

FINAL REPORT

MID-TERM REVIEW
NEXUS SKILLS AND JOBS
PROGRAMME

DEPARTMENT FOR SOCIAL DEVELOPMENT
DEPARTMENT FOR SUSTAINABLE ECONOMIC DEVELOPMENT
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EXECUTIVE SUMMARY

Introduction

The Nexus Skills and Jobs programme of the Dutch Ministry of Foreign Affairs consists of an investment of EUR 104,5 million for the period 2019-2024. At the time of this Mid Term Review, the programme contains 26 projects in nine countries, namely Burkina Faso, Burundi, Ethiopia, Jordan, Lebanon, Niger, Senegal, Somalia, and Tunisia. By concentrating on connecting skills development with the creation of job opportunities in an integrated manner, young men and women are supported to find decent jobs, take control of their lives, and build better prospects for themselves, their families, and their communities. To contribute to inclusive sustainable development, the aim of the Nexus Skills and Jobs programme is to support young men and women to achieve the following *interconnected* results (outcomes):

- a) empowerment through increased skills
- b) increased opportunities for economic participation, including employment and self-employment¹

This Mid Term Review took place from September 2022 to April 2023 and covers the period 2019-2022. A selected number of projects (seven) were selected as case studies, with field visits in Burundi, Burkina Faso, Jordan, Somaliland, Somalia and Niger, where over 2000 people were consulted through surveys, key informant interviews and participatory workshops. Embassies of all countries where the programme is implemented were further consulted, as well as MFA staff in the Hague. An extensive literature review further informed the MTR. The results have been validated in two online workshops.

Overall conclusions

The MTR concludes that for outcome A, empowerment through increased skills, the programme contributes to a positive change. The youth beneficiaries are generally positive about receiving training, although disappointments are expressed in terms of duration, quality, and lack of post-training support to find employment or be self-employed. However, for outcome B, increased opportunities for economic participation, including employment and self-employment, the MTR concludes that the results achieved so far are rather weak, with few investments in increasing absorption capacities by improving the environment taking place or planning for.

Therefore, the planned interconnectedness of the two planned outcomes is still weak and thus the results from this foreseen inter-connectedness have not fully materialised (yet). In that respect, the MTR observes that the projects have no or little plans to work on business-enabling environments, creating opportunities, and enhancing absorption capacities. Therefore, to achieve results for outcome area B, an adjustment in the design of the ongoing projects appears necessary.

The overall MTR question was as follows: *“To what extent does the Nexus Skills and Jobs programme empower young men and women, increase opportunities for employment and self-employment (economic participation) and enable them to participate in society?”* This question has been broken down into the following three sub-evaluation questions, for which conclusions are provided.

1. *To what extent, to date, have the selected projects increased youth’s foundational, transferable and technical, vocational and entrepreneurial skills, knowledge and competencies (i.e., is the*

¹ MoFA, 2019, PPB - Instructions of the main budget holder for budgetary spending margin, Fund for integrated activities on the nexus skills-jobs for youth

project contribution as effective for partners of the project as for the contribution to the overall objectives of Nexus Skills of MFA)?

The MTR concludes that the programme is contributing substantially to enhancing youth competencies and employability. However, in terms of market responsiveness, quality and institutionalisation of the skills programmes, improvements can be made to further increase effectiveness and impact, as further detailed below.

2. What have projects achieved at the output level to match the needs of the labour market (skills development, employment and self-employment of young men and women)?

The MTR concludes that the reviewed projects, to some extent achieved matching the skills produced through the employability training to the needs of the labour market, but weak linkages to the private sector (employers) are compromising market-responsiveness. However, improvements are needed, as at the time of the MTR more than 19.000 youth are trained by the assessed projects but only 52% of them report that they are using these skills. Based on a representative survey among youth beneficiaries, 17% (M:20%- F:14%) of the project beneficiaries are employed, and 27% are self-employed (M:20%- F: 34%). However, at the time of the MTR, some projects were still in the initial stages of implementation, and the results in terms of employment are expected to evolve positively.

3. What kind of arrangements could increase the added value of the provided skills for both employment and self-employment and active participation in society?

The MTR concludes that the impact of the project results on the income of youth, and therefore on their constructive participation in society, has so far been limited and has the potential to be further improved. This could be achieved by implementing additional interventions to stimulate local economic development and by taking measures to improve the business-enabling environment, like improved business regulation, business support services after training, and sound macroeconomic policies.

Furthermore, according to the PPB document², all initiatives under the Fund for integrated activities on the Nexus Skills-Jobs for youth should report on at least the following standard indicators.³ Per indicator, concerning the assessed projects, the MTR concludes the following:

- *Number of young men and women enrolled in formal or non-formal education and training: 19.249⁴ (58% female)*

The MTR concludes that the Nexus programme made an important contribution to the improvement of the employability of male and female youth in different countries. In terms of numbers, so far 79% of the foreseen people targeted are reached (taking into account the duration of the project).

- *Number of jobs supported: 4.155⁵ (indirect 2.044).⁶*

The MTR concludes that the Nexus programme had some positive impact on the employment of youth. However, with insufficient post-training support, challenges with matching and the scope of the enormous challenges in the countries for job creation, the Nexus contribution can be seen as modest.

² MoFA, 2019, PPB - Instructions of the main budget holder for budgetary spending margin, Fund for integrated activities on the nexus skills-jobs for youth

³ As outlined in the 'Instructions of the main budget holder for budgetary spending margin', these were meant to be further specified at a later stage in consultation with BIS, which never happened.

⁴ This figure presents all types of training, and includes for example the large number of youth in Burundi who only received an alphabetisation course.

⁵ The reliability of this figure must be taken with caution, as the definitions of jobs created were not clear to project staff, and there is a lack of follow-up of many former trainees to establish if the training actually enhanced their access to employment.

⁶ It was found that the projects did not collect gender-disaggregated data on indirect job creation.

Further, definitions and figures on “jobs created” were not clear in most projects, and some projects do not include this indicator.

- *Number of young men and women assisted to develop economic income-generating activities: 5.092⁷*

The MTR concludes that the Nexus programme results in developing income-generating activities in most countries (except for Burkina Faso) have been rather modest so far.⁸ A lack of post-training support is observed.

Conclusions per criteria

The MTR concludes that the findings point to the high **relevance** of the interventions under the Nexus programme, for the needs of the male and female youth, countries and to the priorities and policies of the donor. Further, projects have made efforts to involve the target groups, but more active participation in design, formulation, implementation, and monitoring is required to better hear the voice of youth in Nexus and to strengthen their agency. The government was generally not involved in the design. The private sector mostly plays an advisory role during the implementation phase, and their increased involvement would increase the relevance and market responsiveness of the skills provision, and thus the matching.

Based on the findings the MTR concludes that the Nexus interventions are to a large extent **coherent** with national policies, compatible with other donor interventions and that there is internal coherence of the programme with other Dutch interventions at country level. However, programme coherence could be further enhanced when the Nexus programme is made more visible to other partners. Further, more emphasis could be given by embassies on enhancing the policy dialogue with Governments and employers’ organisations on youth employment and skills development. In terms of coherence and partnerships, improvements can be made in terms of working closer with the relevant line ministries in some countries, and in strengthening active partnerships with the private sector. Finally, more voice can be given to local implementing partners by the INGOs.

The MTR concludes in terms of **efficiency** that projects are (as far as could be assessed) properly managed, and funds are spent in a relatively efficient and timely manner. It is however too early to establish if value for money will be achieved. However, in terms of efficiency, the MTR observes missed opportunities for co-financing investments that would lead to an improved entrepreneurial ecosystem, especially boosting local economies to create more and better opportunities for youth employment and the broader economic environment (Nexus outcome area B). The observed M&E systems and tools adopted by the projects seem to generate reliable data to support informed management decisions. However, key government institutions are not always involved in the monitoring, and the team found little evidence of youth involvement in monitoring. Monitoring is purely internal and no examples of third-party monitoring were found, which is generally regarded as an important aspect of ensuring quality.

The MTR finds that in terms of **effectiveness**, based on the observed project results achieved so far, the effectiveness of interventions contributing to outcome A, *empowerment through increased skills*, is

⁷ Not all reviewed projects provided gender disaggregated data.

⁸ In the case of Somali, Somaliland and Burkina Faso the percentage of young women assisted economic income generating activities is around 60%.

more promising than the results for outcome B, *increased opportunities for economic participation, including employment and self-employment*. The reasons for limitations in achieving project targets related to outcome B vary from project to project. In some, this is related to physical insecurity, while in others there are design and systemic problems in projects not or only partially focussing on investments in the economic environment to boost employment opportunities. In its current form and with the time remaining, it is unlikely that contributions to outcome B will significantly increase.

The programme (with nuances per project) is doing reasonably well in terms of numbers, results for male and female youth show no significant differences and there is effectiveness in involving youth. In several projects, the different population groups (like IDPs, female youth etc.) are explicitly targeted, while in others this is not the case and disaggregation per population group is largely missing in monitoring. In addition to skills training, different job-insertion approaches are applied in the projects, ranging from direct support to businesses to grow and create more jobs and access to financing institutions and credit facilities, to market and skills infrastructure and small grants for individual or group initiatives. In some contexts, assistance to create self-employment proved to be more effective. The projects have contributed to more income for some youth, while the MTR shows that 34% of the beneficiaries did not (yet) find employment. The biggest disappointment of youth beneficiaries is that training is too short, unemployment after training, and that the quality and levels of training are too low. Monitoring of Do No Harm is not explicit and thus effectiveness of consequent adaptive management is not evident.

The MTR concludes that a weaker point relating to **(likely) sustainability** (and likely impact) is that while the original intention of the Nexus programme is the strengthening of the TVET sector, most of the projects do not directly support or collaborate with TVET institutions but chose a more informal professional skills training by private actors. If not corrected, the sustainability of results will be challenged. Several projects are planning for public institutions to take over curricula developed by the projects, but the handing over to the relevant training institutes, while the link to these government institutions is weak, will cause challenges, as most courses are not yet accredited. The most significant changes attributed to the programme are skills development, followed by a change in mentality/behaviour of youth, having become more able to properly function in a workplace environment or run a business. In terms of the sustainability of jobs and businesses created, they are likely to be sustainable and economically viable, if post-training support is further strengthened, and more investments will be made into the entrepreneurial ecosystems around them.

The MTR also concludes that there have been hardly any significant **catalytic effects** of the programme so far and that the spin-off effects of economic value created are limited.

Finally, the MTR finds that the programme is **mainstreaming gender** and meets the DDE guiding principles on beneficiaries being: “at least 50% women”.⁹ However, in none of the projects, a gender marker was found, and gender-based budgeting has not been applied. Projects pay attention to gender mainstreaming, mostly in the sense of setting targets for female participation and monitoring the results in that regard. However, several projects could not provide gender-disaggregated data on two of the three Nexus global indicators. More can be done to change gender norms related to “appropriate work for women”, often less paid, and in policy influencing.

⁹ MFA/DDE, Youth Employment ToC, August 2019, p 17.

Key recommendations

The MTR has formulated three sets of recommendations, recommendations per research area (and criteria), operational recommendations in the country cases for each reviewed project, and specific recommendations for MFA staff at the headquarters, EKN, and implementing partners. In summary:

The MTR recommends MFA-staff to consider developing a Theory of Change (ToC) for the Nexus Skills and Jobs programme that may serve as a clear guidance on how to ensure interventions work on demand, supply and matching, and on both outcome areas of the programme. This will also guide monitoring of outcomes and the provision of technical support of embassies. Draft elements for such a TOC are provided in Chapter 2. Further, guides embassies to devote more efforts to investments (with other donors) in creating a business-enabling environment, engagement in job creation and increasing absorption capacities, and engaging in related lobby and advocacy.

Embassies are advised to support partners to enhance coordination with public institutions, as well as proper certification of the various training curricula. Projects should be further encouraged to deepen engagement with the private sector to better match skills to the needs of the market. Moreover, Embassies are encouraged to strengthen the quality monitoring processes of the projects by further engaging youth and independent third parties. Where still possible, embassies are encouraged to increase the investments in Outcome B of the Nexus programme, which is likely to increase impact and expenditure. In addition to increasing this within the nexus interventions, linkages relevant ministries and other centralised efforts could be fostered (such as support to IFC, etc.).

Implementing partners are advised to improve their monitoring processes and ensure longer-term monitoring and coaching of youth beneficiaries. When focussing on self-employment, projects should pay more attention to the importance of financial resource mobilisation and other post-training and post start-up support to improve the resilience of start-up companies. Further, ensure the accreditation and involvement of public training providers in delivering training for youth to enhance sustainability through the institutionalisation of Technical and Vocational Education and Training (TVET) programmes developed by the projects, and the capacity strengthening of public training providers. Finally, include the private sector in design and adaptations to improve matching.

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ACRONYMS

AC	Advance consulting
CFM	Centre de formation aux métiers
CFYE	Challenge Fund for Youth Employment
CNJ-BF	Conseil National de la Jeunesse du Burkina Faso
CU	City University
CYWEE	Center for Youth Wellness, Employment & Excellence
DACs	Displacement Affected Communities
DSO	Social Development Department
DDE	Sustainable Economic Development Department
EFE	Education for Employment - Jordan
EKN	Embassy of the Kingdom of the Netherlands
FGD	Focus Group Discussion
FIP	Formation Initiale Professionnalisante
FORPOR	Programme de formation professionnelle en milieu rural
FORSA+	Fostering Resilience and Strengthening Abilities Plus
FORSA II	Fostering Resilience and Strengthening Abilities
F2F	Face-to-face
HTU	The Hussein Technical University
IDP	Internally Displaced People
IP	Implementing Partner
KII	Key Informants Interview
LEAD	Local Employment in Africa for Development
LED	Local Economic Development
M&E	Monitoring and Evaluation
MFA	Ministry of Foreign Affairs
MODEE	Ministry of Digital Economy and Entrepreneurship
MoL	Ministry of Labour
MoLSA	National labour policy for the Somaliland
MOPIC	Ministry of Planning and International Cooperation
MTR	Mid-Term Review
NEET	Not in Employment, Education or Training
NGO	Non-Governmental Organisation
NL	Netherlands
OCIF	Orange Corners Innovation Fund
PEMIJ	Promotion de l'Employabilité et de l'Insertion économique des Jeunes
PPP	Public-private-partnership
PROMEL	Programme de promotion de l'entreprenariat local
PROSPECTS	Partnership for Improving Prospects for Forcibly Displaced Persons And Host Communities
PwD	Person living with Disability
RSS	Jordan Royal Scientific Society
RVO	Netherlands Enterprise Agency
MSME	Micro, Small and Midsize Enterprises
SFMA	Site de formation aux métiers agricoles
SIFA	Site intégré de formation agricole
SME	Small and Midsize Enterprises
SONYO	Somaliland National Youth Organisation
SPONGE	Secretariat Permanent des Organisations Non Gouvernementales

TI	Transition International
TVET	Technical and Vocational Education and Training
TVSDC	Technical, Vocational and Skills Development Commission
ToC	Theory of Change
YEEL	Youth Economic Empowerment and Leadership
YJLU	Youth-Jo: Level up!
W&D	Woord and Daad

1. INTRODUCTION

1.1 SUMMARY OF THE NEXUS SKILLS AND JOBS PROGRAMME

A growing body of evidence-based research indicates that education and training are important means of enhancing youth's¹⁰ employability. As the World Youth Report 2018¹¹ underlines, the response to the skills-for-employability nexus is the alignment of education and skills with the needs of the labour market. The education-employment nexus is pivotal to the achievement of the 2030 Agenda.¹²

The Social Development Department (DSO) and the Sustainable Economic Development Department (DDE) of the Dutch MFA, in line with the policy note 'Investing in Global Prospects' and the Letter to Parliament on Focus regions dated 13 November 2018, initiated the Nexus Skills and Jobs programme to support investment in the fields of education and work/income for young men and women in focus regions, as one of the pillars for the implementation of the Youth at the Heart Strategy.¹³ It consists of an investment of EUR 104,5 million for the period 2019-2024. At the time of writing, the programme contains 26 projects in nine countries (see Annex A), namely Burkina Faso, Burundi, Ethiopia, Jordan, Lebanon, Niger, Senegal, Somalia and Tunisia¹⁴.

To contribute to inclusive sustainable development, the Nexus Skills and Jobs programme aims to support young men and women to achieve the following *interconnected* results (outcomes):

- a) empowerment through increased skills
- b) increased opportunities for economic participation, including employment and self-employment¹⁵

By concentrating on connecting skills development with job opportunities in an integrated manner, youth¹⁶ are supported to find decent jobs, take control of their lives and build better prospects for themselves, their families and their communities. The rationale is that, taking into account the context of the different regions and countries, the lack of jobs for the working-age population (demand); the lack of the youth's set of skills needed by employers and/or little access to funds to start their own business (supply); and the difficulty to connect skilled youth to employers (matching) are obstacles to their economic and social participation. While the overall programme has no Theory of Change (TOC), the intervention logic is that the programme thus aims to connect skills development with job opportunities, in a manner that integrates demand, supply and matching. In particular, all projects are expected to provide the target groups of young men and women with foundational, transferable and technical, vocational and entrepreneurial skills that allow to bridge gaps between education and work,

¹⁰ In Dutch MFA policies and programmes on work and income DDE youth is defined as young people aged between 15 – 35 years (as entrepreneurs are often in their late twenties/early thirties). This is also the definition the African Development Bank (AfDB) uses for young people. The ILO and UN system are using the category of persons between 15 and 24 years old. That is the definition Dutch MFA policies and programmes on social development also used by DSO.

¹¹ UN, 2018, World Youth Report: Youth and the 2030 Agenda for Sustainable Development, United Nations: New York

¹² UN, 2018, World Youth Report: Youth and the 2030 Agenda for Sustainable Development, United Nations: New York, p 57.

¹³ MFA, Youth At Heart: Young people at the heart of Dutch development cooperation, May 2020

¹⁴ In June 2023, Palestinian Territories was added

¹⁵ Terms of Reference, MTR Nexus Skills and Jobs Programme, p3.

¹⁶ In Dutch MFA policies and programmes on work and income DDE youth is defined as young people aged between 15 – 35 years (as entrepreneurs are often in their late twenties/early thirties). This is also the definition the African Development Bank (AfDB) uses for young people. The ILO and UN system are using the category of persons between 15 and 24 years old. That is the definition Dutch MFA policies and programmes on social development also use DSO.

boost employment or self-employment opportunities (absorption capacity¹⁷) in formal or informal economies, as summarised in the reconstructed intervention logic below.



FIGURE 1: RECONSTRUCTED INTERVENTION LOGIC

1.2 OBJECTIVES AND DELIVERABLES OF THE MTR

The aim of this Mid-Term Review (MTR) was to assess, determine, explain and acquire information on the relevance, coherence, effectiveness, efficiency and (likely) sustainability of the Nexus programme after three years of implementation, to allow the MFA to decide whether to continue the programme or not, and if so, which improvements for the remaining implementation period can be made.¹⁸

The MTR covers the period 2019-2022. Its objectives, as provided in the TOR, are to:

- Assess the (decentralised) design of the programme, the strategy (global and specific to projects), performance and the interventions chosen by the Nexus skills and jobs programme in its different projects
- Assess the progress, results and sustainability of the results and interventions of Nexus skills and jobs programme and recommend improvements for the final stage of implementation
- Outline recommendations and lessons learned for this type of instrument for MFA (decentralised programme with advisory role of the DDE and DSO based in The Hague)

The MTR has produced the following deliverables:

- Inception report, presenting the MTR evaluation framework, the research questions, and the methodology including the data collection tools and the targets.
- Draft MTR reports (4)
- Final report
- The relevant datasets to inform the endline evaluation

1.3 SUMMARY OF THE METHODOLOGY

The summary of the methodology presents the scope, evaluation framework, tools, targets and sampling, analyses and validation process and the challenges, mitigations and limitations.

Scope

This MTR took place from September 2022 to April 2023. It covered the programme period 2019-2022 in which the Nexus Skills and Jobs programme ran activities in the nine countries, namely: Burkina Faso,

¹⁷ The ratio or percentage of new entrants to the labour force that is able to find employment in the formal sector of the economy. It is calculated by dividing the increase in formal employment by the increase in the labour force. UNICA economics, 2023. <https://demo.econdev.co.za/concept/labour-force-absorption-capacity/>

¹⁸ Terms of Reference, MTR Nexus Skills and Jobs Programme

Burundi, Ethiopia, Jordan, Lebanon, Niger, Senegal, Somalia/Somaliland and Tunisia. The MTR focused on the global programme level and lightly reviewed all projects of the programme, with case studies in seven projects as presented below. The projects were at different stages of implementation.

Country	Project name
Jordan	Skilling for Increased Economic Participation of Youth
	Youth-JO: Level UP!
Burundi	Akazi Keza
Burkina Faso	Job Booster-SEC
Somalia	Centre for Youth Wellness, Employment & Excellence (CYWEE)
Somaliland	Youth Economic Empowerment and Leadership (YEEL)
Niger	Promotion de l'Employabilité et de l'Insertion économique des Jeunes (PEMIJ)

FIGURE 2: OVERVIEW OF PROJECTS FOR THE CASE STUDY

These case study projects were selected, in close collaboration with MFA, based on the following criteria:

- Reflecting the diversity of the programme scope
- Covering a range of approaches that mirror Nexus criteria, including cases with a multiplicity of business models with a degree of innovation
- Ensuring geographical differentiation
- Varying in size, targets, sectors, and types of employment opportunities
- Entailing engagement of the public TVET and private sectors
- Led/managed by different public and private entities
- Conflict versus non-conflict

Evaluation framework

Based on the intervention logic of the programme, as outlined in section 1.2 above and detailed further below¹⁹, an evaluation framework was developed during the inception phase.

To meet the objectives of the review, the MTR assessed the following central question, as provided in the TOR.

- To what extent do activities funded from Nexus Skills and Jobs programme empower young men and women, to have increased opportunities for employment and self-employment (economic participation) and be able to participate in society?

