civic engagement for you or for your friends or peers?	3
N/A	*Finally, I would like to ask you about decision-making and access to information related to your health.* *NOTE FOR RESEARCHERS: For the health questions, the goal is to focus on the aspects of health related to activities implemented by USAID/Jordan-funded projects, specifically: access to accurate information related to health; communication about health; and making healthy choices.*	N/A
31	Have you ever changed any of your health behaviors (nutrition, engagement in sport, prenatal care, reproductive health, dental hygiene, stop smoking, etc.) based on receiving information from the below sources? Please select as many as apply to you: *(NOTE FOR RESEARCHERS: If response is "I have never changed health behaviors", skip to question 32)* ● Visit to health clinic or hospital ● University or other scholastic institution ● Conversation with health professional (for example, doctor or nurse) ● Conversation with trusted adult ● Conversation with friends or peers ● Social media (for example, Facebook) ● Traditional media (for example, television, radio, newspaper, etc.) ● Participation in a health project ● I have never changed health behaviors based on information from any of these sources ● Choose not to reply	1,4

32	Please tell more about the information sources that you feel helped change your health behaviors. What about these sources led to your behavior change? Please select one: ● The health information was convincing ● The health information came from a source that I trust ● The health information was documented in writing ● The health information was communicated clearly ● Many other people demonstrated agreement with the health information ● Other: please describe ● Choose not to reply	1,4
33	In your opinion, what types of problems or barriers to healthy decision-making do you and your friends or peers typically face? Please select as many as apply to you: ● Personal obstacles (discouraged or demotivated by previous experiences, no awareness of services available) ● Safety obstacles (unsafe to get to offices, clinics or hospitals, afraid of repercussions of accessing services, etc.) ● Quality obstacles (low-quality healthcare available, do not trust healthcare services or providers) ● Lack of access (few trusted sources of health information, no clinics, hospitals or specialized services available nearby) ● Financial obstacles (difficulty paying for medical fees or supplies) ● Policy obstacles (laws, bureaucracy) ● Social obstacles (limitations on females, stigma associated with services) ● Other: please describe ● Chose not to respond	3
34	Among those indicated above, which is the biggest problem or barrier, and why? Please share an example of how this problem or barrier has impacted access to health information and services for you or for your friends or peers?	3

ANNEX F: EVALUATION STATEMENT OF WORK

USAID/Jordan Cross-Program Office, Youth Sector Learning Activity:

Retrospective Study of USAID-supported Youth Development Activities in Jordan

I. Overview

According to USAID, 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.[25] Multiple scientific studies have found that high levels of developmental strengths result later in life in (a) lessened risk behaviors; (b) increased academic achievement; (c) increased contributions to school and community; and (d) higher levels of other thriving indicators. By examining a set of defined competencies (see 21st Century Competencies in Figure 2 below) acquired by youth engaged in USAID Jordan programs, and retrospectively collecting stories of education and training, leadership and civic engagement, and employment outcomes, USAID Jordan can better support Jordanian youth realize their potential, grow as healthy adults and be able to contribute effectively to the social, political, and economic development of their country.

Moreover, there is a critical need to better understand youth development in the Middle East, where research on these issues is still being developed, and the region faces an unprecedented growth in youth populations during a time when economic, political and social conditions are in flux. The Search Institute also states that changes in contexts change young people, and it is possible to intentionally change young people's context(s) to enhance their developmental success.

It is also important to recognize that the increase in competencies and other outcomes among youth need to be measured through different stages of development in their lives and will vary depending on which youth population is being targeted. Not all youth are the same and their educational, leadership, community engagement, and employment opportunities will vary requiring different skills, knowledge and behavior support to transition into a successful adulthood.

