



INJAZ Report Close-Out Report

May, 2004

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Project Identification Information

Implementing Agency	Save The Children Federation, Jordan Field Office
Project Title	Economic Opportunities for Jordanian Youth Program
Project Location	The Hashemite Kingdom of Jordan, nationwide
Project Duration	Five Years, February 28, 1999 – April 30, 2004
Obligated Fund	\$ 4,907,091.00

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Executive Summary

In 1999, Save the Children (SC) received a grant for \$4,907,091.00 from USAID to implement the Economic Opportunities for Jordanian Youth Program, which is known by the Arabic acronym INJAZ. This unique and successful program builds partnerships between local business leaders and educators to increase the capacity of youth to successfully enter the economy. INJAZ seeks to enhance young people's self esteem and competency to influence the direction of their lives and communities. We mobilize youth as the future generation of professionals and entrepreneurs.

This report describes the evolution of the INJAZ program during the duration of the grant cycle, from 1999 – 2004. We describe the development of INJAZ through five distinct phases or time periods, including:

Phase 1: Start Up	SC first launched the INJAZ program
Phase 2: Expansion	INJAZ established strong credibility through the support and patronage of Queen Rania Abdullah
Phase 3: Transition and Growth	INJAZ expanded rapidly into more schools and geographical areas.
Phase 4: Establishing Independence	INJAZ separated from SC and became an independent organization.
Phase 5: Refining / Systemization	INJAZ continued to expand the core program while also developing new ideas, organizing events and refining internal processes.

The next section summarizes the progress made towards the original objectives. This section provides data on the growth in the total number of student participants in the INJAZ program in the period between 1999 and 2004. This data illustrates that INJAZ overshot the original target of 9,090 graduates by 36% due to strong student interest in the program.

To illustrate the organizational capacity that was developed to achieve these results, the next section describes the staff leadership of INJAZ and provides an organizational chart to illustrate the full staffing component. The report also notes the consultants and visitors engaged by INJAZ during this time period and the training and workshops completed.

INJAZ is grateful to USAID for its past and future support. In just five years INJAZ has graduated 54,905 students through intervention in 90 schools and 12 universities. We have established local programs in five governorates, including Amman, Ma`an, Zarqa, Irbid and Aqaba. Jordan's youth are its future. In the next five years we hope to multiply this success and give even more youth the boost they need to realize their dreams for the productive life.

Introduction

This section describes the large youth population in Jordan and the challenges they face in entering the world of work. INJAZ was created with the belief that the capacity of these young people to contribute to national development and compete in the global economy will determine whether Jordan remains a low middle-income economy or joins the ranks of the world's advanced economies.

Jordan is a very youthful country. Youth are, and will long remain, a defining characteristic of Jordanian society and economy. In 2002, a striking 76.1% of the population was below the age of 35 years. Youth between the ages 15-24 years made up 23.1% of the population. Unemployment is one of the biggest challenges for the large working age youth population. The majority (55%) of all unemployed people in Jordan are between the ages of 18 and 25.

There is a combination of issues that form the roots of the this problem. Youth are unaware of their personal and professional capabilities and potential. The private sector and society in general do not actively participate in and take responsibility for youth economic development. And the Jordanian educational and youth development systems are not well equipped to respond to the needs of youth in terms of employment. These issues make it difficult for youth to find and retain jobs. Failure to address these issues could have a negative and profound effect for the country at large.

Jordan's youth face many challenges in the work world:

- Youth enter the workforce woefully unprepared to maximize their potential and be productive members of society.
- Youth lack the skills and experience to successfully compete for jobs or start businesses.
- Youth often have low self-esteem and weak interpersonal skills that make it difficult for them to compete for or retain jobs.
- Youth often lack information about work opportunities.
- Youth do not understand the business world, job markets and the economy at large.
- Youth often face considerable family or societal pressure to avoid careers perceived as demeaning and to pursue careers in fields that have status but may not be particularly rewarding.
- Society as a whole and businesses in particular are often dismissive of the potential of youth as employees.

These students share common challenges as they transition from adolescence to adulthood, from dependence to independence, and from being recipients of society's services to becoming contributors to the national economic, political, and cultural life. The young are able, willing, and eager to play their full role in the development of modern Jordan. They are positioned to become the leading edge of Jordan's transformation into a more efficient and productive economy that generates wealth for its citizens by competing successfully in the global trading system.