In collaboration with MFA and as presented in the inception report, another central question was added:

- Does increasing their foundational, transferable and technical, vocational and entrepreneurial skills, knowledge and competencies (supply) that match the needs of the labour market (demand), contribute to increasing these opportunities?

These overall evaluation questions have been broken down²⁰ into the following three sub-questions:

- To what extent, to date, have the selected projects increased youth’s foundational, transferable and technical, vocational and entrepreneurial skills, knowledge and competencies (i.e., the project contribution is as effective for partners of the project as well as the contribution to the overall objectives of Nexus Skills of MFA)?

¹⁹ PPB, Instruction of the main budget holder for budgetary spending margin, 2019, pp 4-5.

²⁰ TI, Inception Report MTR Nexus Skills And Jobs Programme, p 8.

- What have projects achieved at the output level to match the needs of the labour market (skills development, employment and self-employment) of young men and women?
- What kind of arrangements could increase the added value of the provided skills for employment, self-employment and active participation in society?

The evaluation framework thus focused on assessing the relevance and quality of the foundational, transferable and technical, vocational and entrepreneurial skills, knowledge and competencies provided. As well as the extent to which the programme improves the economic environment in terms of increasing absorption capacities, and the extent to which the beneficiaries are effectively using the new skills and competencies to find work. The overall programme has no overarching ToC. As developed in the inception phase²¹, based upon the reconstructed intervention logic, the table below summarises the MTR evaluation framework, and the focus areas of the MTR. Chapter two presents elements for the development of a TOC.

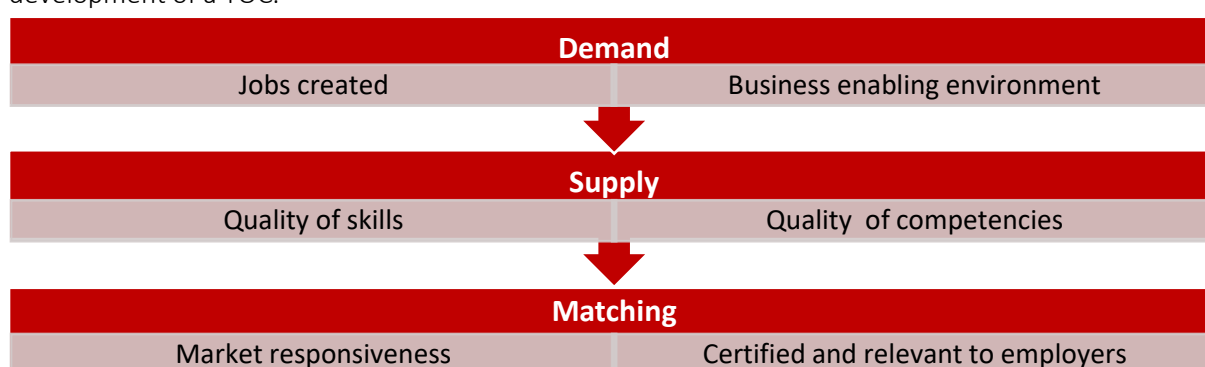


FIGURE 3: EVALUATION FRAMEWORK (B)

Further, the evaluation applied the OECD/DAC criteria of relevance, coherence, effectiveness, efficiency and sustainability. The team added the criteria of catalytic effects and, at the request of MFA, the criteria of gender sensitivity²². Annex D presents the MTR research questions per criteria.

The MTR assessed the progress the programme made so far to the (following) challenges identified in the ToR²³:

- There are not enough jobs for the youth population (demand)
- It is difficult to connect skilled youth to employers (matching)
- Many youth do not have the right set of skills needed by employers or funds to start their own business (supply)

Finally, the evaluation made use of the standard indicators, as outlined in the PPB document²⁴:

- Number of young men and women enrolled in formal or non-formal education and training – (male/female)
- Number of jobs supported (direct/indirect; male/female; fragile states)

²¹ Transition International (TI), Inception Report MTR Nexus Skills and Jobs Programme, Department For Social Development

²² MFA did not accept the suggestion to include conflict sensitivity as additional criteria for the MTR, as it was not in the scope of the original TOR

²³ Terms of Reference, MTR Nexus Skills and Jobs Programme

²⁴ MFA, 2019, PPB - Instructions of the main budget holder for budgetary spending margin, Fund for integrated activities on the nexus skills-jobs for youth

- Number of young men and women assisted to develop economic income generating activities – (male/female)

Tools and targets

The MTR focuses on the meta-analyses, using the projects as case studies to inform the MTR findings and conclusions. The evaluation criteria and research questions have been operationalised into the MTR tool questions, as presented in the “Masterlist” in Annex B. As part of the mixed methods approach, a variety of seven tools have been developed allowing for a combination of open and closed questions and comparing results between the different stakeholder groups. The graphs presented in this MTR are the result of these combined information sources.

In the design and analysis, TI has developed a simple but effective methodology to triangulate primary data. With the use of the Master List (see annex B), where the same questions are repeated to the different stakeholder groups. Triangulation and cross-checking of information was further assured by combining a project and external literature review at project and country level (see sources list in chapter 6), an online survey among MFA personnel, Embassies and implementing partners (IPs), a survey among youth beneficiaries, Key Informants Interview (KIIs) with stakeholders including MFA, all Embassies and external stakeholders, private sector and service providers, and workshops with project staff and IPs. KIIs were largely face-to-face (F2F), with some online interviews.

The table below presents the tools applied, and targets reached per tool. Some tools have been used on the same informants, such as those who filled out the survey and were then interviewed or participated in the workshops.

Target set	Target reached			Tool	Audience
	Total	F	M		
N/A				Tool 1: Desk research and review of project literature and the data extraction from Nexus databases	
100	64	31	33	Tool 2: Online survey with all programme staff	DSO and DDE, embassies/permanent missions, all implementing organisations
1583	1624	831	794	Tool 3: Survey youth beneficiaries	Youth beneficiaries
Up to 200	93	15	84	Tool 4: KII stakeholders	Relevant stakeholders in five selected countries, key staff at ministries and embassies and other donors etc.
105	79	43	36	Tool 5: Workshop with implementing partners in the field	IPs in the selected countries (7 x 8 people)
Up to 100	72	22	50	Tool 6: KII service providers	TVET providers (schools and trainers) and economic service providers both external and project-involved
Up to 100	118	25	93	Tool 7: KII - potential employers	Private sector (employers) both external; and project-involved
7	7			Tool 8: Self-filling forms on progress against indicators	Project managers

FIGURE 4: TOOLS AND TARGETS

The MTR **workshops** (Tool 5) took place in all countries with project staff, which facilitated a participatory approach to joint learning. The objective was to jointly discuss and analyse the effectiveness of the projects to reach their targets, the challenges, risks, lessons learned, and their

recommendations to the Nexus programme. The workshop reports are presented in Annex F. Prior to the workshop, the project teams were asked to fill in a **self-filling form**, reporting on their results and reasons for under or over-performance against the targets set (see Annex A). The workshops proved important in operationalising the MTR as well, including lists and contact details of beneficiaries and key stakeholders to be interviewed²⁵.

Sampling

The MTR consulted approx. 2000²⁶ people, whose identification was done by the MTR Team in collaboration with the project implementers. Initially, the embassies and implementing partners provided contacts. The number of contacts of key informants proved to be very limited, and to avoid any potential selection and respondent biases, the MTR autonomously identified and interviewed additional relevant stakeholders.²⁷

A combination of purposive, snowball and random sampling was applied. In particular, purposive sampling was used to identify respondents that are relevant to the MTR research questions. Moreover, purposive and snowball sampling was applied to identify the key informants, and the online survey. Over **400 key informants** (government, civil society key staff at ministries and embassies, IPs, service providers, potential employers and the private sector) were reached and interviewed.

For the youth beneficiaries, a random sampling method was applied among the total number of beneficiaries per country and per project, to generate the sample for the survey. The first calculation of the minimum representative sample was 1847, based on the project documentation and an initial estimation of 50% delivery at the time of the MTR. However, during the inception phase, this calculation was adjusted, based on actual information of targets reached. With a 5% margin of error at 95% confidence level, 1656 young men and women were planned to be reached. At the end of the MTR the beneficiaries actually interviewed were 1624 (F:830, M:794), which is still 98% of the minimum sample ensuring representativity. However, differences in the targets reached can be observed per country. The table below shows the sample size generated for the survey among youth beneficiaries and the differences:

²⁵ In Burundi the workshop was not successful, as the self-filling form was not produced, and staff were unprepared for the MTR and reluctant to share information. See Annex A for more details.

²⁶ These figures are approximative as some implementing partners participated in the survey and workshops, creating a risk of double counting them among the total number of respondents.

²⁷ In Burundi the team interviewed several local organisations identified by the local expert. In Jordan additional stakeholders like the Technical Vocational Skills Development Commission (TVSDC) contacted the Chamber of Commerce and Industry in Jordan. The MoL in Hargeisa that facilitated the contact with the GIZ Regional Coordinator for the TVET project in Somaliland and the Dahabshiil Bank International, a micro-credit institution operating throughout Somalia. Sectoral Bodies in Niger (Confédération Coopérative Paysannes Horticole Niger -SCCOP-CA CCPHN et le Réseau des producteurs de pomme de terre -RPPT ; la Fédération des Unions des Coopératives des Producteurs de Riz-FUCOPRI et le Groupement d'Intérêt Economique les Rizeries de la Vallée -GIE-RIVAL-; la startup agricole Agrikom pour le maraichage et l'Union Dabari pour la filière poisson) were found and interviewed.

Projects	Skilling for Increased Economic Participation of Youth (Jordan)	Youth-JO: Level UPI (Jordan)	Akazi keza (Burundi)	Job Booster-SEC (Burkina Faso)	CYWEE (Somalia)	YEEL (Somaliland)	PEMIJ (Niger)
Total beneficiaries to date	835	314 ²⁸	2214	5234	169	50	7528
Minimum statistically required sample	264	173	328	357	118	50	366
Number reached	273 (F:116, M:157)	150 (F:80, M:70)	375 (F:199, M:176)	308 (F:208, M:100)	101 (F:45, M:56)	40 (F:21, M:19)	378 (F:162, M:216)
% of minimum Coverage	103%	87%	114%	90%	86%	80%	103%

FIGURE 5: SAMPLE SIZE GENERATED

Representativity in terms of gender, ethnicity, age, level of education, social and economic status, geographic location, and type of respondent was ensured as much as possible, as presented in the figure below on the profiles of all MTR participants.

Profiles of respondents			
Type of respondents		Country	
Youth beneficiaries	79%	Jordan	25%
IPs	7%	Burundi	23%
Private sector (potential employers)	6%	Niger	23%
Service providers	4%	Burkina Faso	16%
Government	3%	Somalia	7%
Civil society	1%	Somaliland	4%
Embassy staff/ MFA staff	1%	The Netherlands	0,4%
		Other (Ethiopia, Lebanon, Senegal, Tunisia)	1%
Sex of respondents		Civilian status of youth beneficiaries	
Male	53%	Single	65%
Female	47%	Married/in couple	34%
Age category of youth beneficiaries			
18-24	48%	25-29	29%
30-34	17%	35+	6%

FIGURE 6: PROFILES OF RESPONDENTS

1.4 ANALYSIS AND VALIDATION

Analyses

Progressive data analysis was adopted to ensure maximum quality and completeness. Data entry and analysis took place throughout the review. TI's data analyst monitored the validity and quality of the data throughout the data collection period. The survey data was collected using the protected software Survey CTO. KIIs and workshop data was collected and reported using Excel and Word reporting formats.

Post-collection categorisation (coding) was applied for open questions, quantifying qualitative data from KIIs and surveys. The coding was done using an inductive methodology. While this method is highly time-consuming (and caused some delays), the great advantage is that the categories really derive from the

²⁸ The situation was rapidly evolving during the MTR and kept on changing as the Project Manager informed the team several times after the field mission, but the team decided not to keep updating the changes since the MTR observes the situation at a specific moment in time.

respondents, using their own words as much as possible. TI then looked for patterns and group codes across the interviews and surveys.

The data was disaggregated following different parameters namely: gender, age, type of respondents and country to assess and compare the perspectives of all respondents' groups and therefore make reliable conclusions. The percentages in the tables and graphs throughout the report are descriptive and indicate the extent to which respondents perceive a question. Therefore, the lack of mention (or low percentages) of a category is not necessarily a conclusion that an issue is inexistent, but that it is not mentioned or perceived as relevant by most respondents.

Throughout the report, graphs and tables are included that present data. To increase the readability of the tables, the highest percentages per category are highlighted in green. Further, small light grey text boxes are used to showcase examples that explain and further support the findings.

When applying a disaggregation per country, the graphs and tables in this report primarily display the findings from the case-study countries. Data from countries not visited are compiled in the category 'Other' on the graphs or tables and present the views from the project, embassy and MFA staff. At the request of MFA, and the Embassy of the Kingdom of the Netherlands (EKN), the results in graphs and figures of Somalia and Somaliland were separated. This is due to the difference in the contexts, the targeted youth, the private sector and ecosystems, as well as the degree of development of policies for supporting the Small and Medium size Enterprises (SMEs) by the governments in Mogadishu and Hargeisa.

In the case studies, the MTR team compared findings to the results of the baseline studies and project-specific MTRs (where available). Initial findings were cross-checked with programme staff, in KIIs, and in the three two online validation meetings. The conclusions of this MTR rely on the perceptions and views of 2000 stakeholders consulted through quantitative and qualitative measures, as well as the expertise of the evaluation team.

Validation process

The feedback loops and validation of the initial results of data collection at the country level was a continuous process. The starting workshops aimed to discuss and validate results achieved thus far, as also reported in the self-filling forms by the projects management.²⁹ Validation further consisted of daily contacts and discussions with the staff of projects (who assisted in identifying and contacting beneficiaries and key informants) and, through exchanges with the EKN staff during the mission and in most countries through final debriefings³⁰. While it was foreseen that online survey results would be discussed in the KIIs, the low response rate and delays did not allow for this.

Moreover, validation took place by sharing several draft reports and receiving consolidated feedback from the staff of MFA at HQ and country level, and through two online feedback meetings organised by MFA, during which especially the recommendations were discussed. Furthermore, the final report was presented (online) by the MTR team at a 3-day MFA work conference in Senegal in May 2023.

1.5 CHALLENGES, MITIGATION AND BIAS

²⁹ The self-filling form was not provided by the SPARK project in Burundi, but filled by the TI expert. See Annex A for details

³⁰ The debriefing in Burundi did not take place as the embassy cancelled the appointment due to last-minute travel.

The MTR faced several challenges and applied consequent mitigation measures, as presented in the table below. While most mitigation measures addressed the challenges, some potential selection and respondents’ biases remain as the representative sample was not reached in Burkina Faso, Somalia and Somaliland. Further, as detailed in Annex A, in Burundi the team was not guaranteed the freedom to select and interview beneficiaries, which might have resulted in some bias related to their levels of freedom to speak. In addition, the selection of a limited number of projects puts limits to the applicability of results levels and lessons learned through the programme as a whole. Finally, the MTR took place at a time when some of the projects selected had in fact already ended (and were not at mid-term), while others had not really started yet, such as in Tunisia where one person only filled the online survey. This gives a distorted image.

Challenges	Mitigation measures
The shared documentation initially was limited and therefore led to the risk of a partial vision on some aspect of a project or the Nexus programme.	During the initial workshops with project staff, the TI-team verified if all relevant issues regarding the implementation had been well captured and filled the remaining gaps jointly. Additional documentation was identified during the interviews with the MFA EKN staff and provided to the Team
Only a limited number of projects have been selected for an in-depth review. The analysis of the other projects, all specific in nature, was much less detailed and therefore the TI team was less knowledgeable.	TI undertook in-depth interviews with programme staff at all Embassies and an online survey with all projects to gain a better understanding of the different projects, their interlinked relations, and synergies
The security situation in some countries (Burkina Faso, Niger, Somalia and Somaliland) did not allow for the TI international experts and, in some cases, the national as well, to be present in the field.	TI followed the travel advice of the EKNs and ensured that sufficient time and resources were available for interviews with beneficiaries. In some cases, TI had to adapt the coverage of the interviews to secure areas. In some countries, the targets could not be reached due to security constraints.
Access to beneficiaries was not unhindered to get an objective opinion of the results achieved by the projects. In some cases (Burundi and Somalia, please refer to annex A project-specific findings) such access was not granted by the project and the TI team had to do interviews under close scrutiny of project staff.	TI expressed dissatisfaction about this situation and asked EKN to intervene, but no appreciable change occurred.
The MTR did not reach all targets in terms of KIIs as initially planned. Respondents’ rates to the online survey were late and relatively low, despite several reminders.	The online survey was distributed to the embassies, who distributed among IPs, where respondent levels were low, TI reached out to the relevant embassies with reminders. TI also distributed to the bigger implementing partners directly, who were asked to distribute to their IPs. In some countries, this worked better than others. ³¹ Because of the late and low number of respondents, the findings of the online survey could not be discussed and validated during the in-country workshops, as originally planned.

³¹ Respondents to the online survey per country: Burkina Faso: 6; Burundi: 15; Ethiopia: 5; Jordan: 11; Lebanon: 11; NL: 2; Niger: 2; Somaliland: 2; Somalia: 6.

The MTR did reach the overall target (98%) but in some countries did not reach all targeted youth beneficiaries as initially planned. The availability of youth beneficiaries varied in accordance with the status of the projects' implementation e.g., the early phase of a project, or time elapsed between the conclusion of projects and the MTR ³² .	TI refined the sampling at the project level (based on actual beneficiaries to date) and extended wherever possible the duration of the assignments of the national staff, compatibly with the MTR resources.
The MTR did not reach all key informant targets as initially planned. Some government stakeholders like line ministries (Labour, TVET, industry and trade, Planning), public TVET or employment agencies, employers and workers' organisations or sectoral associations, and international development partners, were not immediately available either because they were involved in a limited extent, or not at all in the projects. ³³	TI Informed the EKN officials and requested support, particularly in relation to the difficulties of meeting government stakeholders and organisations like employers' and workers' organisations. In the course of the mission in the field, TI teams also directly identified and met with additional stakeholders, but the total numbers reached are still lower than planned.
The number of participants in the starting workshops was lower than estimated.	The targets were planning figures during the inception phase when these figures could only be estimated. The lower figure did not in any way affect the outcome of the workshops.

FIGURE 7: CHALLENGES AND MITIGATION MEASURES

1.6 THIS REPORT

Chapter 2 presents the review and analyses of the case study project's TOCs and presents elements for a programme-wide TOC. Chapter 3 gives a detailed account of the main findings of the MTR by the adopted criteria of relevance, coherence, efficiency, effectiveness, sustainability, catalytic effects, gender sensitivity and gender transformative change. In Chapter 4 the conclusions per research question are presented and Chapter 5 presents the recommendations. The main body of the report is concluded with the list of sources utilised to inform the MTR. Importantly, in Annex A details about the findings in the case studies, and related conclusions and specific recommendations are given. Annex B displays the Master List of tool questions. Annex C provides an overview of the twenty-six projects under the programme. Annex D describes the MTR research questions per criteria. Annex E shows the full details of the major disappointments expressed by the respondents. Finally, Annex F provides the workshop reports.

³² For example in Somaliland, the youth that could not be reached were those that had left the project after completing the training, and never participated in the activities supporting job creation. At the time of the MTR, one project in Jordan started the training activities planned for March 2022, and therefore the youth that could be reached were only those that had just completed the training or had just been enrolled.

³³ For example, in Jordan, the focal points indicated at the MoL, Ministry of Planning and International Cooperation (MOPIC) and the national TVET Agency (TVSDC) stated in the course of the interviews that they were not aware or had no update information about the project. In Somalia the team could not consult with stakeholders, as they were not in their positions anymore and new ones were not aware of a project that closed about 8 months before. In Burundi government partners were not prepared prior to the arrival of the MTR team. This lack of time preparation led to a decision by the MoL to halt the TI-mission, which was later solved.

2. PROJECTS AND SUGGESTED PROGRAMME TOC

This section presents the findings on the main characteristics of the approved projects' TOCs /intervention logic. Although the Nexus programme has no overarching ToC, this section provides building blocks based on and analyses of the ToCs used at the project level, the light "intervention logic"³⁴, which contains three results indicators, the MFA Youth at Heart strategy and the DDE TOC for youth employment³⁵. The existing indicators have no quantified targets because the indicators would be quantified in the projects. According to MFA, this was intentional because the absence of an intervention logic and ToC would give embassies optimal space for choosing locally led solutions and interventions.³⁶

2.1 TOCS OF PROJECTS

The MTR observes that all listed projects shared with the MTR Team (see Annex F) developed a TOC, with the exception of three projects³⁷. These TOCs are summarised below.

Project ToCs

SKILLING Jordan

There is an absence of a comprehensive and holistic approach in the components of projects promoting youth entrepreneurship and self-employment. Stand-alone entrepreneurial actions can have a significant short-term impact. In order to support the evolution of opportunity-oriented young entrepreneurs into entrepreneurs who expand and create new jobs and can provide productive waged employment and decent work opportunities to other young women and men, these components of the projects will need to be better linked to policy measures that develop market systems in different countries. Skills that enable them to meet employer demands in the field of ICT, increase their employability and potential for economic participation

Youth-YO: Level UP! Jordan

If young men and women are granted timely, integrated and effective employment/entrepreneurial opportunities in agriculture and tourism, and local organisations are provided with outlets that support women and youth economically, then they have increased access to income-generating opportunities which enhance their economic participation.