USAID/Jordan has supported many programs/interventions for youth ages 10-29 years through the Education and Youth Office, Democracy and Governance, Economic Development and Health offices. The strategic focus of the USAID/Jordan education and youth development portfolio is to improve the quality of Jordanian education and services offered to youth through interventions targeting youth learning and skills development practices. These interventions aim at minimizing rote learning, promoting learner-centered approaches, developing skills central to a vibrant private sector and well-governed public institutions, and nurture an educational environment that is conducive to practicing critical thinking, creativity, collaboration and respect for others. Supporting youth civic engagement empowers youth to

[25] Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma Jr, A. (2006). Insights Evidence. Retrieved from Search Institutes Positive Youth Development (youthpower.org).

take an active role in their communities and take part in decision making will help promote good citizenship and active leadership role in their communities and in different spectrums.

In addition, USAID/Jordan has a strong partnership with the Government of Jordan as well as civil society organizations to ensure that youth participate positively in all aspects of life. USAID/Jordan cooperates with the Ministry of Social Development, the Ministry of Education, the Ministry of Youth and Sports, and many other national agencies and civil society organizations. There is also a lot of opportunity for youth programming in Jordan as there is a high USG investment per capita, and high capacity within local research institutions, private sector and the government to support such activities.

II. Objectives & Study Questions

The Retrospective Youth Study will aim to deepen USAID/Jordan's understanding of youth participant outcomes in the last 10 years and focus on participants aged 10-29 years at the time of the intervention. The study will "look back" and engage previous participants and alumni of youth who have engaged in USAID interventions, and collect stories of "developmental transformations" or positive change. This would entail locating a cohort of youth graduates from previous USAID activities, and inviting them to participate in this study. This study will also examine the acquisition and utilization developmental competencies that youth graduates have acquired that they cite as transformative, and/or key to positive outcomes in their personal, professional, or civic life, such as self-efficacy, self-esteem, leadership, community engagement, and civic participation.

The findings will improve USAID's understanding of effective youth development practices with regard to specific sub-populations, such as lower-income young women living in urban areas or young men with lower education attainment living in camps, dropouts, etc. The positive youth development (PYD) model will be used as a framework for defining effective youth development activities, and a framework for identifying the developmental competencies examined in this study will be developed during the scoping mission phase in coordination the Jordan Mission staff. Existing models such as the 21st Century Skills Competencies and other PYD models will be used as starting points.

Most importantly, the retrospective youth study will shed light on the sources of resilience and positive choices made by vulnerable and at-risk youth, sources of motivation toward productive engagement in their communities, and also effective ways of harnessing support of their families and communities over time. An improved understanding of what works in ensuring sustained positive engagement of vulnerable and at-risk young people in Jordan will result in more effective programming and sustained intervention results.

The proposed **Objectives** of this study are as follows:

1. Collect data and stories of "developmental transformations" (positive change) from participants of USAID-supported youth activities over the last 10 years in multiple sectors. The stories will focus on education and employment outcomes, developmental competency acquisition and utilization, leadership, community and civic engagement, and other outcomes related to USAID development objectives. The cohort from whom the stories and data will be collected will be made up of former and current youth participants of USAID-supported activities with a minimum rate of participation to be established during the scoping phase.
2. With direct participation by youth and other stakeholders, analyze the data and stories collected to determine the most significant developmental transformations that produced positive

outcomes in education and training, employment, leadership, or civic and community engagement, and catalogue the perceived barriers to youth achieving their personal, educational, and professional goals.

3. Produce conclusions and recommendations that guide USAID in designing and supporting future youth development activities in Jordan.

The proposed **Study Questions** are as follows:

1. What has become of the many youth who participated in USAID-supported youth activities over the last 10 years in terms of personal, professional, educational, and civic outcomes, and in what ways did participation in USAID-supported or any other youth development activities contribute to these outcomes?
2. What were the most significant developmental skills youth acquired that, in their perception, led (or will lead) to positive outcomes in personal, professional, and civic achievement? In what ways, if any, did participation in USAID-supported youth activities contribute to these transformations such as self-efficacy, self-esteem, leadership, community engagement, and civic participation.
3. What are the most significant barriers to youth achieving their personal, professional, educational, and civic goals in Jordan?
4. What lessons can be learned and recommendations made to guide the future design and implementation of effective USAID-supported youth development activities in Jordan?