According to the findings of the Jordan Human Development Report, 2000, Jordanian society should promote sustainable and equitable human development by addressing several inter-related objectives pertaining to the young:

- Giving young people a greater voice in society to express their hopes and needs – and then listening to what they say when they use their voice.
- Expanding opportunities for young Jordanians to participate in civic, political, social, cultural, and economic activities, at the local and national levels.
- Empowering students at all levels with knowledge, critical thinking, and problem-solving capabilities, and a positive work ethic.
- Instilling in students and other young Jordanians the entrepreneurial skills they need – including language, computer literacy, and personal communication skills – to compete successfully in today's world.
- Providing young Jordanians with the information and guidance they need to be able to make informed choices on life styles and cultural options they face in their homes and communities.
- Expanding young Jordanian's options to pursue personal interests in fields they find most useful or satisfying in education, leisure and sports, the economy, creative arts, and others.

As this report illustrates, INJAZ has a large and successful program that successfully addresses many of the objectives outlined in the *Arab* Human Development Report. With persistence and creativity, the youthful team at INJAZ has succeeded in growing a program that students across Jordan are very excited about. As one student recently told us, "I'm no longer afraid to enter the market, and I now have enough knowledge, skills and confidence to follow my dream". Maram Adaileh, 9th grader at Bint 'Odai School.

Activities, February 1999 – February 2004

This section describes the evolution of the SC /INJAZ program during the duration of the grant, from February 1999 to February 2004, through five phases – start-up, expansion, transition and growth, establishing independence, and refining and systemization.

Phase 1: Start-Up

February 1999 – September 2000

During the first phase of the program, SC laid the groundwork for the new INJAZ program and began offering courses in three regions (called Governates in Jordan).

Specific Accomplishments:

- SC recruited and trained two staff members to dedicate to the INJAZ program.
- SC established agreements with the Ministry of Education and the Directorate of Military Education and obtained all necessary formal approvals to commence with INJAZ project activities in schools across Jordan.
- SC developed and refined curricula to educate youth about the economy and prepare them for success in the business world. The following classes were designed for students between 18 and 22 years: *Personal Economic, Enterprise in Action, Success Skill* and *Fundamentals of Market Economics*.
- SC launched the INJAZ program in 21 schools in the Amman and Ma'an Governates, includes 14 government schools, 4 United National Refugee Welfare Agency (UNRWA) schools and 2 military schools, and soon expanded to 4 schools in the Zarka Governate.
- SC contracted with Management and Market Information Services to conduct a baseline survey of youth, parents and private sector representatives in Amman, Zarka Irbid and Ma`an. Focus groups were conducted to confirm the baseline findings.
- With information gleaned from this survey, SC launched a public awareness campaign to educate the Jordanian public about the importance of youth in Jordan's development. The campaign addressed stereotypes associated with certain professions and emphasized freedom of career choice. Television advertisements and other coverage reached more than 440,000 people.

Phase 2 - Expansion

October 2000 – March 2001

During this phase the INJAZ program expanded significantly, forged new partnerships and established strong credibility with all partners and the public at large through the support and patronage of Queen Rania Abdullah.

Specific Accomplishments:

- Doubled the total number of students participating in the program.
- Offered classes in 25 new schools in Amman and Zarqa.
- Recruited 67 high caliber private sector volunteers to teach INJAZ courses.
- Launched a new program at the University of Jordan in which 300 students attended INJAZ courses.
- Built a partnership with the Ministry of Youth to plan best practice retreats and upgrade supervisor skills and vocational training centers.
- Organized a very successful IFTAR event to recognize the contributions of private sector volunteers and the teachers.
- Recruited the strong support of the Zarka Governor who agreed to implement the INJAZ program in all Zarka schools and play a personal role in recruiting and thanking private sector volunteers.

On March 20th, 2001, 3,379 students graduated from the INJAZ program in an exciting ceremony that took place under the patronage of her majesty Queen Rania Abdulla. This active participation of the Royal Patronage inspired more students to join the program, increased the commitment of volunteers and teachers and made parents proud that their children were participating in INJAZ

Staff turnover was the chief obstacle during this phase. SC lost several staff, including key leaders of the INJAZ program. SC addressed this problem by successfully recruiting and training new staff capable of meeting the challenges of a rapidly expanding organization.