COOL-Ya Jordan-Jordan

If farmers receive appropriate support in the form of training, technologies, equipment and innovative knowledge, this will help them to reduce pre- and post-harvest losses, increase post-harvest competitiveness, gain higher market prices, and comply with export market demands, which in return will enable them to expand their businesses and create new job places for the youth (demand). If young women and men are motivated to work in this sector and receive applied skills training in niche pre-post-harvest subjects, especially on using modern technologies and approaches, they will be able to pursue better employment opportunities and/or set up their own businesses in the agriculture sector and/or post-harvest businesses, ensuring their livelihoods (supply). If semi and highly skilled youth who

³⁴ PPB - Instructions of the main budget holder for budgetary spending margin

³⁵ MFA/DDE, Youth Employment ToC, August 2019

³⁶ KII MFA-staff

³⁷ Skills and Jobs Policy Support Fund (Somalia), Autonomisation des jeunes par les jeunes (Burundi) and PROMESSE-FP (Burkina Faso)

are meeting the needs of the labour market are given platforms and channels to engage with the farmers or customers, their (self-) employment and job retention will increase (matching). If farmers and pre- and post-harvest entrepreneurs, innovators and agricultural workers are connected through platforms and linkages, by working together and sharing ideas and best practices, the academic-field and trainer-employer links will be sustainably strengthened and maintained, benefiting the sector in general.

PEMIJ- Niger

If training offers, professional integration, support for employability and the creation of Micro, Small and Midsize Enterprises (MSMEs) are available for young people, they will acquire knowledge, skills, aptitudes and capital to enter the formal and informal labour market and create micro and medium-sized enterprises.

FORSA II Lebanon

If training providers are supported to develop quality training based on market needs and adapted to all educational levels; and if job platforms to connect employers and job seekers in a range of jobs, including in the informal market are supported; and if additional support is provided to women to enable them to make the most of training and employment opportunities, then employment outcomes for job-seekers of both sexes from both host and refugee communities from impoverished areas in Lebanon are improved.

Fostering Resilience and Strengthening Abilities Plus (FORSA+) Lebanon

If assistance is provided to MSMEs to prevent them from closing, then at the local level businesses, Community-Based Organisations (CBOs) and municipalities are capable of supporting early recovery activities and strengthening food security systems of those most in need.

CYWEE Somalia

If new approaches to understand the linkages between the social, mental health, economic, and political factors driving youth unemployment are adopted and steer the provision of life skills and job readiness skills and links and networking with businesses, then entry and leverage points for constructive engagement are identified and lead to employment, self-employment and social-economic integration.

Somaliland, YEEL Somaliland

Training in mental health, entrepreneurship skills and job readiness of fifty marginalised youth living in the Displacement Affected Communities (DACs). They are provided with a successful job connection or establish viable small-scale businesses, promoting economic and equal opportunities. This makes them independent and self-sufficient, reduces overall unemployment and poverty in the DACs and addresses some of the root causes of irregular migration, drug abuse and violent extremism in Hargeisa.

Somali Agripreneurship Project

If the farming experience and technical/managerial needs of the aspiring farmers across the Somali regions are strengthened through farming skills, innovative sustainable farming solutions, training to change cultural attitudes towards women in farming, marketing, of produce, and if partnerships with the public sector, land/farm owners, the private sector and NGOs increase access to land and improved infrastructures and water management, viable jobs are created, critical aspects of the food security are tackled in a viable manner.

Somalia Stability Fund

By supporting interventions to address fault lines for political conflict, enhance popular voice and participation, particularly for women and excluded groups, increase government visibility and community engagement around key priorities such as services and livelihoods, and reduce community vulnerability through targeted conflict resolution approaches, SSF can begin to support more equitable services and livelihood opportunities, tackle political, social and economic inequalities between groups, build trust between communities and government and ultimately contribute to enhanced government legitimacy and reduced political and communal conflict, leading to enhanced stability in Somalia

Skills and Jobs off the Tarmac-Puntland Somalia

If skills related to economic activity and entrepreneurship, and investment and loan opportunities, tools of tools, and access markets are provided, then youth in these communities increase opportunities to join the existing economic sectors with the skills and funds can create their own businesses.

Digital Platforms for SMEs Mogadishu

If youth receive technical and operational skills, the mismatch between skilled workers and employers is reduced and if employers, mostly MSMEs mostly youth and women-owned ones, increase the technical and operational skills to grow their business, many (young) jobseekers become employable for jobs due that require experience and practical skills, MSMEs. onboard new employees and develop existing staff talent.

Dalbile Youth Initiative UNFPA Mogadishu

Microfinance and Start-Ups services as well as youth economic and social machineries will be concrete contributors to the socioeconomic improvement among the Somali youth, in particular within the poorest locations and communities.

Skills and Jobs Consortium Mogadishu

Conflict and poverty create an environment of loss and destroy the scaffolding that supports the socio-economic development of youth. Individuals, families and whole communities lose individual, social and economic resources that are needed to recover from conflict and poverty. Any youth employment programme that seeks to economically integrate youth must scan the whole social ecology and promote resilience, and reduce risk, at all levels

African Crowdfunding Platform Mogadishu

One of the major challenges is to stimulate the creation of an entrepreneurial middle class. Another major challenge is job creation. Besides a lack of access to capital, Somalia lacks a professional workforce with the right business and technical skills needed to grow successful companies.

Akazi keza Burundi

Job creation, in both the formal and informal sectors, are important interventions to promote stability in Burundi. Increased support, enhanced skills and better information for entrepreneurs/SMEs lead to increased business creation, expansion and jobs among youth. Supporting SMEs/entrepreneurs through BDS, training, coaching, access to finance and access to markets grow businesses and create jobs for youth.

Job Booster-SEC Burkina Faso

Improved life opportunities through increased (self-) employment for at least 10,000 youth (60% female) in three regions of Burkina Faso (Job Booster-SEC Burkina Faso)

Nexus Skills & Jobs for Youth -Tunisia

The project aims to address the skills mismatch by developing methodologies and tools, including a connection space that bridges the gap between the qualifications/competencies needed by employers and offered by TVET institutions in the Agri-food sector, to test them and anchor them in the relevant institutions.

Reussir au Senegal II

The project aims to improve employment agencies to better address labour demand and employment creation which will allow youth to improve their professional skills and find employment. This will lead to better socio-economic conditions for youth

Scaling Tiko Ecosystem for youth Health and Employability in Ethiopia

Contribute to reducing youth unemployment in Addis Ababa and Bahir Dar by using our platform to connect a tentative target of 30,000 users to employment skills, relevant training and/or experience, and ultimately to employment.

Advancing Women Enterprise in Addis Ababa

If women's agency and ability to influence economic decision-making is increased (individually and collectively); (agency) and if their productive/economic role is recognised, respected and promoted (household, society and power holders); (relations/structure) then women will have equal access to and control over economic resources, opportunities and assets achieving equal benefits and return for their economic contribution.

Livelihood Improvement for Women and Youth- Ethiopia

LIWAY is organised around four Market Systems (Labour, MSE, MLE and Skills) from which poor people might earn their livelihoods.

Observations on the TOCs

The formulation of the projects' TOCs is not homogeneous and varies in relation to:

- the TVET systems in the countries
- the economic ecosystems and the economic sectors targeted by the projects
- the level of development of the countries and the specificity of the social and political contexts
- the nature of the IPs, being international organisations, INGOs or national NGOs and specialised service suppliers
- the different targeted sub-groups, within the general category of youth
- the project duration and articulation of interventions linked to the resources available
- the entrepreneurship development components that include youth own-account employment, individual start-ups and socially sustainable enterprises (cooperatives)
- the limited capacity of the labour market to absorb young people in wage employment

Some salient general traits and assumptions of the projects can be identified in relation to:

- Similar logic of the sequence and progression of the activities that depart from the provision of skills to increase the beneficiaries' employability³⁸ to support employment and self-employment.
- Project strategies to improve both the employment prospects of young men and women and the productivity of enterprises.
- Key enabling factors such as the core skills foundation, access to technical education, and vocational training, availability of training opportunities at the workplace, the youths' life skills and motivation, and ability to take advantage of opportunities for continuous learning and support (referral and employment services) to find employment or start their self-employment journey (financial and business development services).
- The matching of the skills offered with the needs of the enterprises that employ the youths, which enables trained youths to attain decent work.
- Opportunity that projects present to incorporate core work skills into technical training and identify various ways of integrating employability skills into vocational training and in a few cases, in core academic contents.
- The offer of programmes that blend on-the-job training, work experience, internships and work-study as opportunities to coach young people in workplace settings.
- Targeted interventions directed at the specific difficulties facing disadvantaged young women and men. For those who had limited opportunities to access formal education or dropped out of school, many projects offer flexible, participant-centred and participant-led programmes that integrate vocational training and work experience.
- Partnership with the private sector to identify skills in high demand and formulate the skills programme accordingly.
- The absence of specific components regarding a structured collaboration with Public Employment Services (PES) to increase the likelihood of matching the employer's vacancy and the youth jobseeker's skills.
- Giving young people better chances in the labour market, by incorporating innovative approaches that combine training with employment- and income-generating opportunities, support services including, vocational and job-readiness training, job search assistance, career guidance and counselling.
- Providing young women and men with support throughout their transitions into the labour market with access to skills, knowledge, finance in some cases, markets and networks as well as enabling business environments that can empower them to become drivers of economic opportunities that create jobs for themselves and their peers.
- Providing entrepreneurship training programmes entailing knowledge and skills, business and management training, advisory services like mentoring and coaching facilitating access to networks, markets and value chains as well as access to finance through credit, monetary or in-kind grants.
- Tackling specific constraints of young people with dedicated actions to support disadvantaged youth, including young persons with disabilities and youth in fragile situations affected by conflict or disaster.

³⁸ The ILO defines employability as relating to "portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions" (ILO, 2004. Human Resources Development Recommendation, 2004 (No. 195) Geneva).2004, Para. I.2(d)).

Knowledge among MFA staff in the Netherlands about the different project ToCs varies which can be explained by the decentralised nature of the programme, where responsibilities for the implementation of projects and monitoring lie entirely with the embassies. Further, as shown in the example below, there were also some observations expressed about the consistency of ToCs and the need for flexibility of projects to adapt to changing contexts (for instance insecurity or economic deterioration) during implementation.

The ToC was updated to align with the project amendments. However, some barriers do exist because of the context. It may sometimes be difficult for the IP to create the desired link between the different components. So instead of focusing on this link (which is often not in their control), the team had to put more effort into adapting to the rapidly changing context. Project staff, Lebanon

Sometimes staff of local implementing partners state that they were not aware of the ToC of the project or claimed it was not shared with partners (see box below on Burundi).

During the initial workshops, the relevance of the different ToCs was discussed and the decisions regarding the necessary adaptations that were applied in view of the changing context were explained. For example, in Burkina Faso and in Niger, it is explained that the scope of the project needed to be adapted due to the security situation. In Burundi, due to the high costs of job placement, it was suggested to substantially reduce the original targets.³⁹ At the time of the MTR, no decision had been taken yet in this regard.

Nexus projects have thus mostly developed ToCs that are consistent with the intervention logic of the project and take into account the specific context.⁴⁰ However, the overall relevance of the Nexus programme can significantly increase if the skills matching is further strengthened with increased participation of the private sector and training institutions in the design, implementation, monitoring, learning and evaluation of the project activities, as further detailed in chapter three and the conclusions of this MTR. Further, as pointed out throughout the report, Nexus outcome area B (economic environment) is less reflected in the projects than outcome area A (employability).

2.2 ELEMENTS FOR THE NEXUS PROGRAMME TOC

The Youth Employment ToC of DDE is well-developed and consists of three pathways that will lead to decent work and income:

- Young people have decent employment (upskilling & matching strategy)
- Sustainable enterprises are youth-led or hire young people (upscaling & upskilling strategy)
- Enabling environment created for young people (evidence-based research & political advocacy strategy)⁴¹

Based on this, the two outcome areas of the Nexus programme, and the experience and results of MTR, tentative elements for a new TOC for the Nexus programme are presented below, which requires

³⁹ In Burundi the cost of job placement is high and therefore the MTR that SPARK organised advised the project to reduce the target of outcome 1: Jobs created as a result of training (technical and life skills). The MTR also advised to reallocate budget from that outcome to the other two outcomes in order to focus more on supporting youth to set up their own business (similar to the approach in Burkina where creating jobs in the private sector also proved very difficult). Akazi Keza MTR report, p 38

⁴⁰ a more detailed analysis of the projects' characteristics, their TOCs and some elements for a future TOC of the Nexus programme are provided in Annex G

⁴¹ MFA/DDE, Youth Employment ToC, August 2019, p 22.

further elaboration with the key stakeholders. The MTR team suggests that an online workshop with all embassies and all project staff (including local IPs) will be organised to further define the ToC in a participatory manner. The TOC is recommended to stay at a high level, and that projects will use this higher level and consequently develop the lower levels (pre-conditions to achieve these changes). The figure below summarises these draft elements, which require further work and detailing.

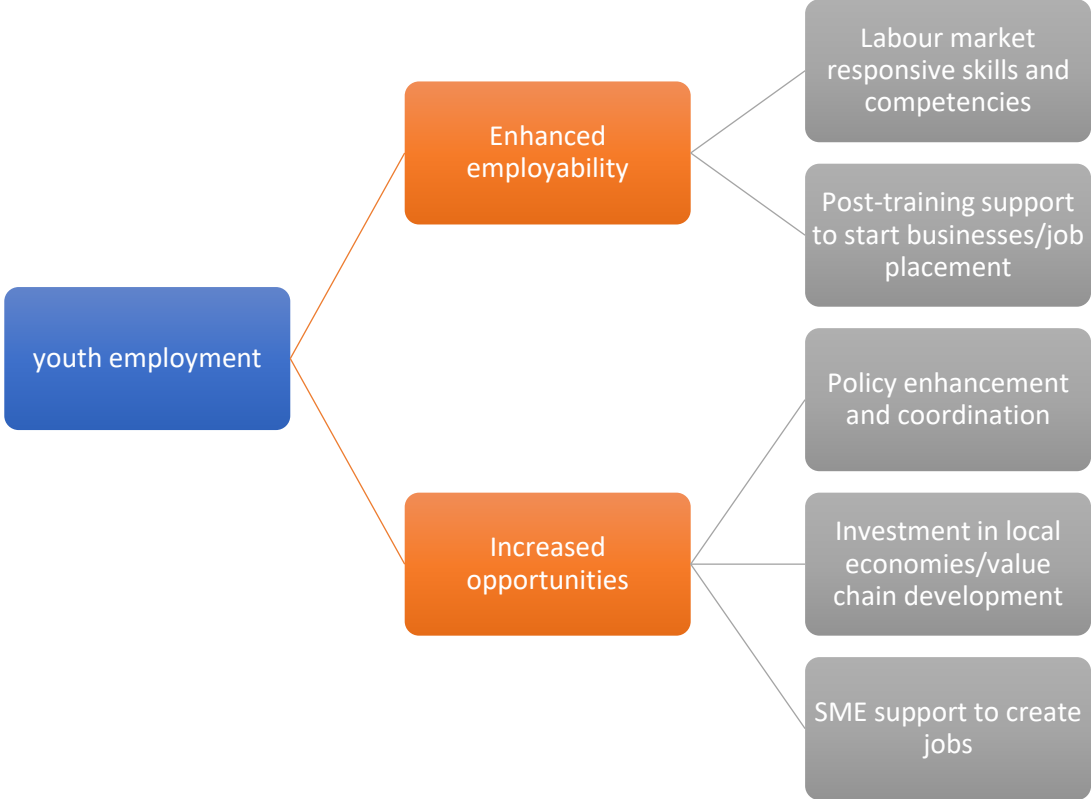


FIGURE 8: ELEMENTS FOR NEXUS PROGRAMME TOC

3. MAIN FINDINGS PER CRITERIA

The evaluation criterion of relevance has been operationalised into the six main questions of the TOR, further adapted into the questions included in the masterlist (Annex B) and eventually detailed into the survey questions included in the different tools.

3.1 RELEVANCE

This section reviews the relevance of the Nexus Programme, thus the extent to which the intervention objectives and design respond to beneficiaries, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.⁴² It provides the findings against the specific research questions on relevance designed for this MTR, namely:

- To what extent are the planned results, outcomes and impact of Nexus consistent with beneficiaries' needs, education institutes and the private sector? To what extent are they relevant to countries' needs? And to what extent are they relevant to the donor's priorities and policies?
- Do beneficiaries of the projects (youth, women, private sector, education institutes and other actors) participate in the design of the project, implementation, monitoring, learning and evaluation? If so, in what sense and how? And if there are elements which contribute to the sustainability of the results and interventions?
- To what extent and how did projects take into account the specific needs of young women? Are the projects gender sensitive; optimising equal opportunities for young men and women?
- To what extent is the private sector involved in the design and implementation of the programme? To what extent contribute this to better matching of skill with available jobs?
- What are the main characteristics of the approved projects and the theories of change/intervention logic that have been formulated?⁴³

Relevance to donor policies and priorities

The Netherlands are committed to youth employment in Africa, focussing on a close match between vocational training and the labour market.⁴⁴ The Nexus programme is a relevant part of Dutch cooperation because it addresses the fundamental issue of youth unemployment in the countries of implementation. In all countries, both the unemployment of youth and the challenges of bridging the gap between skills and decent jobs are major issues. According to the ILO, currently youth unemployment, as a percentage of the labour force in the countries covered by Nexus is presented in the table below:⁴⁵

	Burkina Faso	Burundi	Ethiopia	Jordan	Lebanon	Niger	Senegal	Somalia	Tunisia	Global
Female	7.8%	1.3%	8.1%	52%	26.7%	0.3%	7.8%	38.9%	23.6%	14.5%
Male	8.8%	2%	4.4%	37.5%	29.6%	1.3%	3.4%	33.2%	37.3%	15.2%
Total	8.6%	1.7%	6.1%	40.3%	29.6%	0.9%	4.8%	35.4%	37.3%	14.9%

FIGURE 9: YOUTH EMPLOYMENT FIGURES

⁴² OECD DAC, Evaluation Criteria, <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

⁴³ This question is discussed in a dedicated chapter, chapter two.

⁴⁴ Netherlands Ministry of Foreign Affairs, Policy Document for Foreign Trade and Development Cooperation: Do what we do best (The Hague, 2022), p32.

⁴⁵ International Labour Organization. "ILO Modelled Estimates and Projections database (ILOEST)" ILOSTAT. Accessed February 21 2023. ilostat.ilo.org/data ; ILO, Global Employment Trends for Youth 2022: Investing in transforming futures for young people. 2022, p42.

However, it should be noted that labour statistics have in general limited reliability and do not measure the informal economy. In the same countries, also the high NEET (not in employment, education or training) rates⁴⁶ reflect the youths’ difficulties accessing the labour market.

When asked, most key informants are indeed of the opinion that the Nexus programme is relevant for the priorities of MFA and the Embassies. MFA staff in the Hague stress their advisory role under the decentralised approach but indicate that in some countries there were discussions about the formulation of projects which did not adhere immediately to the criteria of Nexus. For example, in one project it was proposed to start financing the construction of primary schools. These discussions resulted ultimately in the construction of schools being dropped from the proposal.

Relevancy to country needs

Further, as per the figure below, the majority of respondents find the programme relevant to the priorities and needs of the country. The MTR team indeed found that in all countries youth employment and skills development is given a high priority in government policies and relevant sectoral strategies. The programme is relevant to countries’ priorities and its interventions are regarded by stakeholders as highly complementary to other activities. Especially consulted government regard the programme as well aligned with national policies and initiatives. In the case study analyses in Annex A, this is further explained.

The programme is aligned with the priorities of the National Development Plan 2018-2022 Phase 2 and now phase 3 till 2026, and also to the Strategic Plan of the Ministry of Employment focusing on youth employment promotion and social protection. Government, Niger

In Burkina Faso, and to some extent in Burundi, this alignment is perceived to be less evident.

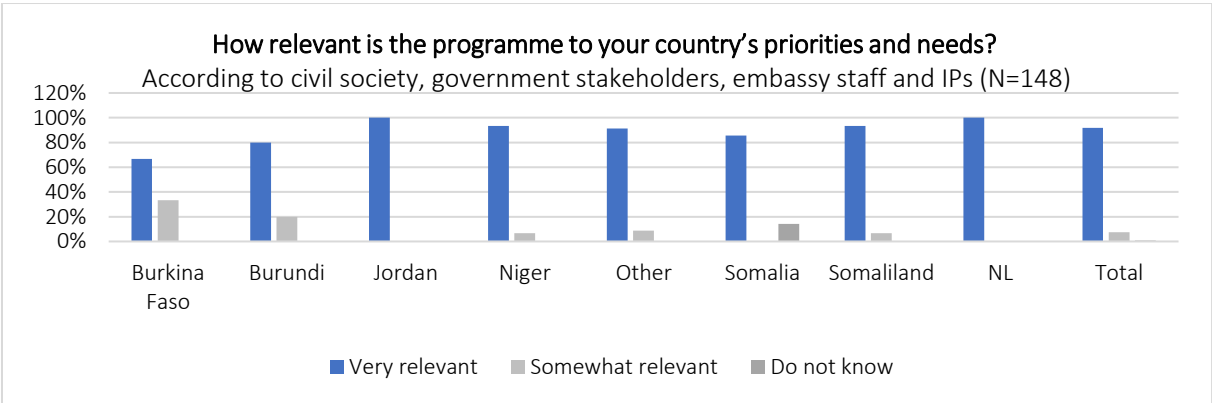


FIGURE 10: RELEVANCE OF THE PROGRAMME FOR COUNTRIES

However, as detailed throughout the report, in terms of the relevance of the interventions, the MTR finds many interventions relevant for the achievement of Nexus outcome A: empowerment through increased skills, but fewer interventions in design and practice are relevant to contribute to Nexus outcome B: increased opportunities for economic participation, including employment and self-employment.⁴⁷ Interventions are thereby less relevant to “fostering an enabling environment for young entrepreneurs, such as to specific, problems they encounter locally and raising these issues in diplomatic

⁴⁶ Share of youth aged 15-24 not in employment education or training (NEET) in Burkina (41.3%), Burundi (NA), Ethiopia, (17.5%) Jordan (36.5%), Lebanon (22.8%), Niger (23.9%), Senegal (34.2%), Somalia (43.9%), Tunisia (30.9%), ILO Modelled Estimates and Projections (ILOEST) Database Nov. 2022 edition ILOSTAT

⁴⁷ PPB, Instruction of the main budget holder for budgetary spending margin, 2019

communications or supporting initiatives that address them,” as foreseen in the MFA Youth at Heart strategy⁴⁸.