III. Process & Methods[26]

To answer the study questions, a mixed-methods approach will be employed. The primary methodology will be modeled on the Most Significant Change (MSC) approach, and augmented by a short survey. Stories of developmental transformation and their outcomes will be collected from a purposefully selected cohort of former and current youth participants of USAID-supported youth programs along with information on their demographics, activity participation rates, educational and professional outcomes, and barriers to success. MSC also involves a participatory process of analyzing the stories through successive review panels of stakeholders. The stories are analyzed through a participatory method that involves a reading and review by successive panels of stakeholders (which in this case may be youth, parents, activity staff, government officials, and USAID staff) who choose a sub-set of the stories that in their view represent the most-significant developmental changes that enabled positive personal, educational, and professional outcomes.

[26] ***Methodological Note:*** *It should be noted that the MSC method focuses on positive change; the stories are analyzed for the variety of pathways to success as well as their commonalities to distill some best practices. The cohort in this case will represent youth with positive stories. This heavily biases the study findings and obscures other experiences that may provide alternatives to or even counter those collected. The survey is intended to fill in these gaps, although not in the same way as the stories. Since the study is not intended to establish the effectiveness of current or past activities, a focus only on positive stories is not problematic. But if a more comprehensive accounting of experiences is desired, the MSC method may be replaced or augmented by semi-structured interviews and focus group discussions. There are drawbacks, however, as adding them may risk over-complicating and over-burdening the study as well as increasing costs. Replacing MSC altogether will drive the study in a more conventional direction, and while it would produce more diverse and complex results, there would be fewer opportunities for youth and stakeholder participation. Final decisions about appropriate methods will be made during the scoping and inception phases.*

The study will be made further participatory by recruiting youth researchers (YR) from existing USAID-supported youth programs to be trained and supervised as full members of the research team. The YRs will collect the MSC stories and administer surveys to the study cohort members. This approach is appropriate for this study because it provides a simple means of making sense of a large amount of complex information collected from many participants and activities across a range of settings and timeframes. While it does not measure impact or effectiveness of program models, it does establish through mixed-methods and participatory means the range of barriers faced and success pathways taken by cohort members.

To present an example of how this methodology may be implemented, the following description serves an illustration. The approach would first involve the collection of significant change stories by youth researchers (YR) recruited among current and former youth participants of USAID-supported youth development activities. The YRs would also administer a short survey through a tablet collecting cohort demographics, activity participation rates, community and civic participation rates, educational and professional outcomes, and barriers to success. The youth researchers then use a set of criteria they developed themselves to choose a subset of the stories that represent to them the most significant developmental changes. Those stories are then passed on to a panel of current and former youth program staff who go through the same process, but with their own set of criteria for choosing the MSC stories. The smaller set of stories are then passed to a panel of government officials, and then perhaps USAID staff, until a final set of MSC stories are produced. These stories as well as notes from each panel's deliberations form the primary MSC data set.

Cohort Sample[27]

The cohort sample will be drawn from individuals who participated in USAID-supported youth activities between 2009 and 2019 across the education and youth, democracy, rights, and governance, economic development, and health sectors (see Annex A). Sampled individuals will have been between the ages of 10 and 29 when they participated and engaged in single, multiple, or extended participation in relevant youth activities at a minimum rate that will be determined in consultation with USAID Jordan staff and other stakeholders in the scoping phase. The sample will be purposeful in representing gender and geographic diversity, individuals with disabilities, and other characteristics as determined through the scoping and inception phases.