Phase 3 – Growth and Transition

April 2001 - December 2001

During this phase, INJAZ expanded into even more schools and geographical areas and prepared to make the transition from being a project of Save the Children (SC) to its own independent organization.

Specific Accomplishments:

- Expansion to Irbid, began offering classes in three new schools.
- Expansion to Wadi Mousa, began offering classes in two new schools under the management of the Ma'an INJAZ office.
- New partnership with Al-Hussein Bin Talal University who provided assistance to INJAZ in developing relationships in the Ma'an community.
- Two INJAZ university students participated in the International Marmon Group Global Trade Institution, in Chicago, Illinois
- At Jordan University 458 students graduated from the INJAZ program, having completed INJAZ courses FOME (Fundamentals of Market Economy) and LC (Leadership).
- Signed agreement between with the Hashemite University in Zarqa to offer courses in leadership and success skills.

In November 2000, INJAZ held a retreat in Aqaba to focus on organizational development. Accomplishments included a strategic plan for the following fiscal year, and a decision to limit activities and focus on quality program.

Phase 4 – Establishing Independence January 2002 - December 2002

During this period INJAZ was formally established as an independent non-profit, non-governmental organization and as an affiliate of Junior Achievement. In addition to continued expansion, INJAZ focused on organization development, capacity building and establishing a base of corporate support.

Specific Achievements and Developments:

- SC launched INJAZ as a national independent entity on February 19th, 2002 in a ceremony held under the patronage of her majesty Queen Rania al Abdulla.
- On the same day that INJAZ was established as an independent organization, it became the 113th affiliate member nation of Junior Achievement International (JAI).
- The JAI Monitoring and Evaluation Unit conducted a baseline survey to evaluate the impact of INJAZ courses on student career choices in Jordan. (For results of this survey see Appendix A).
- JAI also worked with INJAZ to establish a new reporting, information and auditing system that is consistent with other JAI affiliates.
- On May 22, 2002 INJAZ joined Fastlink and One World in sponsoring a one day Job Fair for fresh graduates of the University of Jordan. Twenty-nine companies participated with offers of 400 job vacancies, 8 students were employed on the date of the fair.
- INJAZ expanded to Tafila, offering courses to 150 students at the Qadisya School, with the support of Jordan Cement Company located in nearby Rashidiya
- A total of 670 INJAZ volunteers from governorates across Jordan participated in Volunteer Day 2002. The goal of the event was to introduce volunteers to each other, thank them for their efforts and get them to help recruit new volunteers.
- INJAZ recruited corporate support including both financial and in-kind donations, for a media campaign to recognize volunteers and promote the INJAZ program. Supporters included Fastlink Jordan Cement, Microsoft, Batelco, Aramex and Exxon Mobile. *Higher Council for Youth (HCY)* – During summers, INJAZ worked with the HCY supervisors, training them in participatory teaching

methods and in the use of the INJAZ curricula. In turn, youth supervisors conducted INJAZ sessions in Youth Centers across the Kingdom and in HCY Summer Camps.

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Phase 5 – Refining and Systematizing January 2003 - February 2004

In the final period, INJAZ continued to expand the core program while also developing new ideas, organizing events and refining internal processes.

Specific Achievements:

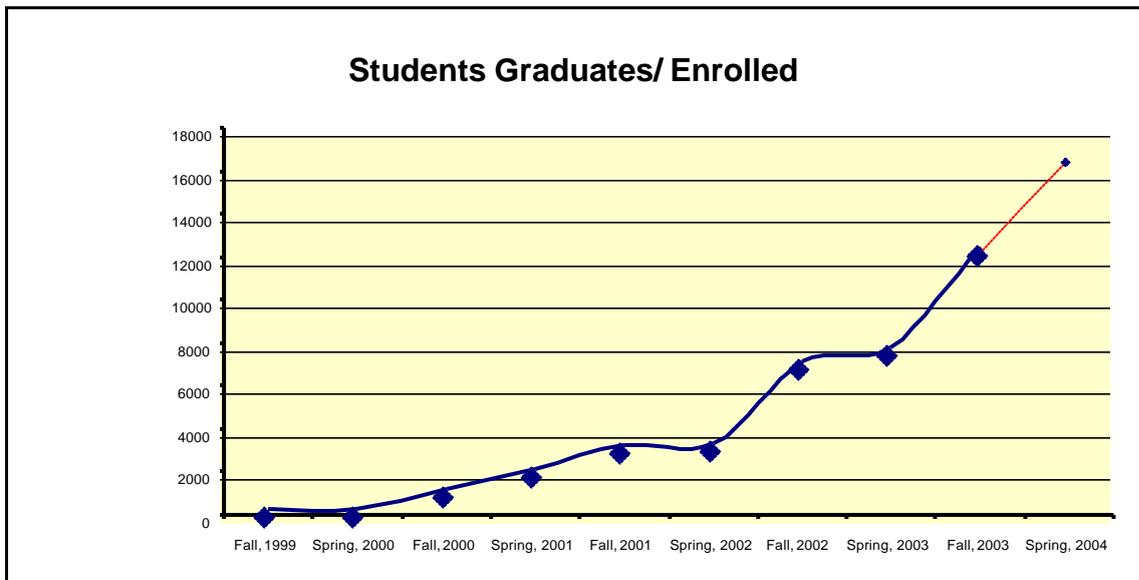
- Developed a University level business ethics course designed to help young people understand how to make conscientious, ethical business decisions and explore their responsibilities to their community and global society. This is a web based course in which students “meet” once a week for one hour with participants from fourteen countries around the globe.
- Expanded to the Aqaba Governorates where 461 students graduated in the first semester. This new program recruited 24 volunteers from the private sector, including the tourism, banking and commercial industries.
- INJAZ courses shifted from an extracurricular activity implemented after school hours to sessions within the school day.
- Partnered with the Intel Corporation on a curriculum that helps teachers integrate technology into their teaching. In this 80-hour course teachers develop lessons using the Internet and learn to use programs such as PowerPoint, Excel and Web Development.
- Obtained International Organization for Standards certification for quality management systems, procedures and processes.
- Hosted a Job Fair in cooperation with another local non-governmental organization. A total of 510 University students participated of which 370 were recruited through INJAZ courses. Students attended seminars on CV writing, presentation skills, career opportunities, interviewing and job hunting strategies.
- Established the INJAZ Teachers Touching system with the support of the Minister of Education, Dr.Khalid Toukan. This plan recognizes teachers with certificates, token gifts and thank you ads in newspapers in order to motivate and inspire them to continue and increase their involvement in the INJAZ program.

- During this period, INJAZ exceeded the goals established in the USAID agreement by graduating 7,155 students from our program in the fall semester of 2004. The original goal was to graduate 5,400 students.