Relevance to the needs of male and female beneficiaries

When asked, 72% of the MTR participants say that the programme is relevant to the needs of its target groups, as per the graph below. Especially government staff in the countries and all EKN staff highlight the relevance for the youth. The majority of the youth beneficiaries (F:69%, M:71%) confirm the relevance of the programme. See section 2.6 for more details on gender.

It is very relevant because the youth are not well informed about job readiness and this type of induction will support and improve the outcome of the economic status. Government, Somaliland

Young people who see less relevance of the programme to their needs, mostly refer to the relevance of the specific courses received and would have preferred other types of training, which has an influence on the number of trainees using these skills, as discussed below.

The training was not that much relevant to my needs because I would have preferred to be assisted in business start-up opportunities. The job application training focused on something I already knew. Beneficiary in Somalia

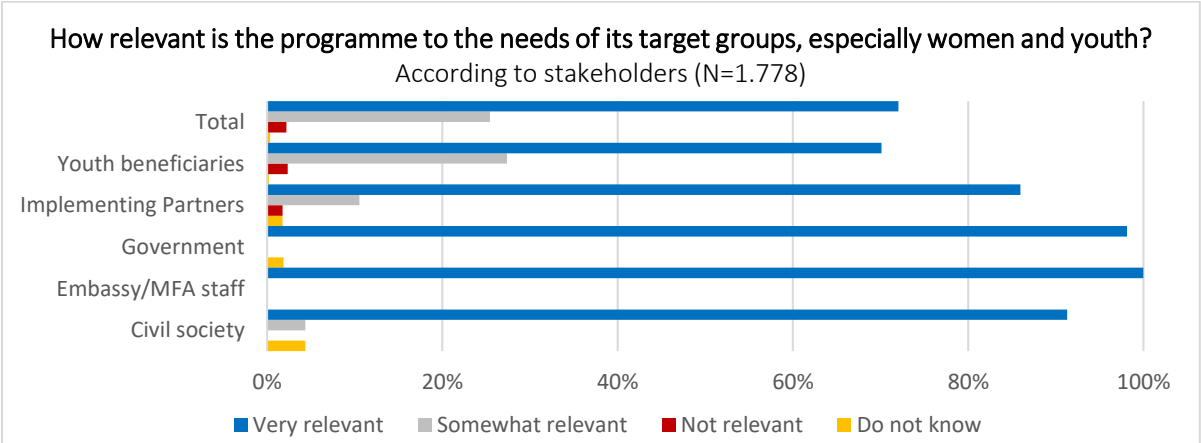


FIGURE 11: RELEVANCE OF THE PROGRAMME – PER STAKEHOLDER

There are relatively more doubts about the relevance of the programme to the needs of women and youth by MTR participants in Burkina Faso and Somalia⁴⁹ as further outlined in Annex A. Niger scores highest in perceived relevance⁵⁰.

⁴⁸ MFA, Youth At Heart: Young people at the heart of Dutch development cooperation, May 2020
⁴⁹ In Somalia, at the end of the project 48 of the 120 youth were employed after completing the training programme. Securing employment was highly challenging due to insecurity in Mogadishu, political instability, and the suspension of economic activities by companies that indicated that they would not hire new employees until after the elections. TI team found that the project design was not informed by market demands, especially by the private sector as well as beneficiaries and service providers were unclear about the project's objective and ultimate goal, and they viewed the programme as more focused on mental health than job creation. In Ethiopia, in the Scaling Tiko Ecosystem for youth Health and Employability that was terminated before the planned end, more than 900 youth were enrolled but less than 25% completed the training programme. In Burkina the project undertakes a lot of effort in sensitizing, stimulating and motivating youth to enter the programme and get a training. The project contracted SPONGE to work with local organisations to stimulate the recruitment of youth to enter the programme. Youth do apparently not see much benefit in training and this is probably related to the security situation and the very high level of unemployment and lack of opportunities. There seems to be a strong push into migration. It is these factors that need to be better monitored by the project.

⁵⁰ The result in Niger is mainly due to the excellent analysis of the labour market demand, learned from the other youth employment projects funded by other donors SWISS Contact is implementing in parallel with PEMIJ. Another reason is that the project uses and enlarges the offer

Most consulted stakeholders explain that the programme is relevant to the needs of the target groups because it increases employability and entrepreneurial capacities. However, few mention that the training is adapted to demands in the market. Among the young beneficiaries who say that the programme is not relevant to their needs, 92% are not satisfied with the training courses. They believe the training is insufficient and not adapted to the market demand. Project staff further highlight the lack of post-training support, lack of financial support, and little focus on the needs of the private sector (employers), as further explored below.

IPs mention most (69%) that youth are listened to and given the opportunity to express their needs, as well as because the programme is inclusive and specifically addresses women-related issues, also confirmed by EKN staff. However, none of the youth mentions this. An example of this is Somalia, where interviewed beneficiaries and stakeholders perceived the project as more focused on mental health than on job creation and it was not entirely clear to them how the training sessions concretely helped young people to access future employment opportunities.⁵¹

The table below presents how, according to male and female youth beneficiaries, the projects took into account their needs. Many explain that the projects covered their needs by providing material and financial support. Others highlight that they have gained the skills they wanted or an education. With differences per country, as presented in the figure below, having a job or business is only mentioned by 8% of the youth beneficiaries, and interestingly with higher figures among girls and young women (11%).

How has the project taken into account your needs? According to youth beneficiaries (N=1.260)													
	Burkina Faso		Burundi		Jordan		Niger		Somalia		Somaliland		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
My personal needs: material, financial support, travel expenses etc.	30%	43%	38%	32%	34%	31%	79%	91%	40%	37%	5%	0%	47%
I have gained the skills/ education I wanted	26%	34%	49%	64%	53%	64%	12%	3%	67%	73%	63%	86%	40%
I now have a job, an occupation, and own a business	22%	10%	10%	9%	6%	6%	2%	2%	0%	2%	26%	7%	8%
I have an income, can now take care of my family	11%	7%	3%	3%	0%	0%	0%	0%	0%	0%	5%	0%	3%
My mindset has changed: I am now confident, motivated, mentally stronger	0%	1%	4%	10%	3%	1%	0%	0%	5%	0%	11%	7%	3%
I hope to get a job, and now have job offers	2%	1%	2%	0%	0%	3%	0%	1%	0%	0%	0%	0%	1%

FIGURE 12: HOW THE PROJECT HAS TAKEN INTO ACCOUNT THE NEEDS

of existing training schemes, which have existed for more than a decade and continue to do so through the other projects, with positive results well known by the youth for they are also systematically advertised through many platforms like, for example, the Centres de Promotion des Jeunes of the Ministry of Youth.

⁵¹ MTR- TI National Expert's Field Observation Report on CYWEE Project, Mogadishu, February 2022

Youth beneficiaries who indicate that their needs have not been taken into account mostly express their dissatisfaction with the training, with the exception of Somaliland and Niger. In Somaliland, all respondents explain that they do not have a job or better opportunities. In Niger, most respondents regret that they were not provided with post-training support or means to start a business. A significant 33% of female and 29% of male youth in Somalia indicate that they did not receive post-training support or have no means to start their own business or have not received a credit loan. In Burundi and to some extent in Burkina, youth beneficiaries mention that some challenges remain as not making enough money or having no social protection.

Levels of participation

The embassy staff in charge of the Nexus projects in the nine countries, directly interviewed by TI, indicate that they have been mostly involved in the design and approval stages, and one in three says they were not involved because they were recruited after the start of the projects.

The majority of the stakeholders are involved in the implementation of the projects, but as presented in the graph below, government and especially the private sector are generally not involved in the design of the specific projects. These representatives from private sector actors interviewed are those identified through the project teams as belonging to the employers’ organisations and business associations who are knowledgeable about the project.

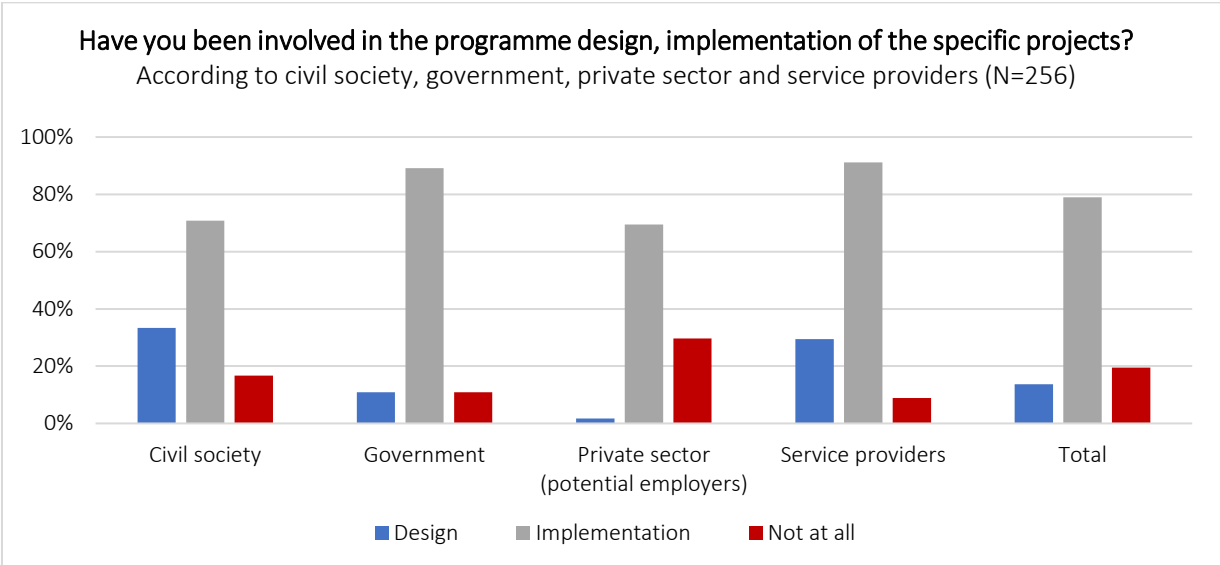


FIGURE 13: INVOLVEMENT IN PROGRAMME AND PROJECT DESIGN, IMPLEMENTATION AND APPROVAL⁵²

The DDE ToC puts a strong emphasis on the private sector’s engagement. “Private companies, and particularly SMEs are the backbone of most economies... We rely on pragmatic ideas to spur new approaches to the challenge of youth unemployment. The private sector is the most efficient and effective mechanism through which to develop and scale promising business models that respond to this persistent challenge”⁵³. However, as per the following figures, while according to programme staff private sector involvement was high in both design and implementation, in fact the private sector clearly states that they were only involved in implementation (69%), or not at all (30%), confirming the answer

⁵² Service providers include TVET providers (schools and trainers) and economic service providers both external and project involved
⁵³ MFA/DDE, Youth Employment ToC, August 2019, p 18.

as shown in figure 12. Private sector respondents state that they primarily provided skills training and assisted in the insertion of trained youth by providing jobs, internships and registration of businesses.

When private sector involvement was discussed during the MTR workshops, implementing partners highlighted the general reluctance of employers to take the time to learn about Nexus, dedicate their staff to jointly design the training programmes, or make commitments for activities other than work-based learning, like to employ trained youth or including self-employed ones in their supply chains. The effectiveness of private sector engagement will be discussed further below in detail, but their weak participation, in general, is compromising the matching.

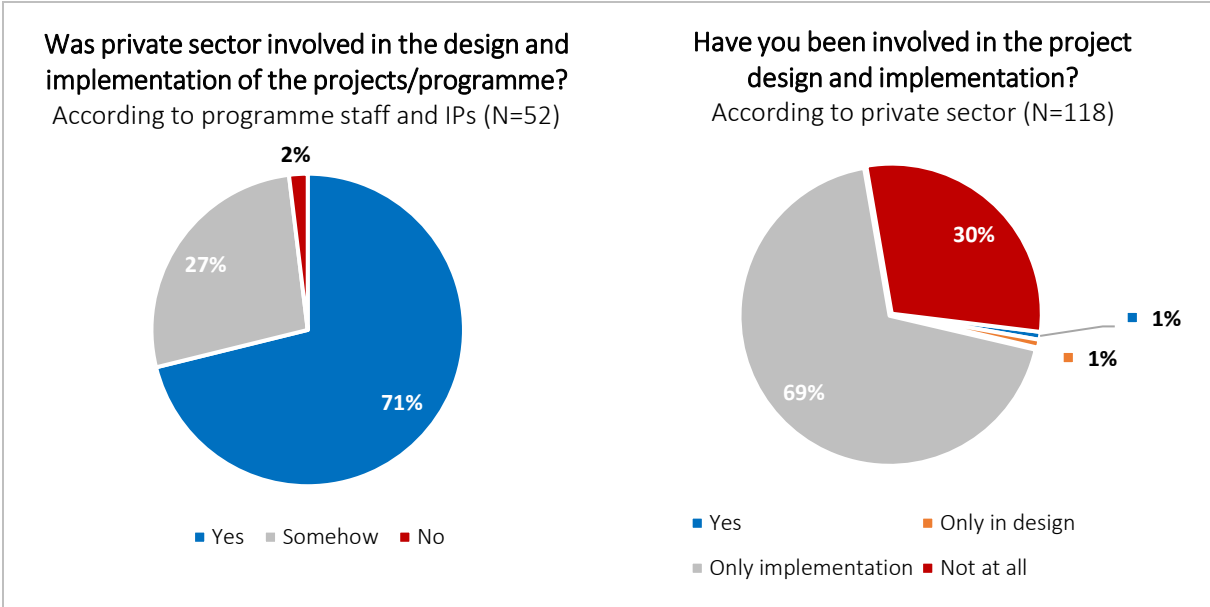


FIGURE 14: PRIVATE SECTOR INVOLVED IN THE PROJECTS/PROGRAMME

Youth participation

The DDE Youth Employment TOC includes a guiding principle on “Youth engagement in policymaking, programme design, challenge formulation, developing solutions, and throughout program implementation is crucial in ensuring that interventions are likely to contribute to the goals and aspirations of youth. Beyond simply employing youth, our ambition is that in line with the Youth At Heart strategy⁵⁴ also leads to empowerment and greater resilience of youth”⁵⁵. Also, in the Youth at Heart strategy, the need for participation is highlighted. “To ensure our interventions are more relevant to the lives of young people in the focus regions, we strive to increasingly adopt meaningful youth participation”.⁵⁶

Almost half of programme staff and implementing partners state that youth have been consulted during the design and implementation of the activities. However, significant differences can be seen per country, with the lowest scores for (perceived) youth participation (i.e., consultation of youth associations) in Somalia and Somaliland, and the highest in Niger.

Many consultation visits were run in the north, middle and south of Jordan as well and many focused-group discussions have been made thus the needs of youth were included in the educational curricula for tourism and

⁵⁴ MFA, Youth At Heart: Young people at the heart of Dutch development cooperation, May 2020.
⁵⁵ MFA/DDE, Youth Employment ToC, August 2019, p 18.
⁵⁶ MFA, Youth At Heart: Young people at the heart of Dutch development cooperation, May 2020, p 36.

post-harvest. Moreover, the trainings were designed to be more interactive with youth which will surely enhance their employability and self-employment skills. IP, Jordan

This project was designed based on the needs of youth through various assessments and lessons learned by Mercy Corps. Youth are also engaged throughout the implementation stages, and with the partner's short-, mid-, and long-term monitoring activities. Youth input is always taken into consideration for learning and improving the intervention accordingly. They are at the core of this project and are the main beneficiaries. IP, Lebanon

Further, the guidance in the Youth Employment TOC of DDE states that: “IPs should aim to consult directly with young women in their project design, to validate whether their projects actually respond to the challenges and aspirations of the intended beneficiaries”⁵⁷. Youth beneficiaries, without any significant differences between sex and age groups, confirm that the projects solicited their feedback, with the exception of the participants in Burundi where the majority states that their feedback has not been taken into consideration (M:74% F:67%), as further detailed in section 2.4 on effectiveness. However, in the conversations with project staff and youth, the MTR team observed that most projects see youth as an object for the realisation of project results and targets, but not as capable actors responsible for their own economic destiny, and with agency.

Relevance of skills

Finally, one of the most important questions is to assess the relevance of the skills provided, in relation to connecting skills development with employability, and youth finding decent jobs, taking control of their lives, and building better prospects for themselves, their families, and their communities.

As is shown in the next graph, only 50% of the trainees still use the skills obtained. There are substantial differences per country. In Burkina Faso, Niger as well as in Somaliland, up to 80% of youth state that they do. In other countries, the number of youth who are not using the acquired skills to earn income is high. Youth state as the reason that they either did not find a job in which their skills could be applied or they did find employment for which no skills or other skills were needed. While this indicates a mismatch between the offer and demand of the types of skills, it can also be due to the limited opportunities of the labour market (market absorption) and the limited number of youth supported in self-employment, as further outlined in the effectiveness section below.

The figure also reflects the gender inequalities in the job markets in the different countries with noticeably young women in Burundi, Jordan and Somalia having fewer job opportunities in the skills areas obtained than young men.

⁵⁷ MFA/DDE, Youth Employment ToC, August 2019, p 17.

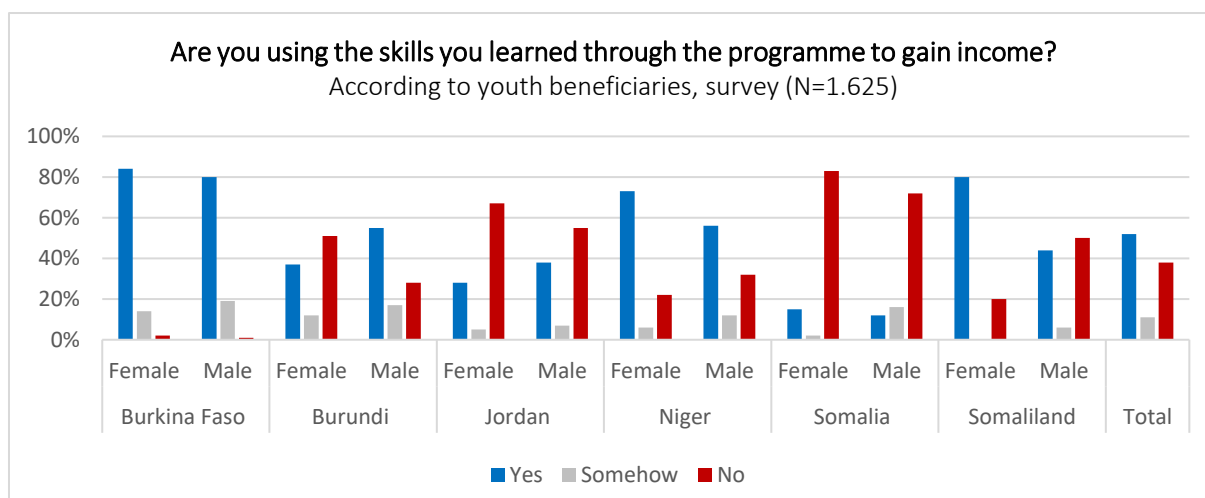


FIGURE 15: USING SKILLS TO GAIN INCOME – PER COUNTRY AND GENDER

When asked which skills they are using to gain income, most youth point out that vocational training skills are most important. Interestingly, this is the case for most countries except for Burundi and Somalia, where soft skills⁵⁸ are seen as important to gain income, especially highlighted by young men. This confirms the result of the analysis made for Figure 35, in section 2.4 Effectiveness, in which the skills providing the highest chance of finding a job or being self-employed is given. In Somaliland entrepreneurship skills are rated as most relevant.

Which of the skills you learned through the programme are you using to gain income? According to youth beneficiaries, survey (N=794)							
	Burkina Faso	Burundi	Jordan	Niger	Somalia	Somaliland	Total
Vocational training	75%	13%	68%	95%	14%	4%	61%
Soft skills	3%	84%	31%	8%	86%	46%	34%
Entrepreneurial/business development skills	24%	38%	18%	5%	0%	75%	21%

FIGURE 16: WHICH SKILLS USED TO GAIN INCOME - PER COUNTRY

As presented in the figure below, most of the stakeholders are of the opinion that the skills provided are in demand among the private sector. However, the prevailing response from potential employers in the private sector indicates that this is only partially the case. The MTR found that the private sector in the selected country sample has a preference for vocational and technical skills⁵⁹ and gives less priority to entrepreneurship and foundational skills⁶⁰. Related to the section above on participation, it can be concluded that the engagement of the private sector in the design of skills training (advisory role mostly) was too limited.