Study Phases

Details of the study design will be finalized in an inception report submitted at the end of Phase 2 of this study (see below). The study will be implemented in the following phases:

1. Scoping Mission & Design Workshop (March/April)

In this phase, MEERS technical staff will visit Amman and work closely with USAID program staff and other stakeholders to review the available information and data on USAID-supported youth programming including monitoring, evaluation, and participant data, and determine an overall sampling strategy. MEERS

[27] **A note on attribution:** The sample will not be representative, but will rather be constructed to represent a diversity of experiences and conditions where possible. The study is not designed to attribute any outcomes reported by cohort members to participation in USAID-supported youth programs, or establish causality between them. The study is designed rather to capture a range of "pathways to success" and distill commonalities and contextual particulars between them.

technical staff will also facilitate a design workshop with USAID and relevant stakeholders in Amman to collaboratively outline the basic approach and timeframe of the study, finalize the sampling process, and begin recruitment of youth researchers.

2. Team Recruitment & Inception (April)

In this phase, local team members will be recruited and onboarded. Once onboarded, the local team will work under the guidance of senior team members with stakeholders to prepare for the cohort sampling and review panel process. In the meantime, senior study team members will produce an inception report that reflects the outcomes of the design workshop and best answers the study questions. This step will also involve initiating the process of obtaining SI and local **Institutional Review Board** approval if the study involves persons under the age of 18 or other vulnerable populations like refugees. Phase 2 will conclude with the submission of a draft inception report detailing the study methodology, sampling approach, draft data collection tools, and workplan.

3. Training, Piloting, & Cohort Finalization (June)

The goal of Phase 3, which will take place in Amman, is A) for the senior study team to train the local research coordinators and YRs in the study methodology, B) finalize stakeholder representatives who will participate in panel reviews, including implementing partner staff, government officials, and USAID staff, and C) hold a design workshop with the stakeholder representatives. The workshop purpose is to involve stakeholder representatives in finalizing the study methodology and process for identifying and recruiting cohort members, and prepare them for the panel review process. During this phase, the study team will also conclude the IRB process by obtaining formal SI and any government and local permissions for including proposed populations and visiting proposed field sites outlined in the inception report. The senior and local study teams will also pilot test and revise the data collection tools in this phase, and officially launch the study.

4. Story & Data Collection (June/July)

In this phase, the study team will work closely with current and former implementing partner and USAID program staff along with the YRs to identify/contact current and/or former participants of USAID-supported youth activities, obtain consent to participate, and collect from each stories of developmental transformation and survey data. The lead and assistant local research coordinators will supervise and guide YRs to conduct a short survey and collect MSC stories from them, forming the study cohort. How the sample is constructed and how stories are recorded (such audio, video, or notes only) will be detailed in the Inception report and reviewed at the design workshop.

5. Analysis: Panel Reviews and Survey Data (June/July)

In this phase, a series of successive panels starting with the youth researchers, and then potentially activity staff, government officials, and USAID staff, will convene to review the stories, distribute them into change domains, and choose a subset that represent the most significant change examples. Each successive panel will review an ever-smaller sub-set of the original stories until a final set of stories are selected and used along with notes from the panel deliberations and survey data to answer the study questions. Notes from the panel discussions will be collected and analyzed to present the justifications at each level for why certain stories represented the most significant examples, and others did not.

To illustrate a potential panel review process, the YRs will review the stories and then through discussion and deliberation based on criteria and "change domains" they developed themselves at the design workshop, select a sub-set of the stories that represent the most significant illustrations of positive developmental transformation. Then a panel of implementing partner staff, who like the YRs developed their own set of criteria for determining the most significant of these stories, subsequently choose a further sub-set of the sub-set of stories chosen by the YRs. The same panel review process might be taken potentially with government officials and then USAID program officers, so that ultimately, a final set of stories—and notes from the panel deliberations--are used to help answer the study questions. A full analysis process and framework will be proposed and finalized in Steps 1 and 2.

6. Reporting & Dissemination (August/September)

In this phase, the study team will produce a report answering the study questions and prepare materials for fieldwork in- and out-briefing to the USAID/Jordan team, and remote and in-person presentations of the final report to USAID, government officials, implementing partners, and other stakeholders. A report outline and dissemination material details will be proposed in Step 1 and finalized in Step 2.