Progress Towards Objectives

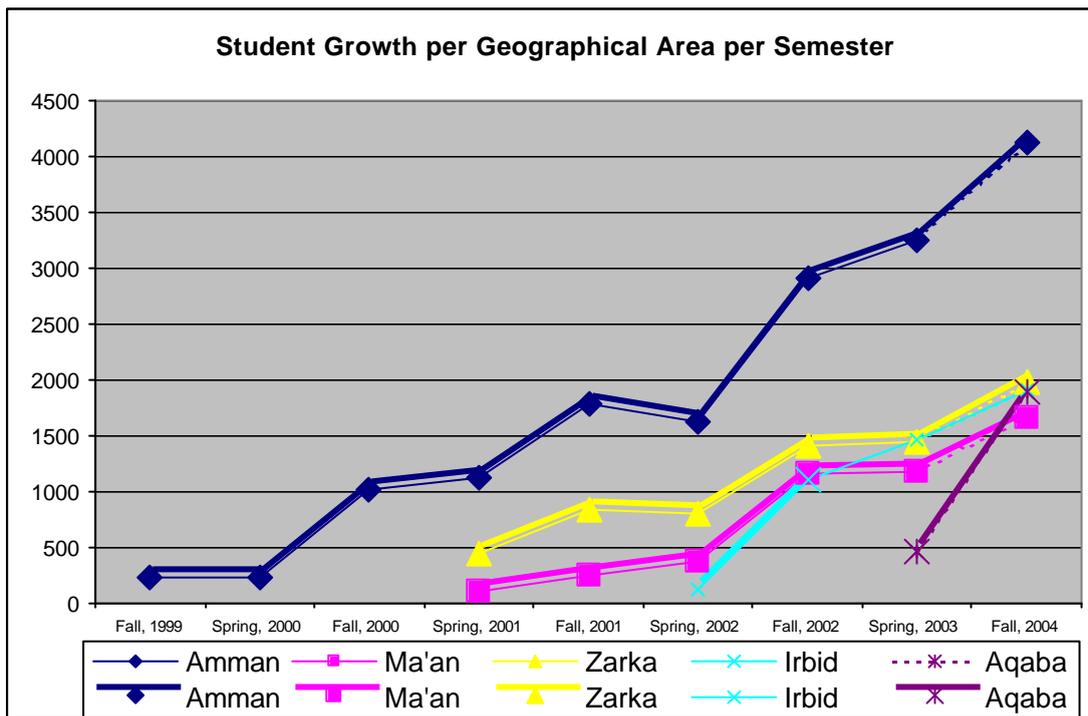
Four-Year Overview in Student Growth

Graph 1 presents the number of school and university students graduated each semester since program inception. In graduating 16,701 students, INJAZ overshot its target of 9,090 graduates by 36%, due to strong student interest in the program.



Student Growth

Graph 2 gives the number of students who have joined INJAZ since inception. The biggest growth was in Amman, followed by Zarka, Aqaba, Zarka, and Ma'an.



Injaz overshot its target due two reason

1. Introduction of Master class curricula, the course is presented to one hundred students per session that last five to six hours.
2. A memorandum signed between Injaz and king Abdullah Fund for intervention into new twelve universities.

Organizational Capacity

Staffing

During the direct implementation phase of INJAZ, from February 1999 – February 2004, SC recruited full time professional staff to design and administer the program and also developed a talented cadre of volunteer teachers and business consultants to work with youth. Staff based in the central office and in the field carried out developmental, training, public relations, institutional development and coordinating roles. Volunteer business consultants and teachers performed the bulk of the interactive participatory work with youth.

Volunteers play a crucial role in the long-term implementation of program interventions. The volunteer consultants were recruited from local sponsoring businesses to work with one of the youth programs for 1-3 hours per week. Teachers were recruited directly from the participating schools. Both the volunteers and teachers underwent a one-day orientation training session prior to starting the course.

To prepare for the transition of INJAZ from being a project of SC to being an independent organization, SC recruited the additional financial, administrative and management support staff that was needed by the local NGO after operations are transferred. SC and the newly independent INJAZ operated in parallel for six months prior to fully transferring responsibilities and operations. In this way, SC ensured that the new organization had sufficient middle management support to effectively implement the program.

The current management structure for key positions at INJAZ is presented in the following paragraphs.

Executive Director: The Executive Director oversees office management, local staff recruitment, and administration of local subcontracts, procurements, services, and other program mechanisms in accordance with USAID and SC procedures. Also, her key responsibility is to build strong ownership of INJAZ by the private sector in Jordan. The Executive Director reports to the INJAZ board and is the primary point of contact for USAID.

Monitoring & Evaluation Coordinator: The Monitoring & Evaluation Coordinator is responsible for the development and implementation of monitoring and evaluation systems. The Coordinator works closely with the Operations Coordinator and the Program Marketing Unit in developing and implementing these systems.

Curriculum Development & Training Coordinator: The Curriculum Development & Training Coordinator is responsible for developing, testing and documenting program interventions and adaptation of JAI material. This Coordinator works on the development of training materials for field staff and volunteers.