⁵⁸ Soft skills, also known as transferable skills, allow young people to become agile, adaptive learners and citizens equipped to navigate personal, academic, social, and economic challenges; transferable skills include problem solving, negotiation, managing emotions, empathy, and communication and support crisis-affected young people to cope with trauma and build resilience in the face of adversity; transferable skills work alongside knowledge and values to connect, reinforce, and develop other skills and build further knowledge (UNICEF, Global Framework on Transferable Skills, 2019, p1)

⁵⁹ TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. UNESCO

⁶⁰ Foundational skills, namely literacy and numeracy, are the foundation for further learning, productive employment and civic engagement (UNICEF, Global Framework on Transferable Skills ,2019, p1)

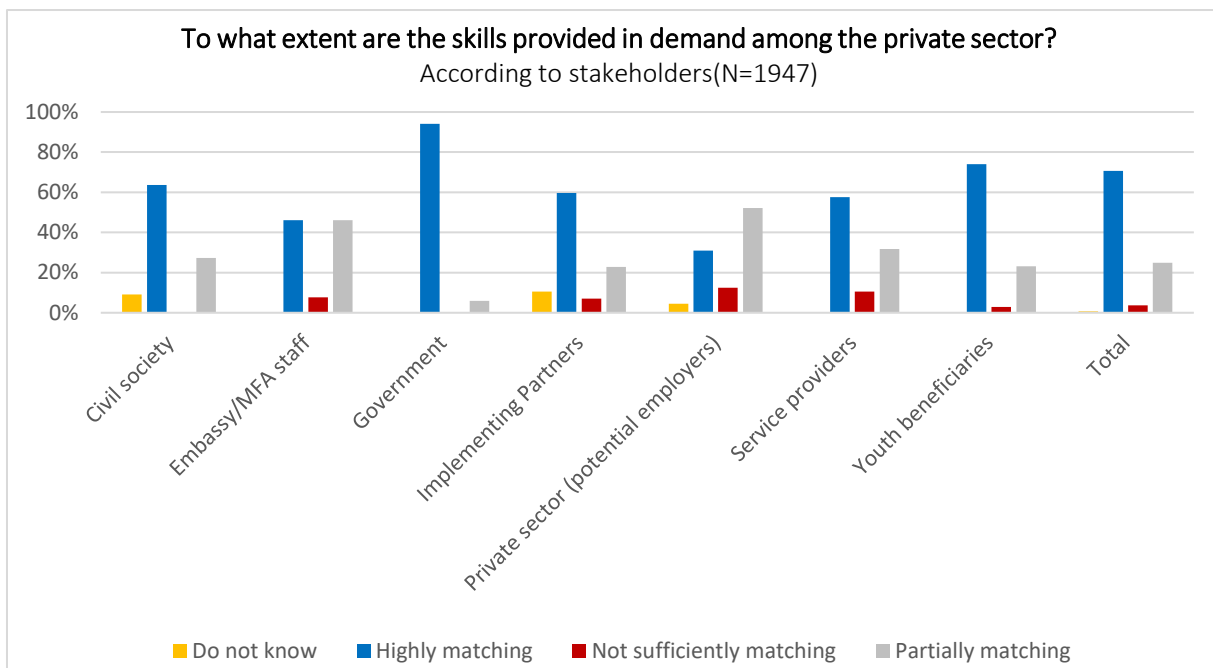


FIGURE 17: SKILLS PROVIDED IN DEMAND AMONG PRIVATE SECTOR – PER STAKEHOLDER

This is also confirmed at country level, with highest matching in Niger and Burkina Faso where the private sector was involved at the national, local and sectoral levels, and the lowest in Somalia, where projects gave priority to the training programmes provided to youth to entrepreneurial and foundational skills, instead of vocational and technical skills, as per the figure below and further explained in the country case studies in Annex A.

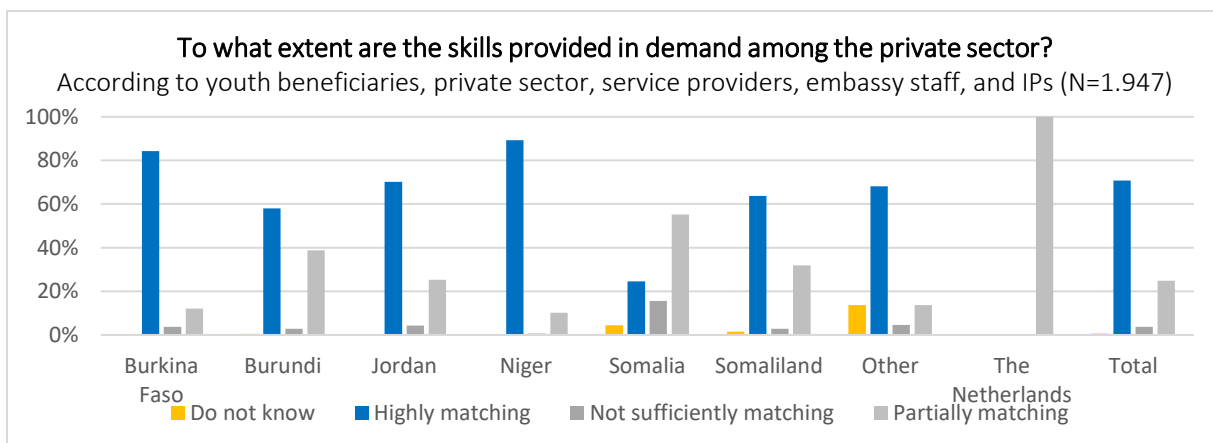


FIGURE 18: SKILLS PROVIDED IN DEMAND AMONG PRIVATE SECTOR - PER COUNTRY

The interviewed government representatives, like the Ministry of Labour (MoL) and the Technical Vocational and Skills Development Commission in Jordan or the Ministry of TVET (MEPT) in Niger, highlight the role of training or active labour market institutions in improving the matching of supply and offer.

Overall, government stakeholders consulted indicate that the programme is in line with the national policies framework in place and that they were invited to provide feedback on the skills training. They further stress that their partnership with the programme includes the monitoring of activities. Also,

Embassies play an advisory and backstopping but a more limited one in enhancing the matching of skills with available jobs.

In line with the above observations on the limited involvement of the private sector, while 65% of the private sector actors consulted believe that their involvement somewhat enhanced the matching, only 10% of the private sector actors believe that their involvement to a large extent enhanced the matching of skills with available jobs, while assumably the most knowledgeable stakeholder group. The MTR thereby confirms that while to ensure that training programmes produce the skills they need, employers need to be more involved in all stages of skills development, from defining the job profiles they seek, to the development and validation of the occupational standards from which curricula and programmes derive and, finally, in the testing and examination of the acquired skills.

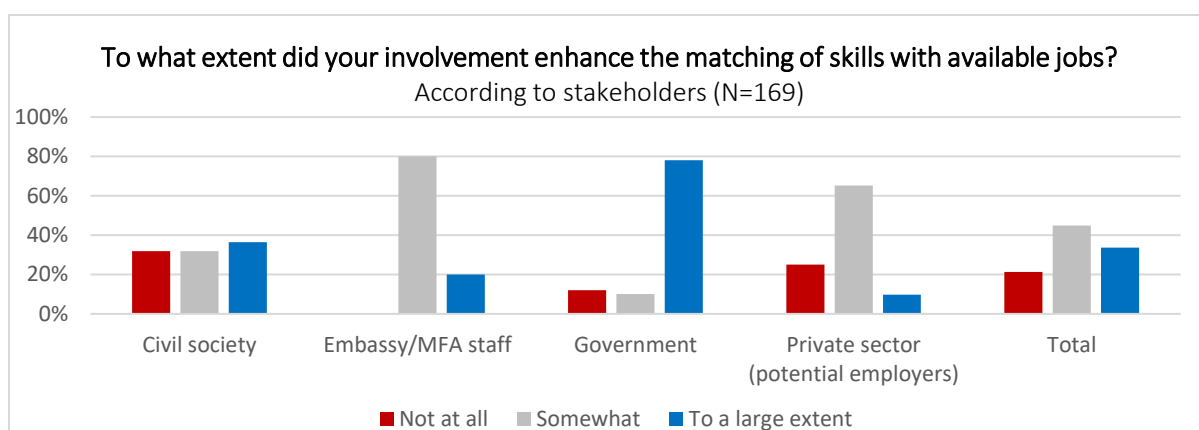


FIGURE 19: INVOLVEMENT IN MATCHING OF SKILLS

In summary, the MTR concludes that the findings point to the high relevance of the interventions under the Nexus programme for the needs of the male and female youth, countries and to the priorities and policies of the donor. Projects have made appreciable efforts to involve the target groups, but more active participation in both design, formulation, implementation and monitoring is required to better hear the voice of youth in Nexus and to strengthen their agency. Government was generally not involved in the design. The private sector mostly plays an advisory role during the implementation phase, and finding ways to increase their involvement would increase the relevance and market responsiveness of the skills provision, and thus the matching.

3.2 COHERENCE

This section reviews the coherence of the Nexus Programme, thus the compatibility of the intervention with other interventions in a country, sector or institution.⁶¹ It provides the findings against the specific research questions on relevance designed for this MTR, namely:

- To what extent is Nexus compatible with other programmes and interventions as mapped in the project documents? And to interventions of other actors/donors in the countries.
- Internal coherence: how well does Nexus fit with other interventions supported by the Netherlands in the target countries? And how do the projects fit within the Youth at Heart strategy, the outline of Nexus Skills & Jobs?

⁶¹ OECD DAC, Evaluation Criteria, <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

- External coherence: To what extent is there complementarity, harmonisation and co-ordination with others? And to what extent is the intervention adding value while avoiding duplication of efforts?

Complementarity and coherence with the donor policies and programmes

In line with the Foreign Trade and Development Cooperation (BHOS) policy document ‘Investing in Global Prospects’⁶², the ministry is investing in education and youth employment, because the world is not on track to meet the agreements set out in the Sustainable Development Goals for education and youth employment⁶³. Further, in the Youth at Heart strategy⁶⁴, the ministry aims to work on improving prospects for young people through a distinctive approach that bridges the gap between the skills young people learn and what the labour market demands. The strategy is implemented through specific programmes such as:

- The Challenge Fund for Youth Employment (CFYE) seeks to create future prospects for 200,000 young people in the focus regions (in the 15 to 35 age group, women and men equally) by investing in decent work and income.
- The Partnership for Improving Prospects for Forcibly Displaced Persons and Host Communities (PROSPECTS) which aims to provide refugees, displaced persons and their host communities with decent protection and opportunities for education and work
- The multi-stakeholder partnership Generation Unlimited seeks to support young people in developing the skills needed for successful entry into the labour market.
- The second stage of the Local Employment in Africa for Development (LEAD) Programme
- The Orange Corners Innovation Fund (OCIF) which was launched to supplement the existing Orange Corners programme, gives young entrepreneurs access to training, networks and facilities, enabling them to start or upscale their businesses
- The Youth Entrepreneurship and Innovation Multi-Donor Trust Fund which is part of the African Development Bank’s Jobs for Youth in Africa strategy⁶⁵ and aims to create twenty-five million jobs and provide 50 million young Africans with the skills needed for a formal job.

Through the NEXUS Programme for Skills and Jobs, the Netherlands supports young women and men in the focus regions in making the transition from education to decent work or a better income.

While Nexus is largely in line with the Youth at Heart strategy, one of the elements of the strategy is to encourage cooperation between educational institutions, the private sector and/or trade unions, for example in developing standards and curriculums.⁶⁶ The MTR finds that this was achieved only to some extent and therefore the MTR recommends strengthening the cooperation with public educational institutions (see section 2.5). As outlined in detail later in this report, the programme focused more on employability interventions and less on the creation of opportunities for youth employment in the environment, conceptually an important element of the Nexus programme. The MTR observes little coordination with other actors and donors to jointly increase the opportunities for youth employment and the broader economic environment (Nexus outcome area B). In Burkina, it was striking that the EKN

⁶² MFA, Investing in Global Prospects, 2018

⁶³ Relevant SDG targets related to education and youth employment are SDG 4 and SDG 8.

⁶⁴ MFA, Youth At Heart: Young people at the heart of Dutch development cooperation, May 2020

⁶⁵ AfDB, Jobs for Youth in Africa, Strategy for creating 25 Million Jobs and Equipping 50 Million Youth 2016-2025

⁶⁶ MFA, Youth At Heart: Young people at the heart of Dutch development cooperation, May 2020, p 13.

admitted that they were not an active member of donor coordination groups because of political reasons.

Coherence with national policies

The MTR found that in all countries youth employment is seen as a significant challenge for which special policies have been developed.⁶⁷ In the different project documents, the MTR found clear descriptions of how project interventions align with these policies (see Annex A), also largely confirmed by the interviews with Government staff.

In all countries, there are also specific national policies addressing the issue of technical and professional skills development and youth employment. As per the graph below, the MTR found that both Embassies and implementing partners are aware of these policies, accurately mentioned in the project documents, and implementing strategies are largely in line with these national policies. Further, as mentioned in the section on relevance, Nexus seems to be largely in line with the priorities of governments, but one in five of the government staff consulted say interventions are not sufficiently, or partially aligned, especially in Niger.⁶⁸

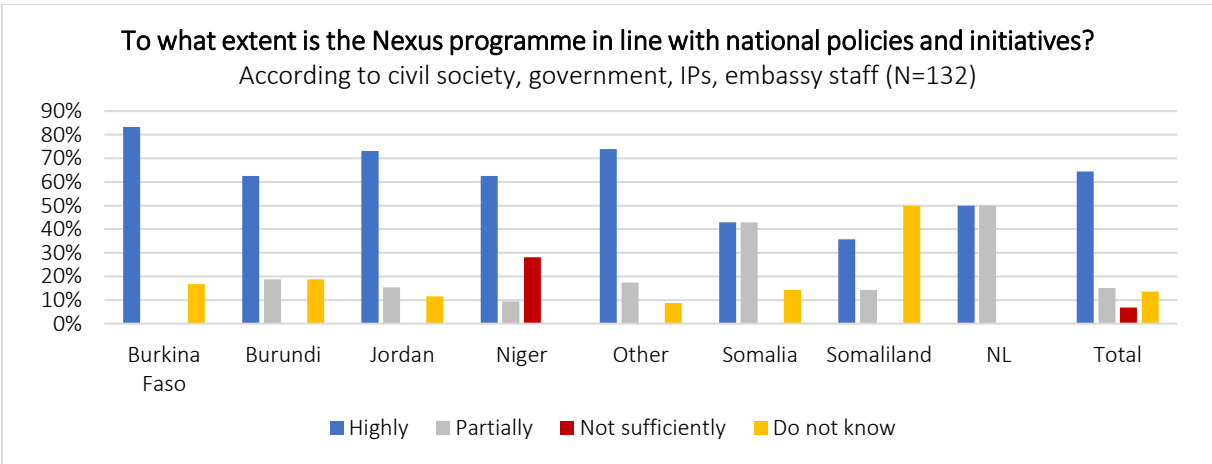


FIGURE 20: ALIGNMENT WITH NATIONAL POLICIES AND INITIATIVES

However, coherence could be further enhanced when the Nexus programme is made more visible and more emphasis could be given by embassies in enhancing the policy dialogue on youth employment and skills development.

Complementarity and coherence with other interventions

The MTR finds that EKN staff consulted are in general aware of what other development partners are doing in the field of skills development for youth and employment. The reviewed projects also clearly show the awareness of the need for coherence and complementarity. In the technical proposals of the

⁶⁷ SNV Expanded Livelihoods Improvement for Women and Youth (Expanded LIWAY) Programme in Addis Ababa (Revised in March 2022), p.14
 Ingenious City, Mapping Burundi’s Entrepreneurial Ecosystem, page 12 (Programme d’Autonomisation Économique et d’Emplois des Jeunes)
 Mercy Corps, Fostering resilience by strengthening abilities (FORSA) II Proposal, p. 12
⁶⁸ In Niger, it seems that the project did not sufficiently address the poor functionality, quality, viability and sustainability of the TVET centres in place, which is one of the priorities of the government, as stated in their 2019 Diagnostic report.

implementing partners, the MTR found descriptions of activities from other organisations that relate to the project and strategies on how activities could be coordinated with other interventions.⁶⁹

Coherence was especially found to be strong with projects being closely aligned with the programmes of Embassies which have a clear focus on private sector development (e.g. Burkina Faso) or focus on food security (e.g. Burundi⁷⁰). Another example is the case of Somalia, where Nexus cooperates with the LEAD programme - LEAD 2, by DDE, the Orange Knowledge Program (OKP) that runs individual scholarships from Somalia to the Netherland, and the Netherlands Enterprise Agency (RVO) that carried out a study on the gaps of supply/demand of skills of youth.⁷¹ In Jordan the Skilling project was an extension of the ongoing GIZ MOVE-HET project, YJLU was at the beginning and coordination was not the priority in that phase. In Niger, PEMIJ has been very active in seeking synergies and cooperation with the other projects implemented by Swiss Contact like PROFOR and Programme de promotion de l’entreprenariat local (PROMEL), the USAID-funded Youth Connect project, implemented by GIZ (Proemploi project) in Tillabéri as well as with Lux Dev in Dosso region. Further, PEMIJ established contact with the UNDP for the Regional Stability Fund and SPARK, involved in a programming for renewable energy.

In several countries, coordination materialised in partnership on implementation whereby Nexus funds were added to ongoing projects on youth employment and skills development (e.g., in Jordan, Senegal, Somalia, Tunisia and Ethiopia). In other cases, Nexus funds were used to assure continuity of activities that had been financed before by other donors and, that proved to be effective and efficient (e.g., Niger, Burkina Faso, Senegal and Lebanon). Indeed, as presented in the figure below, the Nexus interventions are considered highly complementary to other activities, especially by most consulted government actors, while for others the alignment is only partially achieved.

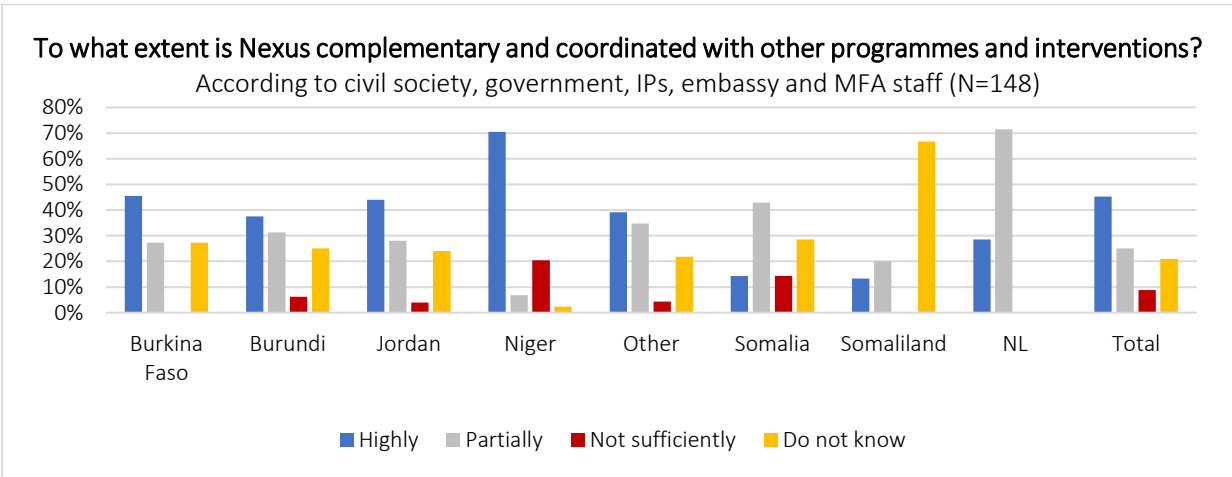


FIGURE 21: COMPLEMENTARITY WITH OTHER INTERVENTIONS

The MTR found a need for better alignment and coordination with activities financed through other (de)centralised funding.⁷² Sometimes alignment with other Dutch-funded programmes proved more difficult, especially when there is a focus on a particular region. For example, in Burundi, the handing

69 For example SPARK, Akazi Keza, prodoc page 42
 70 SPARK, Akazi Keza, prodoc, page 37
 71 KII Policy Officer Skills and Jobs Somalia Unit, of the Netherlands Embassy in Nairobi.
 72 Also highlighted by the project leader Enseignement Technique Agricole Pour l’Employabilité, (ETAPE-project)

over of the ETAPE project, funded by NUFFIC, proved difficult to realise because the Nexus project was not implemented in the same region⁷³.

Coherence in management

The MTR finds that the choice for decentralisation in the Nexus implementation leads to a choice of projects at country level that are well contextualised and responding to local needs and fit with other interventions supported by the embassies. At the same time, the absence of a ToC, and the limited role from MFA HQ due to the decentralised nature of the programme, gives rise to a diversity of project approaches and a variety of experiences and solutions and caused fragmentation of resources in many projects, which do not seem to have sufficient critical mass to significantly impact youth employment. In this case, the number of projects matters, as youth unemployment is a highly complex issue for which a coherent and substantial intervention strategy is necessary. As was pointed out in the IOB evaluations⁷⁴, fragmentation in small projects does not lead to activities that could have a substantial impact on the issue at hand. It is already difficult, as shown in this MTR, to have complementarity between existing projects and reaching coherence and complementarity between a large number of small projects is even more difficult to achieve.

Further, the procurement procedures often did not allow for open competition and resulted in some countries in Dutch Non-Governmental Organisations (NGOs) gaining the contracts. The MTR found that this does not enhance opportunities and ownership of Nexus projects among local organisations and related localisation⁷⁵. Indeed, in interviews several local organisations complain about their lack of involvement in strategic decision-making.⁷⁶

Partnerships

With regards to partnership, all relevant key informants were asked if they knew the Nexus programme, and based on this the MTR finds that there is insufficient awareness (45% of civil society, 80% of government, 18% of private sector and 49% of service providers have knowledge of the Nexus programme) of the Nexus programme itself, its objectives and the amount of funding by the Netherlands government.

As per the figure below, most service providers, government and civil society actors consulted confirm their partnership with the programme. In some cases, government agencies were given certain implementing responsibilities like in Burkina Faso, where the ministry of non-formal education was in charge of an important training component. In other countries, the project objectives were fully aligned with government priorities like in Jordan and Niger (see Annex A). In the KIIs with some government officials (such as in Burkina Faso and Niger) stress the need for closer cooperation with Dutch-funded projects.⁷⁷

73 KII project leader Enseignement Technique Agricole Pour l'Employabilité, (ETAPE-project)

74 IOB, An evaluation of the Reconstruction Programme (2012 - 2015), the Strategic Partnerships in Chronic Crises Programme (2014 - 2016) and the Addressing Root Causes Tender Process, page 9

75 EU, European Civil Protection and Humanitarian Aid Operations: In the humanitarian sector, localisation means empowering local responders in affected countries to lead and deliver humanitarian aid. It aims at strengthening the capacity and resources of local organisations to respond to crises and promote long-term sustainability. civil-protection-humanitarian-aid.ec.europa.eu/what/humanitarian-aid/localisation_en

76 For example, in Burkina two of the IPs of Woord en Daad mentioned that they were not involved in the final decision-making process on strategic planning for the project. They feel that they were hired to execute certain tasks in the project but not involved as real partners. This may also be said for Burundi where the three local IPs were contracted to execute several activities. In Burundi, the management structure, centralised on the SPARK organisation, was also a matter touched upon in the MTR of the project.