IV. Study Team Members

The team composition is proposed as the following:

Core Study Team

Team Leader: Julie Younes

Ms. Younes has over a decade of experience in youth development programming and evaluation, with specific expertise implementing Most Significant Change (MSC) and managing youth-led research and evaluation. She has worked extensively in the Middle East, including in Jordan. Ms. Younes holds an MA from the Fletcher School of International Affairs at Tufts University in international development, focused on monitoring and evaluation of development programming.

Youth Development Specialist: Amy Porter

Since 2018, Amy has been the Senior Researcher on the USAID Middle East Education Research, Training, and Support (MEERS) contract that responds to on-demand requests from the Middle East Bureau and missions in the region to support evidence-based decision making related to the most pressing education issues in the MENA region. Prior to joining Social Impact, Amy supported multiple international studies as a consultant and received her doctorate in Educational Policy Studies from University of Wisconsin, Madison. Her dissertation examined contemporary understandings of gender and entrepreneurship among youth and included nearly two-years of ethnographic data collection in Dakar, Senegal.

MSC Specialist: Sierra Frischknecht

Ms. Sierra Frischknecht is a Senior Program Manager with Social Impact and brings over six years of experience in monitoring & evaluation with extensive work in youth development and conflict. For the last three years, Ms. Frischknecht has led a large-scale learning partnership with the Young African Leaders Initiative, where she managed multi-country evaluations including participatory approaches such as MSC. She also developed and conducted trainings on MSC for implementing partners, local youth researchers,

multi-national donors, and US government staff. She holds a Master of Global Human Development from Georgetown University, specializing in monitoring and evaluation.

Local Study Team

- Lead Research Coordinator (local) TBD
- Assistant Research Coordinators x 4 (local) TBD
- Youth Researchers x 16 (local, recruited from existing activities) [28] TBD

HQ Management Team

- Project Director: Andrew Epstein
- Project Manager: Catherine Villada
- Project Assistant: Natalie Provost
- Data Analyst: TBD

V. Deliverables & Workplan

Date references are illustrative only and are subject to change depending on the study design outlined in the final inception report and subsequent design workshop.

1. Team proposal (February)
2. Draft Inception Report & Data Collection Tools (pre-design workshop) (March/April)
3. Final Inception Report (post-design-workshop) (April)
4. IRB approval/Government permissions (May)
5. YR Training & Design Workshop (June)
6. Data Collection, weekly field work/panel reports (June/July)
7. Draft report (September)
8. Final Report (October)
9. Dissemination materials (as detailed in Inception Report) (October)

VI. Draft Budget

Item	Amount
Total Salaries and Wages	**98,865**
Total Consultants Labor	**86,800**
Total Travel, Transportation, and Per Diem	**60,674**
Total Other Direct Costs	**48,203**
Total Indirect Costs	**190,132**
Total Estimated Cost	**484,674**

[28] The number of youth researchers here serves as a starting point for further discussion of sample size in Phases 1 and 2, and is based on the following scenario: The four local assistant research coordinators would each lead a team of four youth researchers to collect say 10 stories each, forming a final sample of 160. This would also be the survey sample as well. Until we have an estimate of the total number of youth who participated in USAID activities over the last 10 years, this number remains statistically arbitrary.

Fee	**29,080**
Total Estimated Cost Plus Fixed Fee	**513,755**

Annex A: USAID/Jordan-supported youth development activities over the past 10 years

Education Sector

Non-Formal Education program: Supports out of school and at-risk youth with access to quality education to enrich their education and social outcomes. Activities include training and counseling, recreational activities, and engagement with families and the community at large.

YouthPower: Follows a positive youth development approach to empower youth to act as engaged citizens and productive members of society with the agency to advocate for themselves and to shape services designed to better prepare them to enter higher education, vocational training and the workforce. Activities include youth mapping, implementation of youth led community initiatives and establishment of youth network.