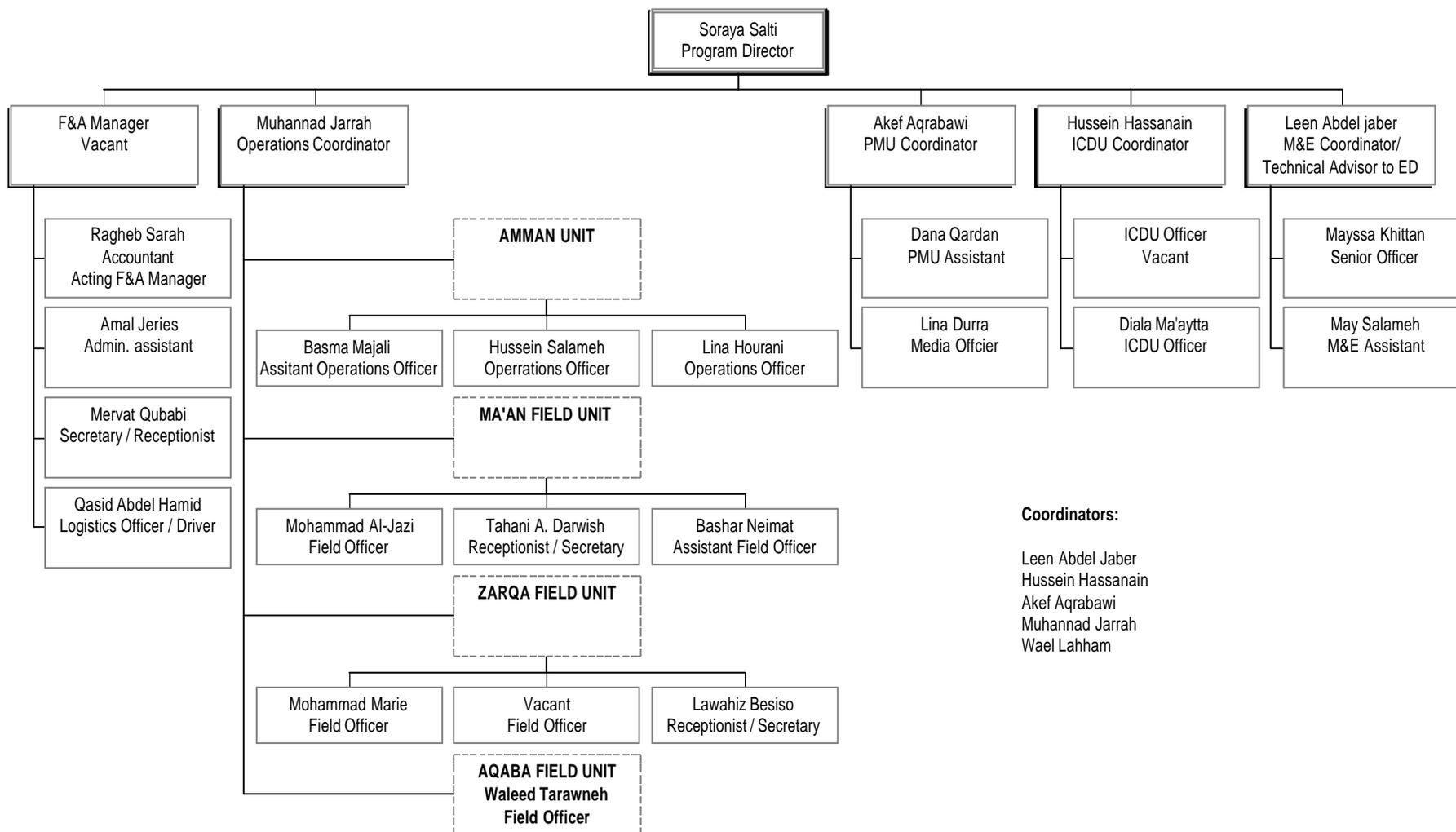
Program Marketing Coordinator: The Program Marketing Coordinator works closely with business leaders, educators and others in the community to develop a supportive environment for youth entering the economy. This coordinator maintains ongoing relationships with businesses leaders, organizes media and sponsorship campaigns, and facilitates working groups and other promotional gatherings.

Operations Coordinator: The operations coordinator is responsible for implementing the program in Amman and all of the other communities where INJAZ is active. This Coordinator oversees four field offices.

Administrative Assistants: Each field office is staffed with an Administrative Assistant who is responsible for assisting the Trainers and Community Liaisons in coordinating area activities, reporting and paperwork, and assisting with monitoring and evaluation activities.

INJAZ's Organizational Chart

(As of June 2004)



Coordinators:

- Leen Abdel Jaber
- Hussein Hassanain
- Akef Aqrabawi
- Muhannad Jarrah
- Wael Lahham

Consultants & Visitors

The following table lists consultants & visitors to the INJAZ program from February 1999 through February 2004. These individuals provided valuable advice and support. Their expert advice and training services greatly enhanced the staff's ability to successfully implement the program during the critical first five years.