77 KII Ministry of Youth, Burkina Faso, and KII Local Authority in Burundi and KII Min of TVET in Niger

However, as already pointed out in the Relevance section above, the private sector, the potential employers do not confirm their partnership. This identifies important weaknesses of the programme in the sense that the private sector does not feel to be sufficiently engaged. Indeed, based on interviews with project staff and private sector stakeholders, the MTR found little evidence that the private sector was for example involved in the development of training programmes. In Jordan, the consulted private sector’s actors mention that there was no formal partnership or agreement with the programme but they have hired some of the trainees. In Burundi, most of the private sector actors indicate to not know the Nexus programme but only of the project AKAZI KEZA. In Niger, the PEMIJ project has just started, and most of the private sector actors only participated in the kick-off meeting but agreements or partnerships had to be formalised yet. Those private sector actors who state that they have been partnering with the programme indicate a more passive attitude in the sense of willingness to accept a number of interns. Current levels of engagement can therefore be understood as commitment by the private sector to train and employ youth.⁷⁸

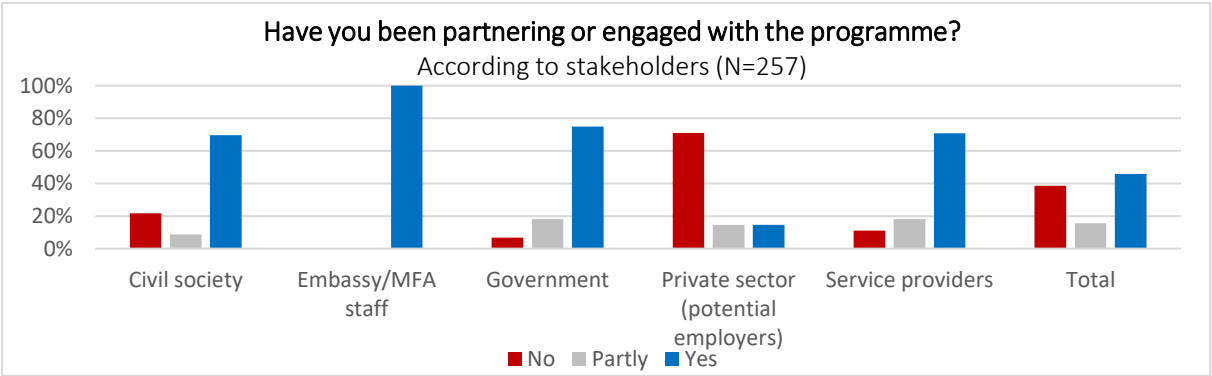


FIGURE 22: ENGAGEMENT WITH PROGRAMME

Based on the findings the MTR concludes that the Nexus interventions are to a large extent coherent with national policies, compatible with other donor interventions and that there is internal coherence of the programme with other EKN interventions at country level. However, programme coherence could be further enhanced when the Nexus programme would be made more visible to other partners and more emphasis could be given by embassies in enhancing the policy dialogue on youth employment and skills development. In terms of coherence and partnerships, improvements can be made in terms of working closer with the relevant line ministries in some countries, and in strengthening active partnerships with the private sector.

3.3 EFFICIENCY

This section reviews the efficiency of the Nexus Programme, thus the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.⁷⁹ It provides the findings against the specific research questions on relevance designed for this MTR, namely:

⁷⁸ Some embassies mention the importance of involving the private sector from the beginning of the project and in the design phase. However, to date, this has not happened yet.

⁷⁹ OECD DAC, Evaluation Criteria, <https://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm>

- To what extent are the implementing parties delivering or likely to deliver outcomes and impact in an economic (efficient use of financial resources) and timely manner? And how are project and programme management, Monitoring and Evaluation (M&E) organised and implemented?
- To what extent are the implementing parties delivering or likely to deliver outcomes and impact in a timely manner?
- Are financial resources being used efficiently?
- How are programme and project management activities organised and implemented?
- And how are M&E activities organised and implemented?

Value for money

The Nexus Skills and Jobs programme consists of an investment of EUR 104,5 million for the period 2019-2024. At midterm, the programme has 70% committed. The difficulty of an efficiency assessment of the programme lies in the fact that project funded under the programme are at different stages of implementation, and thus expenditure. For example, the Tunisia project has not started, while the 2 projects in Somalia and Somaliland completed in the first quarter of 2022. These therefore reported on outputs and outcomes, while the other Nexus projects that were reviewed for this MTR had sufficient data at output level but not yet at the outcome level. Therefore, value for money in this context, cannot be fully established.

However, based on the information gathered in the self-filled form of the projects under review (see Annex A), the MTR concludes that most projects are likely to achieve the planned results, although some results with some delay. Based on this and the financial and audit reports consulted, the indication is that that the projects funds were used in an efficient way.⁸⁰

However, some beneficiaries complain about false promises, in terms of receiving less training hours than promised, a lack of internships and post-training support, and the lack of certification. Increased monitoring to verify these complaints is required projects are likely to realise their objectives and the targets according to their workplans, and therefore contribute to the realisation of the overall objectives of Nexus, especially in relation to outcome A (see section on effectiveness).

When asked, as per the figure below, slightly more than half of consulted stakeholders concur that the projects produce value for money, in the sense of providing useful skills to youth creating jobs through waged employment and self-employment. However, more than half of the government representatives explain that they either do not know (32%), or that they do not see the value for money (27%). This is likely explained by the fact that they are insufficiently informed and involved in the projects. For example, in Jordan, no appreciable cooperation/ coordination was found with the MoL, that is the primary sector-specific actor for steering labour market and employment policies in Jordan, and neither with relevant institutions such as the Ministry of Digital Economy and Entrepreneurship (MoDEE), Ministry of Agriculture, Ministry of Tourism and Antiquities, Ministry and the Ministry of Youth.

80 BOOSTER SEC, Management and financial statement audit 2020-2021, SPARK, Akazi Keza, Financial report, 2020 and 2021
 SPARK, Akazi Keza, audit reports 2020 and 2021, Job Booster SEC Burkina Faso - Financial report 2020, YEEL Somaliland Financial Report, June 6, 2022, CYWEE Somalia, Final Project Financial Report - 31 March 2022. No financial reports were disclosed by the 2 projects in Jordan but just indications as detailed in Annex A: GIZ indicated that in November 2022

It is very difficult to establish whether the two projects produced value for money because monitoring plans and activities weren't shared with either relevant government stakeholders such as MOL, Technical Vocational Skills Development Commission (TVSDC), MODEE or the main governmental institutions mandated with TVET provision (Vocational Training Corporation, Ministry of Education-Vocational Education, National Training and Employment Programme, and Balqa Applied University). Since these institutions have not been involved in the two projects' design, implementation, M&E, in particular in the case of the TVSDC, it is difficult to say whether the costs of skills programmes that are not accredited yet by the TVSDC produced an effective value (quality, sustainability and institutionalising of methods used). Government stakeholders, Jordan

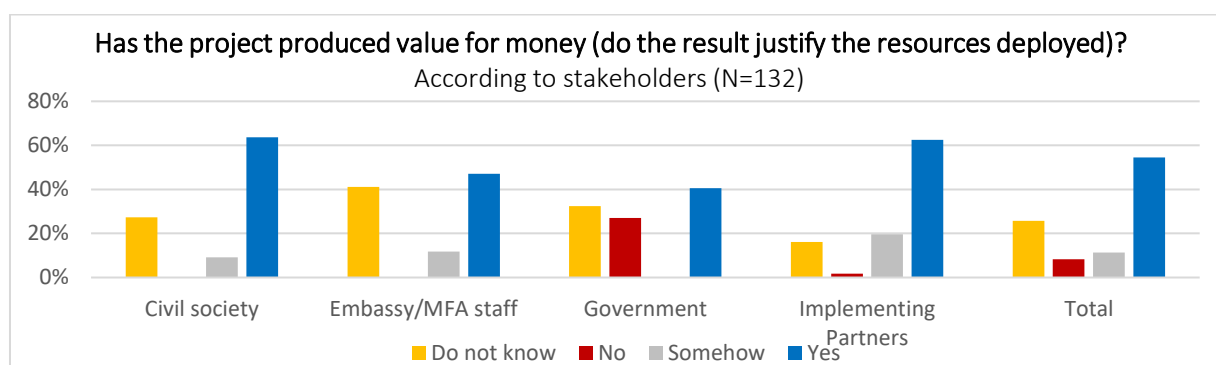


FIGURE 23: VALUE FOR MONEY

However, in terms of efficiency, the MTR observes missed opportunities for co-financing investments (with governments, private sector and other donors) that would lead to an improved entrepreneurial ecosystem, especially boosting local economies to create more and better opportunities for youth employment and the broader economic environment (Nexus outcome area B). For example, in Burkina Faso, there is much interest in cattle breeding (sheep and goats) and also horticulture. These value chains could be stimulated with co-financed investment in cold stores, slaughterhouses, modern markets with packaging facilities etc. In Niger, the agricultural supply chains of potato, peanuts, rice and fish have been identified in synergy with the PROMEL Project, in addition to the Public Building and Construction, Hotel and Restaurants sectors that have been targeted as employment priority sectors for the youth of both regions. Public Private Partnerships could be explored, where the projects co-finance with Government and the private sector.

Further, there are challenges in answering the question of value for money, partly because the value of something is related to a norm that should be set by, in this case, the organisation that is financing the activity, but MFA did not determine that norm. Nexus has no quantified targets and so it is very difficult to than assess the value of the contribution of each individual project to the overall objective of Nexus and relate it to expenditures and then say whether there is value for money. The second challenge is that the value is also determined by the context in which activities are implemented. A job created in an environment like Burundi where youth unemployment is extremely high has a much higher value than when there is high employment. The third problem is that the value of a job also depends on the economic impact of that job on the economy. If the job is creating a high level of added value, it has more economic value than a job that add little value (like somebody sweeping the floor). Lastly, the programme has two outcome areas. While value for money is easier to establish for outcome A (employability), it is much harder to measure impact (and thus value for money) of investments made in the economic environment.

The examples below illustrate the above. In Burundi (see Annex A). For outcome 1, 346,195 euro was spent, and 210 jobs created as per end 2021. For outcome 2, 225 431 euro was spent, and 200 jobs created. For outcome 3, 443 890 euro was spent, and 1200 jobs created. This means that the total **cost per job created is 630 euro**, which given the high level of unemployment is a relatively low figure and therefor one may conclude that the project has created value for money. Again, we cannot relate here to a norm because MFA did not set this, and the team did not make a calculation of costs in Burundi for job creation made by other actors. Also, the quality of training, the sustainability of the jobs and levels of income remains to be seen in the future.

In Burkina Faso, the likely value for money of the JB project is more complicated because there was a lot of training done that could not be directly linked (or measured) to job creation. For instance 1500 youth were given alphabetisation training but no figures exist about the impact that training has had on job creation. When limiting the calculation of the figures of the project on youth trained and having started their own business (each business is thus counted as on job created), the total number of jobs created so far is 2810. The MFA contribution to the JB-project is 6 million, and at the time of the MTR the project had spent 50% of the budget. Therefor the total **cost per job created is 2135 euro**. Compared to Burundi this seems to be three times higher, but this amount includes a much longer training and coaching period plus substantial investments in motivating local platforms (local government, businesses, parents' associations etc) to stimulate youth to get interested in being trained and starting a business. Also, given the difficult conditions in Burkina (security, climate, lack of infrastructure etc.) the team believes there is substantial value for money in this project, provided that the jobs are sustainable, which is a question that is hard to answer for now.

In Somalia, the CYWEE project spent USD 316,347.20 and is one of the 6 pilot projects out of the 10 of the Nexus Skills and Jobs Programme in Somalia and Somaliland. In total, 169 youth were direct beneficiaries of the pilot project. 120 youth received the CYWEE training, 29 youth benefited from jobs created through small grants, and 20 youth that were trained as mental health paraprofessionals. At the conclusion of the project, a total of 93 youth was employed. Therefor the total **cost per job created is USD 3,401**. Considering the type of jobs created or retained, the difficulty to access potential employers and BDS during the COVID period, as well as the protracted conflicts and instability during the protracted election period, it can be considered that the project has created somehow value for money, although the rate of trained people that found work is could have been higher.

In Somaliland, the YEEL project has spent USD 200.000, a pilot projects which targeted only 50 youth and trained them in a 4-month entrepreneurship programme and in a 4-month job readiness programme. 28 out of the 50 youth were given grants for start-up businesses and 9 businesses were established. None of the remaining 22 trained and skilled youth are employed. **USD 7.142,8 was the cost per job created**. All these jobs were in self-employment and all beneficiaries were from IDP camps, selected by the Camps leaders based on the technical skills they already had acquired (the project did not provide technical skills training). Six months after the closing of the project 7 out of the 9 startups were still operating and some had become very profitable livestock farms (sheep breeding). Therefore, although the project did not succeed in creating any jobs for the 22 youth that did not opt for self-employment, one can concluded that there was some value for money.

Efficiency of programme management and governance

As discussed in the Coherence section above, the choice for decentralisation in the Nexus implementation leads to the choice of projects at country level that are well contextualised and responding to local needs but also cause fragmentation of resources in many projects which do not seem to have the critical mass to create an important impact on youth employment. Regarding fragmentation, several embassies did not follow the criteria regarding fragmentation as stipulated in the appraisal document for the Nexus programme,⁸¹ e.g. in Burundi the EKN approved a second Nexus project of less than a million euro, in Somalia 10 projects were awarded, and three in Jordan.⁸² In this respect the MTR sees similarities between the observations made by IOB on two decentralised funded programmes⁸³, that EKN's have a tendency to fund small projects which have very little impact on big and complex problems and issues (as outlined above).

At the time of the MTR about 70% of the Nexus funds were committed. Given the relative short duration of the Nexus programme (2019-2024) and expenditure levels of several projects (e.g. 35% in Niger)⁸⁴, it is not sure yet whether all funds are actually going to be committed and spent before the end of the programme, unless in revision investments are made in Nexus outcome B (see effectiveness and recommendations section).

The MTR is under the impression that the MFA HQ had little influence on the level of commitment by embassies, contrary to the view of the MFA staff member below.

Decision for money allocation between the countries was taken in the Hague, not sure how the input from the embassies was weighted in that calculation. There is underspending of the total budget now, a large portion is not yet committed. This is the difficulty with central and decentral planning. Technically it is the embassy that makes the decision, and The Hague only had an advisory role. Sometimes project proposals with large budgets are very ambitious and then in the end it seems not feasible to not spend that type of money. The advice from The Hague is sometimes not followed in this. MFA The Hague

Given the decision to decentralise the funding, embassies were free to decide on the procurement procedure and modalities. The commitment level in a country varies greatly as it depends on the number and scope of the projects that are approved by the embassies. In some countries (Somalia and Burundi) the embassy opted to finance projects with limited budgets. The amounts committed for the different projects depended on the proposal received from the IP's. Decision making by embassies were strengthened by the recruitment of additional (national) staff with expertise in the field of jobs and skills development.

Half of the embassies opted for a restricted call for proposal while others decided on direct selection, as shown in the table below. In some cases (e.g., Burkina Faso, Niger, Senegal and Lebanon) the selected IP had already run a similar project funded by other donors. In other cases, embassies decided to top-up resources to on-going initiatives, which were already funded by other donors (e.g., Ethiopia and

⁸¹ PPB - Instructions of the main budget holder for budgetary spending margin, 2019, page 5
⁸² In Somalia 4 smaller projects that ended in spring 2022 had been implemented as pilots. At the time of the MTR they were entering the second phase in which they established a centralised management and independent implementation for each of them. In Jordan the 3 projects shared some curriculum developed by the GIZ German funded project of which Skilling Jordan is an additional component funded by NL.
⁸³ IOB, An evaluation of the Reconstruction Programme (2012 - 2015), the Strategic Partnerships in Chronic Crises Programme (2014 - 2016) and the Addressing Root Causes Tender Process, page 9
⁸⁴ No financial reports was disclosed by the 2 projects in Jordan but just indications as detailed in Annex A: GIZ indicated that in November 2022, 56% of the 5 million had been spent, expecting to reach 77% in the next semester and to complete the use of the budget in the last six months of the project duration . PFG indicated that it spent January 2022 – December 2022, about 19% as of the budget that reached about 24% in February 2023. The forecast for year 2 (2023) is to reach 55% of the budget. In Niger, Budget : 7 928 333 EURO. Amount committed: 2,920,429 EUR or 37% and amount spent: 2,752,278 EUR or 35% of the budget

Jordan). The fact that the Nexus has a limited timeframe resulted in choosing for faster disbursement options instead of longer selection procedures, hence privileging efficiency and effectiveness.

Which procurement modality was applied for the selection of the IP? According to embassy stakeholders										
	Jordan	Lebanon	Niger	Senegal	Somalia	Tunisia	Burkina Faso	Ethiopia	Burundi	Somaliland
Call for proposal	X		X		X	X				X
Direct selection		X		X			X	X	X	

FIGURE 24: PROCUREMENT MODALITY FOR THE SELECTION OF IMPLEMENTING PARTNERS

As presented in the figure below, the large majority of MFA, embassy and IP staff rate the management of the different projects as very efficient. Respondents point out that management of the projects is efficient because of the good capacity of staff and the management structure, the regular monitoring and follow-up, evaluation of activities and good planning of activities.

The MTR team indeed finds that projects had proper management structures, clear division of tasks and the right combination of national and international (short and long term) expertise. However, the MTR also noted that in some projects the role and the structure of the project management of the lead organisation needed review and attention in order to ensure efficiency. TI also found indications of corruption (in Burundi and Niger), which requires further investigation and points to needs for closer monitoring. In terms of selection, nepotism and clan membership are reported, and for an example that the one IP is financially benefiting from youth beneficiaries’ salaries.

We were given an open-ended contract and we are being paid less than the other employees in the company, and the training provider is withholding a certain amount of our salary and we do not know how long this will take. Youth beneficiary, Burundi

Exit strategy

Further details about how projects are managed are outlined in Annex A.

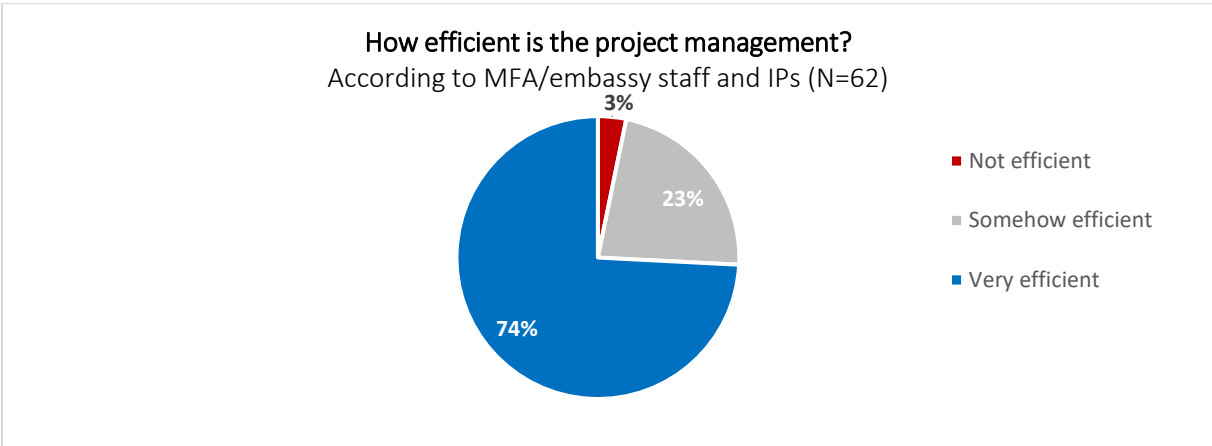


FIGURE 25: EFFICIENCY OF PROJECT MANAGEMENT

The MTR was also informed about some minor critical notions, such as complaints about lack of collaboration with local partners, and lack of respect and consideration by the main contracting party. In some countries there were reports about delayed payments of partners, and low remuneration of

the provided services, while others complained about the too short duration of contracts (6-month contracts). The MTR did not find reasons to conclude that these issues impacted the efficient management of projects, but addressing some of these concerns could strengthen local ownership of Nexus activities.

Efficiency of monitoring and cross-learning

Projects in general have developed a M&E system including plan, procedures and tools. Project staff responsible for M&E have been appointed, although not all projects have established dedicated M&E teams. The MTR observes that there is a variety of monitoring practices. Some projects utilise tracer studies and surveys, others undertake field visits to monitor project results while others involve service providers or local partner organisations to do the monitoring of projects outputs and results. With regards to the use of M&E tools to measure progress on the projects' indicators, the different tools are presented below. Some projects have not undertaken a baseline study at the start-up of activities, and therefore progress is hard to measure. For the use of different monitoring tools and practices, please refer to the table below.

How are indicators measured? According to programme staff (N=47)										
	Burkina Faso	Burundi	Cameroon	Cote d'Ivoire	Guinea	Kenya	Madagascar	Mali	Mozambique	Rwanda
Recording project indicators in the M&E framework	0%	46%	60%	25%	20%	100%	33%	33%	50%	36%
Progress reporting	50%	31%	20%	25%	20%	0%	33%	67%	50%	32%
Tools: tracer studies, surveys etc	67%	8%	40%	63%	40%	0%	0%	0%	0%	30%
Means of verifications (attendance lists, contracts, documents etc)	17%	46%	20%	25%	40%	0%	0%	0%	0%	26%
Baseline, midline and endline	17%	0%	20%	13%	80%	0%	33%	0%	50%	19%
By M&E, field staff	33%	0%	0%	0%	0%	0%	33%	0%	0%	6%
Based on requirements of the management team	0%	15%	0%	0%	0%	0%	0%	0%	0%	4%
Defining contribution/attribution of changes, outcomes mapping	17%	0%	20%	0%	0%	0%	0%	0%	0%	4%
Timely monitoring missions	17%	0%	0%	0%	0%	0%	33%	0%	0%	4%
Adaptations based on performance	0%	0%	0%	0%	0%	50%	0%	0%	0%	2%
Assessing alignment of results with government priorities	0%	0%	0%	13%	0%	0%	0%	0%	0%	2%
Feedbacks and direct follow ups with beneficiaries'	0%	0%	0%	0%	20%	0%	0%	0%	0%	2%
MFA's Education and PSD results framework	0%	0%	20%	0%	0%	0%	0%	0%	0%	2%
Steering committee meetings	0%	0%	0%	13%	0%	0%	0%	0%	0%	2%

FIGURE 26: WAYS INDICATORS ARE MEASURED - PER COUNTRY

In some countries (Burkina Faso and Burundi), the projects organised an external midterm review, while in other countries this was not the case. In the case where they were done, reports⁸⁵ were well

⁸⁵ BOOSTER SEC, évaluation à mi-parcours du projet Booster Sec, novembre 2022
SPARK, Akazi Keza, mid-term evaluation, October 2022

elaborated and highlighted key recommendations for the implementation of the projects. Project staff in general appreciated the outcome of these MTR’s and recommendations were largely followed up.