Youth with Potential: Is a Global Development Alliance (GDA) with Americana Food Group to develop life skills, work ethics, and a professional mindset among 2000 at-risk Jordanian youth, to prepare them for the market in the field of food production and hospitality

Youth for the Future (2009-2014): The program helped improve social services and protection for vulnerable youth, with an overarching focus on youth employability and civic engagement. The program worked with public and private sector partners to strengthen the life, employability, and entrepreneurship skills of disadvantaged youth and will build support networks and community-based alliances that bridge disadvantaged youth to mainstream economic and social opportunities.

Supporting Child and Youth Initiatives in Jordan (2014 – 2017): The program first component was Stay In School Activities; whereby support will be provided to continue the campaign to spread the message to children and their parents about the importance of education and of reading in particular.

Achieving E-Quality in the ICT Sector (Phase II) (2004 – 2010): Phase II of the program focused on linking Cisco Networking Academy Program (CNAP) graduates to the ICT job market and ensuring equal opportunities for women's participation in this vital and dynamic sector. Also included establishing an "e-village" initiative in two villages in Northern Jordan to improve the chance of graduates from the rural areas to be linked with the ICT job market.

Education Reform Support Program (ERSP): 2009-2014: The project aimed at supporting the Ministry of Education's reform efforts by reaching 75% of schools, one main component of the project was scaling-up the School-to-Career program to 330 schools to give students the skills they need to participate productively in the workforce,

Economic and Workforce Development Sector

Jordan Competitiveness Project: Supports several activities related to youth engagement and entrepreneurship, including supporting start-ups, jobs placement for recent graduates, upgrade the career guidance offices at three Jordanian universities and provision of technical training.

Economic Opportunities for Jordanian Youth (INJAZ) (ended in 2014): Aimed to enhance the skills of youth and increase their participation in the economy to help bridge the existing gap between the knowledge acquired through education and the skills required by the job market.

Business & Export Development for Jordanian Enterprise (Tatweer): (2005 - 2010): The program second pillar, Maharat, focuses on workforce readiness through various training and internship packages across Jordan and in several major universities.

Maharat Employment and Training Program for Recent Graduates (Tatweer II) (2010-2012): Building the capacity of Jordanian youth as active agents in the economic growth of Jordan, and capacity of Jordanian trainers and service providers to respond to the changing needs of the marketplace. In addition, continue to build a culture of entrepreneurship in Jordan and increase the efficiency and competitiveness of Jordanian enterprises and ultimately create more jobs with higher income.

Youth Finance Program (2012-2015): The project disbursed up to 900 loans to youth, 10% of them sharia-compliant and 90% of them to women, and combine it with practical business training so that they can both finance and develop the skills needed to operate their small businesses.

Workforce Development and Enterprise Support Project (WFD) (2014-2018): Create a competitive demand-driven workforce development system that leads to increased private sector employment, especially for women, youth and those living at or below the poverty line.

Building Economic Sustainability through Tourism (BEST) (2013-2019): Creating an enabling environment that supports competitiveness in the tourism industry. Also, developing, maintaining and improving Jordan's tourism assets in ways that increase demand. As well as, increasing access to finance for Jordanian businesses and entrepreneurs in the tourism sector.

Training for Employment (TEA-3) (2018-2021): Train and employ youth in Jordan by upscaling and sustaining an employment platform that is based on updated information of the labor market needs, direct links with the private sector, the ability to train job seekers to available vacancies, and consequently placing at least 80% of successful trainees into jobs.

Democracy, Rights and Governance Sector

USAID Community Engagement Project (CEP): Builds the capacity of community members, municipalities, and NGOs to identify and alleviate stressors affecting citizens in 19 communities in order to leave behind a stronger, more cohesive and resilient partner communities, by working with community Enhancement Teams (CETs) of which 30% are youth where they help design and implement solutions to community issues and increase community cohesion.

USAID Civic Initiatives Support Program (CIS) 2013-2018: Support civil society initiatives and advocacy to address community challenges, increase civic participation, build organizational and technical capacity of civil society organizations, and enhance civil society-government collaboration.