Topics	Who conducted	Date	Location	Purpose of visit
Regional Strategic Meeting	Mrs.Ebba Augustine	June, 2000	Turkey	Introduce programs & set a framework for regional cooperation
Orientation Training for Senior Staff	Senior Staff	March, 2000	West Port, US	Introduce international senior staff to SC new Global Direction
Area Strategic Planning	Mrs.Ebba Augustine	May, 2001	Turkey	Planning on regional level regarding youth issues
Program Operational Plan	Lisa Grift	May, 2001	Aqaba	Annual planning for Jordan field office for FY 2002
Planning Skills	Chris Johnson	September, 2002	Amman	Planning within INJAZ departments, Training for Staff and Coordinator Meetings
Program Evaluation	Galia Aloul	March, 2001	Amman	Evaluation of INJAZ, including overall program and individual entities.
Media Consultancy	Salem Janini	August, 2000	Amman	Media training for INJAZ staff.
Program Operational Plan	Jeremy Conodor	May, 2000	Amman	To develop strategic planning skills and build a strong sense of co-ownership for the program within the staff team.
Media Consultancy	Lema Nabil	February, 2001	Amman	To compile a media portfolio of newspaper and magazines articles about the INJAZ program.
Planning Skills	John Azar	November, 2001	Amman	To work with the Board of Directors and the Executive Director to clarify functions, roles and responsibilities.
Introduction to JAI Mission	Caroline Jenner	March, 2002	Amman	To introduce INJAZ staff and Board members to the JAI mission, objectives and

				fundraising techniques.
Program Evaluation	Michael Austin	July, 2001	Amman	To evaluate the INJAZ program and assess progress against previously set goals.

Trainings and Workshops

The following table is a summary of the training and workshops held for staff at different levels during the period covered from February 1999 through February 2004.

Training Title	Date/Venue of Training	Staff Name	Who conducted the training	Topics covered
Study tour	1999 /US	Hala Ghouseh & Natasha Shawreb	Different JAI senior staff	To become familiar with different practices, approaches, methodologies of JAI
Staff Orientation	May, 1999/Amman	Five INJAZ members	Ms Faiza Sa`ad	JAI Models, materials, implementation, strategies, fundraising techniques
Management & leadership	February, 2000/Amman	Ibrahim Osta	Patrick o`Conor	To upgrade managerial & leadership skills and to share experience with other participants
Strategic planning	November, 2000/Aqaba	All staff	Mrs.Ebba Augstine	Planning on Regional level regarding youth issues
Service excellence, Quality care & more	August 2003 Amman	15 staff	ICTN	How to minimize the number of lost customer's by applying recovery skills and build a customer strategy
Branding	August, 2003 Amman	3staff	YEA	Introducing a product or service into market place and facing competition
Power presentation	September, 2003 Amman	14 staff	ICTN	How to communicate effectively
Mind mapping	September 2003 Amman	16 staff	ICTN	How to maximize your creativity, concentration, and mental ability
Thinking out of the box	July 2003	Six staff	YEA	Understanding Right and left brain mind thinking
Negotiation skills	2000	All staff	World Trade Center	The course mainly concentrated on Fighting fires without burning bridges
Public speaking	2000	All staff	Zein Gnmah	Introduction to the most effective way in Public speaking
Presentations skills	2000	All staff	British Council	Techniques of how to communicate with people in presentable way
Facilitation skills	July, 2001 Amman	All staff	Mrs.Ebba Augstine	Characteristics of a good facilitator, how to facilitate a sessions...etc

- ICTN stands for the international consulting and training network
- YEA- young entrepreneurs association

Conclusion

In Jordan, the large youth population is will prepared to enter the world of work. Youth lack the confidence, training and encouragement they need to succeed in the private sector. INJAZ addresses these problems by preparing youth to participate in the economy and the development of the nation. The range of INJAZ programs and activities bolster the confidence of youth to make informed choices, be creative and seek out opportunities in the private sector.

This report described in detail the evolution of the INJAZ program, illustrating how it grew into being an independent organization with a strong national identify and impressive record of results. INJAZ succeeded in developing a dynamic program that students, teachers and private sector volunteers are eager to participate in. This success has been amplified by a well researched and crafted media campaign to secure strong societal support.

The INJAZ program underwent two major organization changes during the cycle of this grant. At the beginning, INJAZ was a project of SC. In the fourth year of this five year grant cycle, INJAZ transitioned from being a project of SC to a fully independent, non-profit, non-governmental organization. The other major organizational change was the affiliation with *Junior Achievement International* (JAI). This relationship allows INJAZ to utilize the member nation network of 111 countries for training and best practices in the implementation of the economic education curricula as well as share models for board growth and sustainability.

As this report detailed, INJAZ expanded dramatically during the cycle of this grant, both in terms of the number of students involved and the number of geographical regions adopting the program. INJAZ introduced interventions sequentially – classes were first offered to 8th grade students with subsequent interventions offered to 9th, 10th, 11th and 12th graders through an annual progression of programmatic and geographic expansion. At the same time that these interventions were implemented, INJAZ began reaching youth between the ages of 19-24 on University campuses across the country.