However, the MTR finds that monitoring is mostly done by project staff themselves and is thus purely internal. The team found little evidence of youth’ involvement in monitoring and no examples of third-party monitoring, which is generally regarded as an important aspect of ensuring quality. Projects do not engage with local research institutions to seek their involvement in field research in determining, for example, the socio-economic impact of activities.

The figure below shows that consistently with the principle of decentralisation, embassy staff is involved in monitoring of the projects, while MFA staff in the Hague is not. Less than half of the government staff is involved and involvement of national stakeholders like TVET institutions, local and central authorities, varies between countries. The MTR finds that often key institutions related to employment, TVET education, entrepreneurship development, identified in the technical proposals, are not involved in the direct monitoring of the projects.

During the interviews, the MTR team found that some staff in The Hague have little knowledge about the individual projects. It has been expressed by EKN staff that it is also not always clear who is the focal point for a particular embassy at the ministry, and few clear examples of technical backstopping by ministry staff are found.



FIGURE 27: INVOLVEMENT IN PROJECT M&E

The MTR found that all embassies are involved in the monitoring of the projects and annual reports are all available. However, a standard format of reporting to the ministry is not shared and the quarterly registration of project results by the implementing partners in IATI, as required by the contract, is in some cases (for instance in Burundi) not found to be up to date.

Cross-learning

Embassies are undertaking field visits but there are little systematic coordination mechanisms supporting exchanges among projects and between each project and the embassy. Indeed, the figure below indicates that cross learning among different projects is quite a challenge in most countries, and the majority of project staff is not aware of any cross-learning taking place. In Somalia/Somaliland, Jordan, and Ethiopia, cross project learning is happening. The MFA stimulates the learning across countries by organising knowledge sharing events (e.g., online sessions in 2021; learning event in NL in April 2022) with all the concerned embassies participating. The examples provided on in-country cross-learning relate mostly to exchange of information among projects, about activities to avoid duplication of activities, so more focused on coordination and synergies than cross learning. Nevertheless, cross

learning would benefit from further attention and reflection, if regarded important for the Nexus programme.

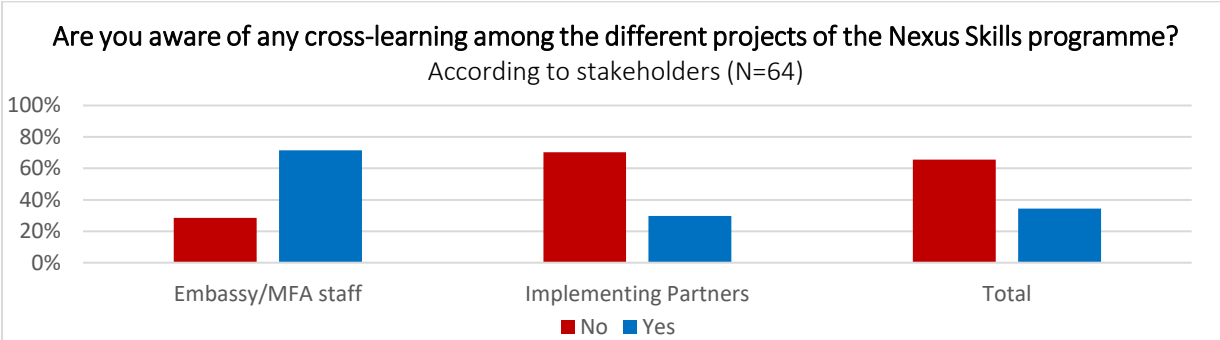


FIGURE 28: CROSS-LEARNING AMONG DIFFERENT PROJECTS

Some good practices are provided below:

There are cross-learning opportunities. For instance, Burundi and Burkina Faso have similar projects: Job booster program is similar to Akazi Keza and there are best practices and innovative approaches that are shared from both sides Communication Campaign paired with boot camps done by Burkina Faso is quite similar with NUKU pilot project in Burundi and the results are encouraging from both sides. Burundi is learning from the advocacy project-Améliorer le climat des affaires (TASK FORCE) that is done in Burkina Faso as business environment is one major challenge in Burundi where the government's interference is discouraging many actors in the private sector including young entrepreneurs. Project staff Burundi

In Somalia, different projects worked together on topics such as mental health support and research. For example, our team have trained youth on entrepreneurship for Iftiin, Puntland Development Research Centre (PDRC) helped us with a study that we have conducted and Iftiin trained our staff on mental health support. Programme staff of CYWEE (Iftiin Foundation in partnership with City University (CU)) received support from the YEEL/Success Institute Project. YEEL provided support by developing the curriculum for the job readiness training, and training Iftiin Foundation staff. Iftiin Foundation supported YEEL with their mental health program. PDRC, strong in research, supported YEEL Success Institute with the development of data collection materials for a baseline study. YEEL/ Success Institute supported PDRC on the mentorship programming. As PDRC is working with hard-to-reach communities with a high level of migration to big cities, YEEL/Success Institute provided a video message to encourage youth to contribute to Local Economic Development (LED). Project staff Somalia

In Jordan, the project "Skilling for Increased Economic Participation of Youth", improved two existing GIZ curricula on post-harvest and tourism, which were not to be used within the project itself that only addressed skills development, employment and self-employment in the ICT sector. These curricula were shared with the other 2 projects selected under Nexus: "COOL YA" and "Youth-JO: Level Up", both focusing on Agriculture and Tourism. Moreover, "Youth-JO: Level Up" project implemented by PFG and the GIZ-led "Skilling" project, that utilise the same training provider (Luminus College), identified 100 youth trained on ICT by Luminous under the Skilling project to support them on self-employment as IT consultants for Agricultural and Tourism companies. Project staff Jordan

FIGURE 29: EXAMPLES OF INFORMATION SHARING AND CROSS-LEARNING

In summary the MTR concludes in terms efficiency that projects are (as far as could be assessed) properly managed and funds are spent in an efficient and timely manner. It is however too early to establish if value for money will be achieved (see also conclusions on effectiveness). However, in terms of efficiency, the MTR observes missed opportunities for co-financing investments that would lead to an improved entrepreneurial ecosystem, especially boosting local economies to create more and better

opportunities for youth employment and the broader economic environment (Nexus outcome area B). The observed M&E systems and tools adopted by the projects seem to generate reliable data to support informed management decisions. However, key government institutions are not always involved in the monitoring. The team found little evidence of youth' involvement in monitoring and no examples of third-party monitoring, which is generally regarded as an important aspect of ensuring quality. Projects do not engage with local research institutions to seek their involvement in field research in determining, for example, the socio-economic impact of activities. The MTR found that cross-learning is taking place which contributes to the quality of the implementation but can be further systemised at the programme level.

3.4 EFFECTIVENESS

This section reviews the effectiveness of the Nexus Programme, thus the extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.⁸⁶ It provides the findings against the specific research questions on relevance designed for this MTR, namely:

- What Nexus project activities have been implemented to date? What results (output, outcome) have been realised? Is this the case for both women and men? What explains the observed level of accomplishments? How likely is it that Nexus will achieve its outcomes?
- What obstacles did the Implementing Party encounter in projects' implementation?
- What type of intervention strategies are likely to deliver (sustainable) results in terms of youth employment?
- To what extent are projects aware of conflicts and how do they make sure to integrate a Do-No-Harm approach?
- To what extent did projects develop different approaches and what were the approaches, to reach out to different groups: women, refugees etc. and to what extent did young women and men equally benefit from the project?

Effectiveness of projects of reaching the different groups of youth

At the start of the MTR, the selected case study projects were requested to self-report on their effectiveness of reaching the targets (see self-filling forms – Annex A). One challenge in assessing the effectiveness, is that the projects were at very different stages of implementation. The table below presents the levels of achievement per project, in terms of numbers of youth reached only, compared to their completed duration. Based on the case studies, the overall delivery rate (compared to target at the point of time of the MTR) is 79%, but with significant differences between the projects. Somaliland (a small pilot) and especially the project in Niger show highest achievements in terms of reaching the numbers of targeted youth. The Youth-JO in Jordan shows lowest levels of numbers of youth reached compared to targets set.

However, the quality of the support provided and effectiveness of skills leading to employment and the generation of income is of extreme importance, and further explored below.

⁸⁶ OECD DAC, Evaluation Criteria, <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Country	Project	Youth targets	Expected target due to duration	Target reached ⁸⁷
Somalia	CYWEE	200	100% Project completed	169 youth = 85% of expected target
Somaliland	YEEL	50	100% Project completed	50 youth = 100% of expected target
Burkina Faso	Job Booster-SEC	10,000	07/2020- 12/2023 73% = 7317	5234 youth = 71% of expected target
Jordan	Youth-JO	1,500	11/2021-12/2024 33% = 500	314 youth = 63% of expected target
	Skilling for Increased Economic Participation of Youth	1,500	11/2020-11/2023 67% = 1000	835 youth = 83% of expected target
Burundi	Akazi keza	4,000	07/2020-12/2024 53% = 2113	2214 youth = 104% of expected target
Niger	PEMIJ	20,000	01/2022- 12/2024 34% = 6857	7,528 youth = 106% of expected target

FIGURE 30: TARGET REACHED TAKING INTO ACCOUNT THE DURATION OF THE PROJECTS

In line with the above, respondents from civil society and government are positive about projects realising the target results according to plans, while MFA staff and implementing partners are more cautious. Less than half of the implementing partners believe activities for all results will be achieved. Explanations and challenges are explained per project in Annex A and were discussed during the workshops where the progress against indicators of outputs and outcomes were presented, analysed and discussed on the basis of the self-filled tables (Annex A). Some examples of experienced challengers are that curricula are still in the process of accreditation, limited absorption capacity of the private sector, companies not willing to pay for transport costs for interns, and deterioration of the security situation.

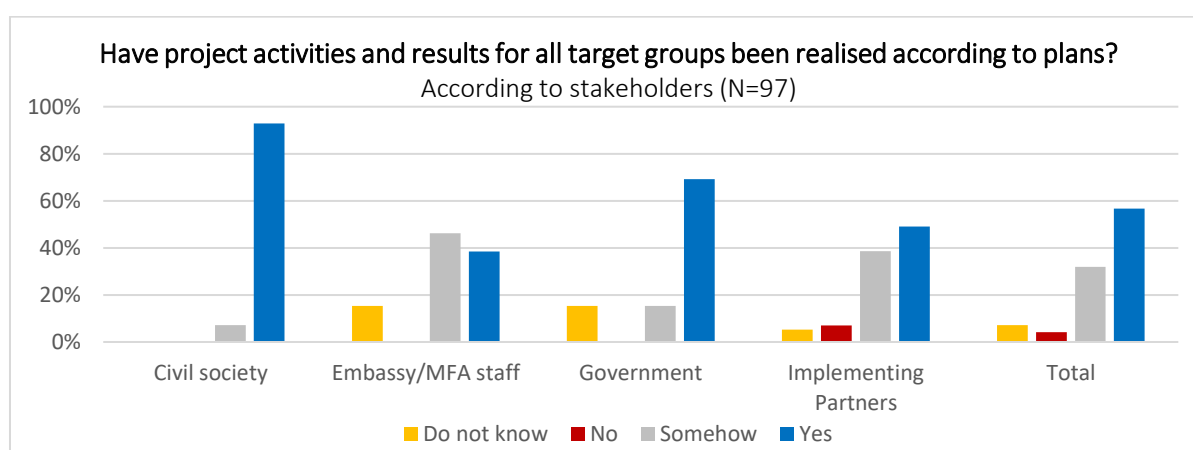


FIGURE 31: PROJECT ACTIVITIES REALISED ACCORDING TO PLANS – PER STAKEHOLDER

On the question to what extent did young women and men equally benefit from the project, the following table shows that there are no significant differences in views of male or female beneficiaries

⁸⁷ Total number reached and percentage of expected delivery rate taking into account the duration of the project completed.

on the extent to which they feel that the project contributed to their personal and professional development. Per country, it can be noted that respondents (mostly young women) in Burundi are less positive about the project’s contribution their personal and professional development, as detailed in Annex A.⁸⁸

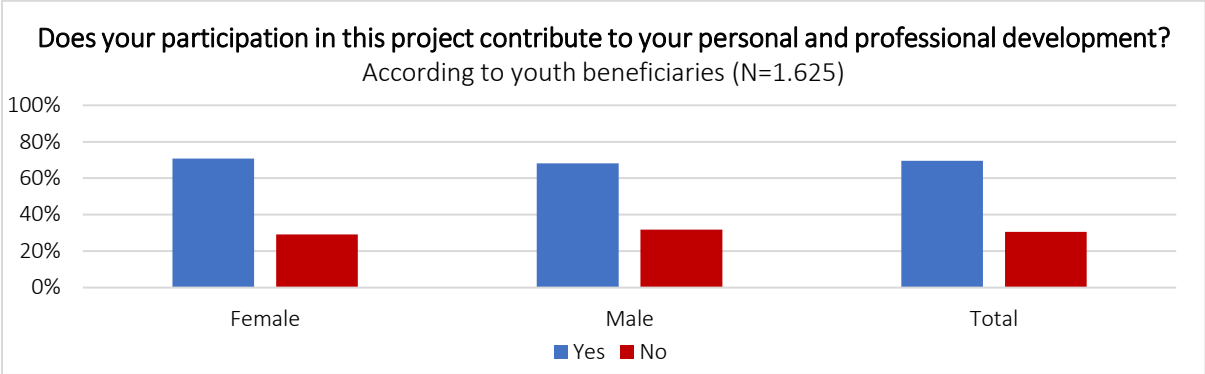


FIGURE 32: PARTICIPATION IN PROJECT CONTRIBUTING TO INDIVIDUAL DEVELOPMENT

Effectiveness to reach the different youth populations

Overall, the programme’s reach is wide in the sense that the target groups (young people living in rural areas, ethnic groups, internally displaced people (IDP’s) and refugees etc) were involved to different extents in most countries. When asked if the project sufficiently cover the needs of young people from all communities, including those living in rural areas, all ethnic groups, IDPs, refugees, etc. 73% of all stakeholders confirm this is the case. While the evaluation question was provided to the team in the TOR, in fact there is no request from MFA to track and monitor the effectiveness of reaching specific sub-target groups. For example, in Jordan, a government official especially highlights the relevance of the programme in targeting refugees. However, as explained in Annex A, for both projects in Jordan the M&E system could not provide the MTR team with data on the percentage of the different groups of beneficiaries like: age, males/females, educational levels, refugees, PWDs.⁸⁹

Very relevant: 600,000 registered IDPs who need support to become independent, Government, Jordan

Varying approaches to reach out to different groups have been adopted. For example, in Somalia and Somaliland, the model of implementing pilot projects in a first phase and consolidate the best practices in larger programmes in a second phase, allows to now reach additional target groups to those involved in the pilot phase (women, IDPs, vulnerable groups from DAC communities in need of psychosocial support).

However, in other countries, like Burkina Faso, Niger and Somalia, security issues limited the regional coverage of project activities and thus access to target groups in those areas. But despite this, Niger scores highest in the views of stakeholders (95%). To ensure and increase the reach in the affected areas the project turned to mobile, short training, utilising available local actors and minimising the mobility of the project team from Niamey. In Somalia, youth trained in life skills sessions and job readiness sessions were linked to employers also on-line, though job webinars and matching events.

⁸⁸ A possible explanation for this is that there is quite some discrimination in the labour market and women also seem to be less capable of taking the risk of setting up their own company.

⁸⁹ For GIZ project the reason was that being an ICT focused project, they recruited only graduate applicants. For YJLU project they had just started. The lack of disaggregated monitoring is also related to the fact that the MFA HQ does not ask for this

In Senegal refugees were not included in the project activities, and it is explained that these are covered by other donors' actions⁹⁰. In Jordan refugees were specifically targeted by the programme, the Jordan Youth-JO project made 20% of the training opportunities available for refugees⁹¹ and Jordan's COOL-YA project up to 30%⁹².

However, in Ethiopia, where over 72% of the total population is below the age of 30⁹³ and predominantly based in rural areas, the financed projects opted to serve Addis Ababa area mostly, and all groups beyond the capital area were not targeted. While there is a strong focus on rural youth, Burundi scores lowest in terms of effectiveness to reach vulnerable youth populations, and the explanation below is provided.

Akazi Keza is focused on peri-urban and rural youth. Vulnerable groups (such as refugees) are not specifically targeted, IP, Burundi

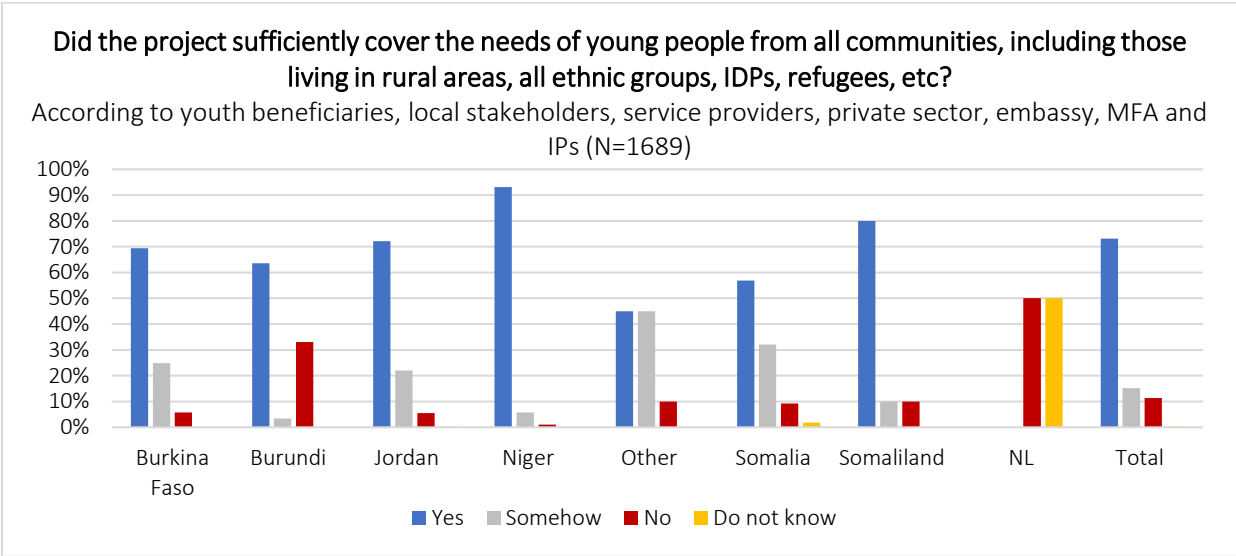


FIGURE 33: PROJECT COVERING NEEDS OF YOUNG PEOPLE

Effectiveness in reaching targets

When asked, the majority of the stakeholders (civil society, EKN/ MFA staff, Government and implementing partners) think that the Nexus projects are likely to contribute to the realisation of their overall objectives and results. As per the Figure 34, the main reason for achievement is perceived to be the projects' responsiveness to the context, followed by the good capacity of local staff and partners.

⁹⁰ Interview with the Policy officer for youth education and employment, in charge of Nexus at the Embassy of Netherlands
⁹¹ MFA, BEMO, Youth-JO:Level UP!
⁹² MFA, BEMO, COOL-YA
⁹³ SNV, Proposal on Expanded Livelihoods Improvement for Women and Youth (Expanded LIWAY) Programme in Addis Ababa, p 13

Main factors of achievement of the Nexus programme					
According to civil society, government, embassy, MFA staff and implementing partners (N=66)					
	Civil society	Embassy/MFA staff	Government	implementing partners	Total
Responsiveness to the context: continued adaptations, flexibility, good understanding of the context	67%	42%	60%	26%	48%
Good capacity of local partners and staff	7%	33%	30%	37%	27%
Good planning and management: clear objectives, regular review of performance and follow ups	20%	17%	5%	32%	18%
Involvement and motivation of youth (including those who are not targeted)	20%	25%	10%	16%	17%
Good collaboration, communication between/with staff, partners and stakeholders	0%	17%	0%	26%	11%
Involvement of political actors and policies in place in countries	0%	0%	0%	21%	6%
Available funding to cover soft skills	0%	0%	0%	5%	2%

FIGURE 34: MAIN FACTORS OF ACHIEVEMENT

Those who are less positive mainly explain problems in terms of matching, that the trained youth is not finding jobs, that training courses are too short and the lack post-training support, as further detailed in the table below. Half of the implementing partners refer to external factors in countries: climate change, insecurity, political context and cultural barriers. For civil society and government stakeholders, it is mostly the scope of the project, such as insufficient timing, poor selection of targets, and limited capacity for implementation, leading to problems in terms of matching, that the trained youth is not finding jobs, that training courses are too short and the lack post-training support.

Effectiveness of skills transfer

More than 80% of interviewed youth are satisfied with the skills training received. This number is in line with Figure 11, where the relevance of training is shown. No significant differences can be observed across the different sexes and level of education categories.