Integrating Disabled Persons in Jordanian Society (2010-2013): Increase access to and use of existing vocational, educational, and recreational programs for Persons with Disabilities (PWDs). Working with 75 CBOS in Amman, Zarqa, Irbid, Mafraq, Ma'an, Jerash, Madaba and Balqa to connect disadvantaged PWDs to mainstream economic and social opportunities.

Other democracy, rights and governance programs encourage youth to raise their voices and participate in local elections by conducting civic engagement activities in universities and high schools. It also helped to establish and strengthen the Independent Election Commission and engaged more than 3,000 officials, activists, and youth to help inform election reform efforts

Health Sector

The Jordan Communication, Advocacy and Policy (J-CAP) (2014-2019): Works to increase demand for family planning and reproductive health (FP/RH) services. This is accomplished by implementing social and behavior change communication interventions and enabling a more supportive policy environment. J-CAP interventions emphasize the integration of female empowerment and male engagement. The activity also aims to increase youth involvement and outreach to host communities of Syrian refugees living outside camps throughout the country.

Health Promotion Youth Clinic: Partnering with the University of Jordan through the establishment of the first. The clinic targets youth at the University level to promote positive health behaviors. In addition, USAID partnered with several university hospitals in the roll-out of a national Maternal Mortality Surveillance and Response System to investigate causes of maternal death and develop evidence-informed strategies for preventing pregnancy-related mortality.

National Family Planning (FP) Campaigns: Changes social norms and individual behaviors around modern FP method use through grants program to support civil society organizations to effectively promote FP/reproductive health and continuing to implement and improve community outreach.

ANNEX G: EVALUATION TEAM DISCLOSURES OF ANY CONFLICTS OF INTEREST

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Julie Younes
Title	Senior Technical Specialist
Organization	Social Impact
Evaluation Position?	☒ Team Leader ☐ Team member
Evaluation Award Number *(contract or other instrument)*	AID-OAA-TO-17-00022
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	1-Injaz; 2-TEA;3-WFD;4-Maharrat; 5-CEPPS; 6-YouthPower; 7-Supporting Child and Youth Initiatives in Jordan; 8-Non-Formal Education; 9-Health Promotion Youth Clinic; 10-J-CAP
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	March 18, 2021

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Mariam Issam Khalaf
Title	Research Coordinator
Organization	Social Impact
Evaluation Position?	☐ Team Leader ■ Team member
Evaluation Award Number *(contract or other instrument)*	AID-OAA-TO-17-00022
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	None
I have real or potential conflicts of interest to disclose.	☐ Yes ■ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	Mariam Issam Khalaf
Date	11/08/2020

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Hatem Mohammad Alhmoud
Title	Research Coordinator
Organization	Social Impact
Evaluation Position?	☐ Team Leader ■ Team member
Evaluation Award Number *(contract or other instrument)*	I24001.000.002.0013.00US
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	1-Injaz 2-TEA 3-WFD 4-Maharat 5-CEPPS 6-YouthPower 7-Supporting Child and Youth Initiatives in Jordan 8-Non-Formal Education 9-Health Promotion Youth Clinic10-J-CaP
I have real or potential conflicts of interest to disclose.	☐ Yes ■ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

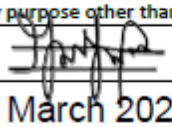
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	Hatem Alhmoud
Date	March 18th, 2021

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Haitham Abdallah
Title	Lead Research Coordinator
Organization	Social Impact
Evaluation Position?	☐ Team Leader ■ Team member
Evaluation Award Number *(contract or other instrument)*	I24001.000.002.0013.00US
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	1-Injaz 2-TEA 3-WFD 4-Maharat 5-CEPPS 6-YouthPower 7-Supporting Child and Youth Initiatives in Jordan 8-Non-Formal Education 9-Health Promotion Youth Clinic10-J-CaP
I have real or potential conflicts of interest to disclose.	☐ Yes ■ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	17th of March 2021

U.S. Agency for International Development – Jordan
P.O. Box 354
Zip Code 11118 Amman
Jordan