Partnerships between the education system and the private sector have been one of the most vital and important components of the INJAZ success story. The participation of educators and wide spread buy-in by the private sector, parents and students led to the exciting results and rapid expansion.

These partnerships supported the development of the following programs:

- School programs implemented in partnership by teachers and volunteer business consultants;
- School programs sponsored by participating businesses; and,
- Job Shadowing programs supported by participating schools and implemented by participating businesses.

INJAZ is poised for rapid expansion in the next period. A detailed scaling up strategy will be developed, piloted and fully implemented over the span of the project. The scaling up for INJAZ has three main components. One is the demand component (students), the second is supply component (volunteers from the private sector), and the third is the program delivery (capacity of INJAZ staff and quality of program). The supply component, the private sector volunteers, will be the biggest challenge. As the scaling up continues to cover all students in Jordan, the role of INJAZ will evolve to become less of implementation and more of providing Technical Assistance and Training to the Ministry of Education and Private Sector Volunteers.

The striking success of INJAZ during the cycle of this grant creates a solid foundation for future success. In the next five years, with Phase 2 funding under the cooperative agreement with USAID, INJAZ will continue to expand its program, bolster its image with effective media campaigns, and forge even stronger alliances between youth, educators and the private sector.

Our guiding principles will for the following period are as follows:

- INJAZ should be owned by the private sector;
- Education should become more relevant to market needs;
- Private Public Sectors Partnerships should be created in order for resources to be channeled from private sector to schools; and,
- Youth should be made aware of and provided adequate knowledge, and skills to suit market needs.

As this report illustrated, INJAZ is impacting the lives of thousands of Jordanian youth. With support from USAID, INJAZ will continue to make a difference. With each graduate of our program we open the door to a more successful future for youth, for families and for the country as a whole.

Appendix A: Survey Results

The Junior Achievement International Monitoring and Evaluation Unit conducted a base-line survey of youth, parents, and private sector representatives from different companies, covering 610 people from all the three criteria and in Amman, Ma'an, Irbid and Zarqa. Here is a summary of the findings:

➤ Youth Survey

- 85.9% of the total youth sample size generally participate in family and household decisions.
- 23.9% of the total youth sample size are influenced by their families in decision making.
- 80.8% of the total youth sample expressed freedom in choosing their future career path.
- 78% of the total youth sample expressed interest in the idea of being trained on the job without pay for a period of time in existing operations.

➤ Parents Survey

- 84.3% of the parents sample share family decision making in general with their children while 15.7% of them do not share the decision making with their children.
- 54.8% of the parents sample considered youth responsible enough to take decisions regarding their future.
- 45.2% of the parents sample consider youth not able to make decisions that affect their future.
- 39% of the parents sample do influence their children's decision in choosing their education field and future career.
- 61% of the parents sample do not interfere or try to affect their children's decisions on their educational fields.
- 93% of the parents sample support the idea that their children participate in programs designed to develop skills of youth.
- 7% of the parents sample do not support such programs.
- As to what should be done to enhance the prospects for future success of youth, 52.3% of the parents sample recommended the establishment of special youth training and support centers, and 13.5% said that the further development of the educational system is essential for facilitating better future for young generations.

➤ Work Providers Survey

- 22.7% of the work providers sample said employing decisions are not affected by age, while the majority (77.3%) are influenced by the age of the employment candidate when taking the hiring decision.
- The work providers who are influenced by the age of the employment candidate are divided into two groups: 72% of them prefer to employ the older candidates because they consider them more responsible

and more experienced while 34.7% of the sample consider youth candidates more effective with higher performance levels.

- 80.6% of the work providers sample consider age when assigning responsibilities.
- 42.6% of the work providers sample believe that youth are the future leaders of economy.
- 26.5% believe that this generation is highly motivated, educated and understanding.
- 8.4% believe that the current youth generation is clever with higher ability to learn than the older generations.
- 26.4% believe that youth are more equipped to cope with the fast developing computer age.
- 57.4% of the work providers sample believe that youth are not capable of leading our future economy.
- 45.8% of the total sample believe that youth (14-24) are responsible enough to make decisions that affect their future careers.
- 54.2% believe that youth (14-24) are not qualified to make decisions that affect their future career choice.