Most projects provide a combination of trainings to youth. Interestingly the private sector respondents very much emphasise vocational training and entrepreneurial skills as important, while attaching much less importance to soft skills. During field missions, this attitude towards soft or fundamental skills is most frequently expressed by small entrepreneurs who explained that, due to limited resources, they need to hire young people with technical skills which are immediately applicable in the production process of the company. The situation is different for medium-large companies, such as the IT companies interviewed in Jordan (Skilling Project) whose managers stated that the transversal skills allow young people to enter the job faster and more productively. These soft skills are seen as important by service providers, whereas youth beneficiaries underline the importance of vocational but also the soft and entrepreneurial skills.

As presented in the table below, stakeholders in different countries have a different appreciation on the matter. For example, in Burkina Faso youth strongly emphasise business skills because the project focused on self-employment. In Burundi, Ethiopia, Somalia and Senegal soft skills are seen as very

important for employability because in those countries, projects focused on internships and job employment. In Jordan and Niger, the emphasis is very much on technical and vocational skills

Which of the skills created the biggest chance of finding a job or be self-employed/highest employability? According to youth beneficiaries, civil society, embassy/MFA staff, government, civil society, private sector and service providers (N=1.672)								
	Burkina Faso	Burundi	Jordan	Niger	Somalia	Somaliland	Other	Total
Vocational training (IT, agriculture etc)	47%	26%	59%	88%	7%	10%	79%	54%
Soft skills	21%	60%	49%	41%	94%	39%	63%	46%
Entrepreneurial/ Business development skills	89%	47%	19%	37%	8%	63%	47%	43%
None	2%	15%	0%	0%	0%	7%	11%	4%

FIGURE 35: SKILLS CREATED HIGHEST EMPLOYABILITY - PER COUNTRY

In terms of effectiveness of the transferred skills for finding jobs, the following table indicates the employment status of the youth beneficiaries. Overall, at the time of the MTR, 34% of the youth is still unemployed or only occasionally at work, 44% has a job (17% is employed, 27% self-employed) and 22% were still in training. It is however difficult to analyse these figures in terms of effectiveness, as projects are at very different stages of implementation. In Somalia and Somaliland the percentages are final, as projects have closed. However, it is still possible that trainees might find jobs later, which can only be measured through an ex-post evaluation.

Employment status of youth beneficiaries According to youth beneficiaries, survey (N=1.625)							
	Burkina Faso	Burundi	Jordan	Niger	Somalia	Somaliland	Total
Unemployed/occasional labourer	9%	42%	62%	5%	64%	47%	34%
Self-employed	89%	11%	6%	20%	5%	50%	27%
Doing an internship/in training	0%	20%	1%	73%	0%	0%	22%
Employed	2%	27%	31%	2%	31%	3%	17%

FIGURE 36: EMPLOYMENT STATUS OF YOUTH BENEFICIARIES – PER COUNTRY

Certification and accreditation

Accreditation⁹⁴ of a training programme by a public accrediting institution is an important element of employability because it provides evidence of the quality of the skills programme and of the competencies acquired by the youth through testing and examination that all accredited programmes require in one or another. Accredited programmes issue certificates which are an additional guarantee for a potential employer when recruiting a new employee. Certification also enlarges the transferability and portability of skills from one to another level of the National Qualification Framework, and the possibility of accessing labour markets in other countries that recognise the same certification through Regional Qualification Frameworks that serve for comparing qualifications levels between countries.⁹⁵

⁹⁴ The process of quality assurance through which accredited status is granted to a programme of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards. UNEVOC.UNESCO. TVETipedia Glossary.

⁹⁵ Cedefop, ETF, UNESCO, UIL (2017). Global inventory of regional and national qualifications frameworks 2017. Luxembourg: and National and regional qualifications frameworks, ETF, 2021

The figure below shows that the large majority of training providers state that they have provided the young women and men with a certificate⁹⁶ at the conclusion of the training. They did not specify whether the certificates that they issued are formally recognised by the concerned licensing authorities, although some are in the process of getting courses certified (see section on sustainability). However, the reality is that the majority of youth beneficiaries state that they did not receive a training certificate, whether formal or not. An explanation of this discrepancy is possibly statistically, as those service providers that do not provide certificates have trained a high number of youth, and the MTR team has no other explanation than the possible dishonesty (or lack of knowledge) of organisations and/or their partners.

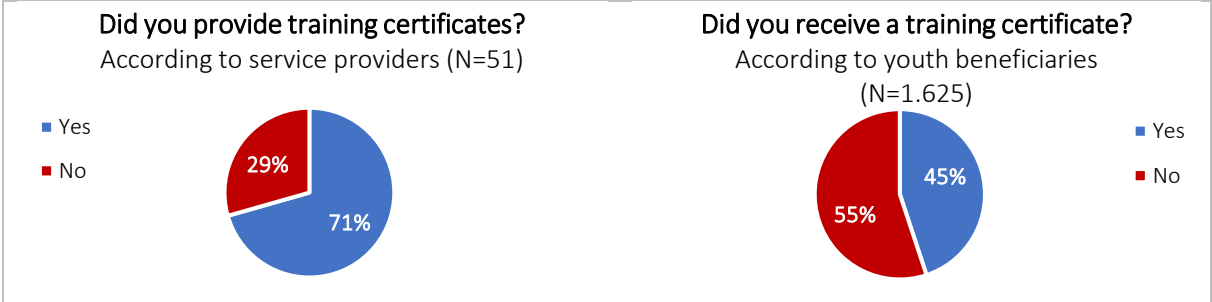


FIGURE 37: TRAINING CERTIFICATES PROVIDED/RECEIVED

In Somalia, the CYWEE project’s training programme got accredited by the CU, since government institutions in Mogadishu outsourced programmes accreditation to local universities. In Somaliland the programme did not request the accreditation of the Ministry of Education. In Lebanon, the STILL Opportunities project, is piloting skill-based certificates for youth, to improve their position in the job market. In Burundi and Burkina Faso, the MTR did not come across any efforts to obtain formalised accreditation, and neither in Somalia, Somaliland and YJLU Jordan no sizeable efforts were detected. Jordan GIZ Skilling adopted the curricula of the GIZ MOVE-HET bilateral project which were accredited.

Few mention that the reason for not accrediting training programmes is that accreditation processes are long, complex and costly. However, the MTR found little activities of projects to support training providers with this process (only planned for but not realised yet in Jordan and Niger).

Effectiveness of transitioning from skills to employment

When asked, 68% of the stakeholders think the results obtained so far will be sustainable. The embassy and MFA staff consulted are however less convinced. In terms of enhancing job skills leading to a better position of youth in the labour market, so far 44% of the beneficiaries became employed or self-employed. This can be partly attributed to the Nexus interventions, but some youth also explain they work in a different skills area now. As per Figure 36 above, Somalia, Jordan, followed by Burundi, scores lowest for employment, while in Burkina Faso the score for self-employment is high because the project is focussing on assisting youth to create their own business. In Burundi, the explanation below is provided.

⁹⁶ An official document, issued by an awarding body, which records the knowledge, know-how, information, values, skills and competences of an individual following assessment against a predefined standard. CEDEFOP, Terminology of European education and training policy- Glossary. <https://www.cedefop.europa.eu/>

The cooperative has not yet reached a level of development such that it can create many jobs. Until now, it has only created one permanent job, the other tasks being carried out by someone among its members, who are not paid regularly. Private sector, Burundi.

However, these figures should be taken with precautions, as projects are at very different levels of implementation. Only the projects in Somalia and Somaliland have come to a closure. It is interesting to note that significantly more female than male youth in Somaliland and Niger are self-employed, while both countries are known to face cultural restrictions on female participation in the labour market (see section 2.6 on gender). In Somaliland, more women were enrolled in the project, no waged employment job was created, and women were therefore involved in self-employment. In Niger the analysis carried out by SWISS Contact in other parallel youth employment projects showed that after the completion of training, it is very difficult for young women to exercise these professions, because, unlike sewing, this work is done "on the street". Being able to work at home looks essential for married women to continue working and husbands are not opposed to wives generating income. PEMIJ project provides support girls to start their own small businesses near their homes, where, with a simple wall, the workshop could be separated from the street. In conclusion, the problem is not so much the association of the profession between men and women, but rather the fact that doing this job means working on the street (and being in contact with men from the outside).

Employment status of youth beneficiaries													
According to youth beneficiaries, survey (N=1625)													
	Burkina Faso		Burundi		Jordan		Niger		Somalia		Somaliland		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Employed/ self-employed	95%	84%	34%	41%	29%	44%	32%	14%	30%	40%	70%	33%	44%
Unemployed/day labourer	5%	16%	47%	37%	69%	55%	8%	3%	70%	60%	30%	67%	34%
Internship/in training	0%	0%	19%	22%	2%	0%	60%	83%	0%	0%	0%	0%	22%

FIGURE 38: EMPLOYMENT STATUS OF YOUTH BENEFICIARIES – PER COUNTRY

As presented in the graph below, almost all self-employed youth indicate that they run individual enterprises. The exception of Somaliland is explained by the fact that the project has supported the formation of small enterprises by groups of youth that had completed the training and provided them with a starting capital as a grant.

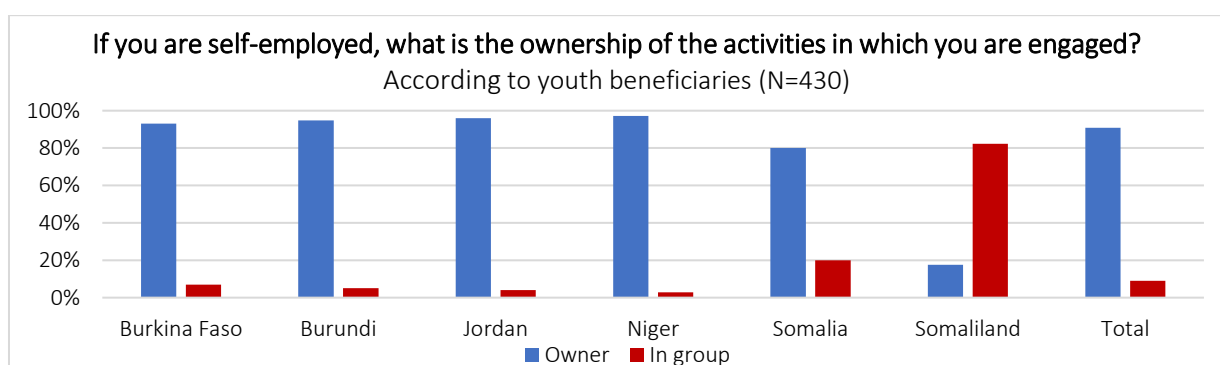


FIGURE 39: OWNERSHIP OF SELF-EMPLOYED ACTIVITIES

The youth beneficiaries who were not yet employed or self-employed at the time of the MTR but have finished the training, indicate the absence of job opportunities, coupled with a ferocious competition in the labour market, pointing to a mismatch of skills (or skills levels) with demands (and possibly lack of experience). They further highlight the lack of or insufficient start-up capital. There are surprisingly no significant differences in terms of gender, with the only exception that in Somaliland 20% of the female youth indicate not to work due to personal reasons, such as marriage.

If you are still jobless or under-employed, what are the reasons behind this?							
According to youth beneficiaries, survey (N= 925)							
	Burkina Faso	Burundi	Jordan	Niger	Somalia	Somaliland	Total
No job opportunities, high competition on the market	36%	93%	50%	4%	62%	94%	55%
Lack of/insufficient start-up capital	63%	5%	15%	74%	13%	0%	30%
Low skills, do not have the required skills	1%	2%	26%	11%	13%	0%	11%
I do not have enough experience	0%	0%	8%	0%	0%	0%	3%
There is nepotism, I do not have the right connections	0%	1%	1%	0%	13%	0%	1%
I am working in another sector	0%	1%	1%	11%	0%	0%	1%
No job opportunities, high competition on the market	0%	0%	2%	0%	0%	0%	1%
Personal reasons (I got married etc)	0%	0%	1%	0%	0%	6%	0%

FIGURE 40: REASONS FOR UN(DER)EMPLOYMENT - PER COUNTRY

One of the challenges found by the MTR team, and stressed by the youth, is that majority of youth beneficiaries did not receive post-training support (financial support, internships, mentoring, job placements etc.). As presented in the figure below, this is especially highlighted in Burundi, Niger and Somalia, and to some extent in Jordan. Therefore, it is not surprising that most of the young people interviewed so far received no or insufficient support to find employment or start a business after finishing their training.

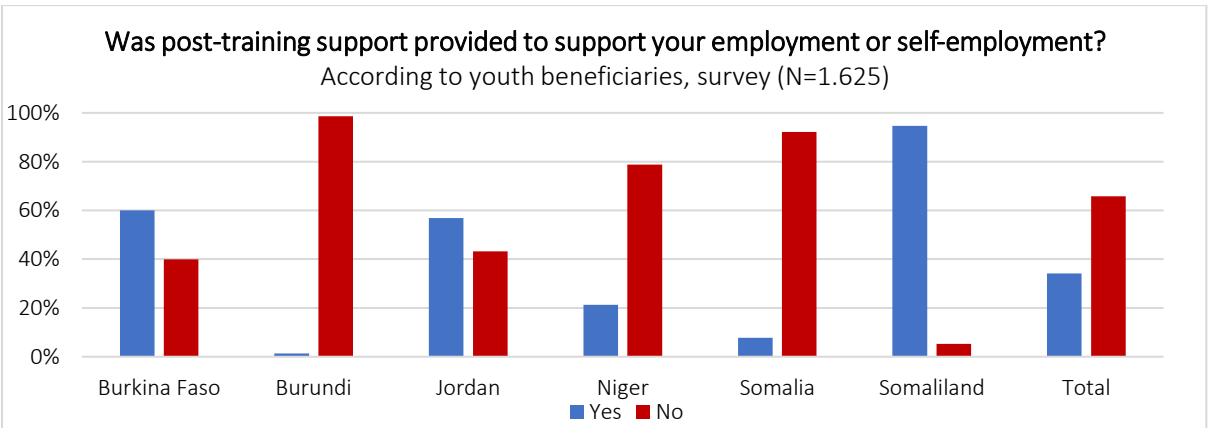


FIGURE 41: POST TRAINING SUPPORT PROVIDED

The exception in the case of Somaliland (see also Annex A) can be explained by a timely change of course in favour of supporting self-employment, as soon as the project realised that the job opportunities in the private sector were extremely limited and did not provide the real job opportunities for trained young people.

Despite the above, as per the figure below, most male and female beneficiaries state that as a result of the project interventions, they now have better employment opportunities. In this regard, Somalia (see Annex A) is the exception, mainly due to the extreme uncertainty of the political situation which coincided with an important part of the project life span.

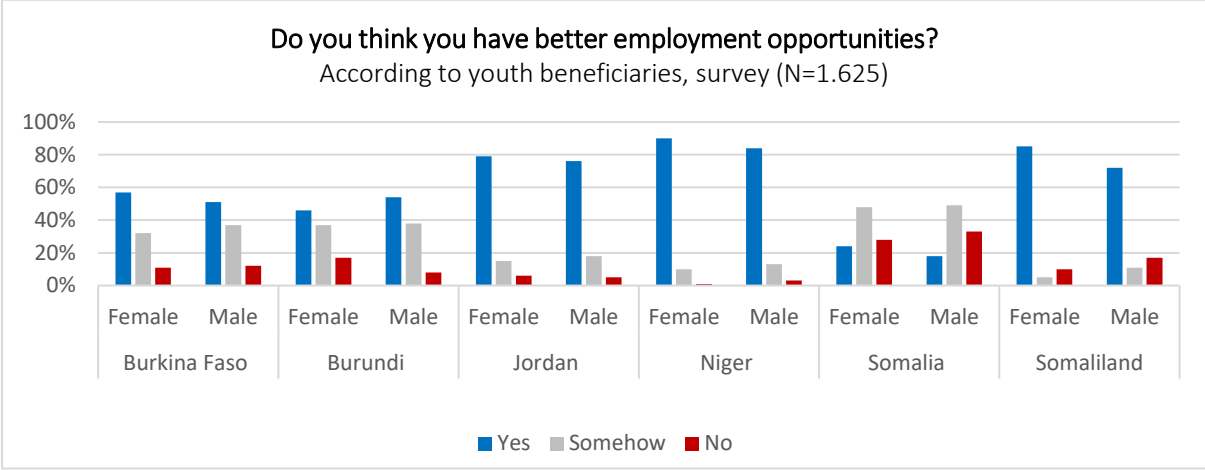


FIGURE 42: INCREASED EMPLOYMENT OPPORTUNITIES – PER COUNTRY & GENDER

The graph below shows where young skilled people have sourced their start-up capital. The fact that the major source of financing is personal savings and family support is seen by many respondents as an important element in the sustainability of a business. Youth are said to have no other opportunity but to continue with their business and feel the cultural pressure of the family to not waste the family resources. The MTR team observes that the financial contributions from the projects is relatively small and the utilisation of financial services for start-ups, from soft loans to credit schemes and venture capitals still limited indeed.

The breakdown by country confirms the general picture with some nuances. Family support prevails in Burkina, Niger and Somalia, all countries traditionally characterised by the prevalence of cash transactions, whilst in Burundi and Jordan personal savings are the main source. Somaliland is the sole case in which the project was by far the most important source of starting capital, and only in Somalia some were assisted through loans.

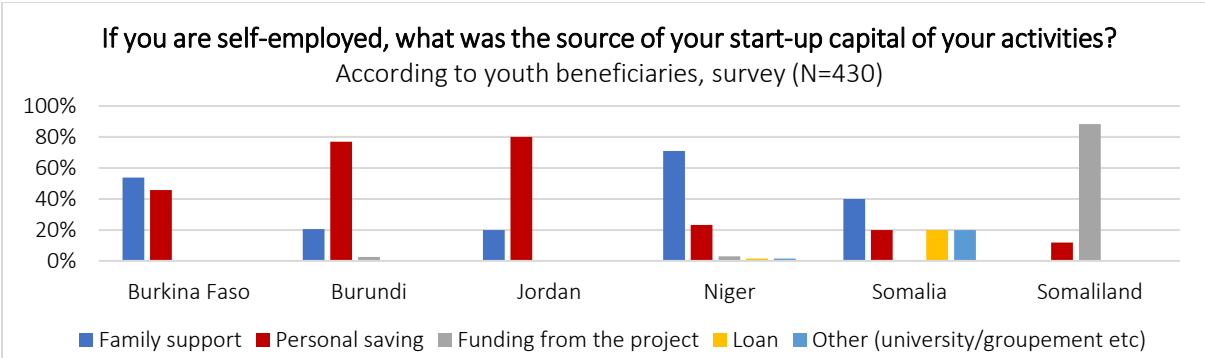


FIGURE 43: SOURCE OF START-UP CAPITAL - PER COUNTRY

Increase in income

Having better employment opportunities does not necessarily translate in better income opportunities. However, as per the figure below, the income of youth beneficiaries has increased, likely attributed to

the project activities to a large extent, even though there are difficulties in the labour market and access to (start-up) capital. Full attribution cannot be established as lack of follow-up on trainees results in lack of knowledge if indeed the increase in income of youth is related to the support received from the project, or due to other factors. Further, several youth say they are not using their obtained skills but found work in other fields, and thereby the increase in income cannot be attributed to the projects, although some preparation for the world of work might be attributed to the project participation. What can be concluded is that the programme contributed to the increase in income of its beneficiaries, but with significant differences per country. Especially Burundi scores high in % of increase, followed by Burkina Faso and Niger. In several projects, such as Niger that just started, increases are likely to increase significantly, while in Somalia and Somaliland the projects are closed and results final. Overall, the monthly income of male beneficiaries increased significantly more than the monthly income of female youth beneficiaries.

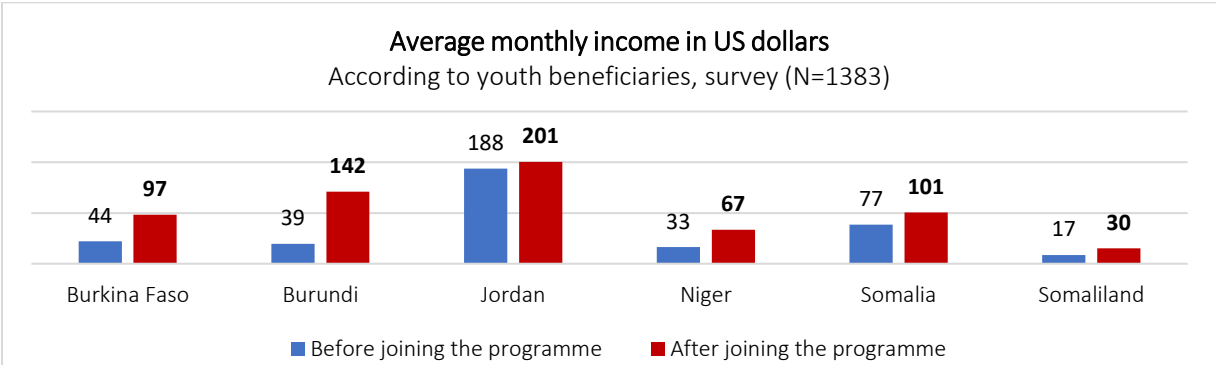


FIGURE 44: AVERAGE MONTHLY INCOME

Biggest disappointments of the youth

As presented in detail per country in Annex E, when explicitly asked about their biggest disappointment, youth beneficiaries mostly complain about the training being too short, unemployment after training and the quality and levels of training being too low, in line with the findings presented above.

Regarding the complaints on the quality, many youths are disappointed in the levels of training, the quality of the trainers and the perceived bad organisation of the training. Further, it seems that there are very few training hours⁹⁷, making it doubtful that the training led to a level of skills that indeed enhanced their employability. Several stories are further told where courses suddenly stopped, without any explanation given, especially in Burkina Faso and Burundi.

Some projects introduced online training courses which are less appreciated by participants (e.g. Ethiopia TIKO project and Somalia CYWEE project). Further, several youth and key informants had little appreciation for the soft-skills training provided by the projects stating that, as a result, the technical skills training - although considered the most important - was thereby too weak.

Others explain that the support to start a business was seriously hampered as the projects did not provide, and did not facilitate, access to finance. Others question the quality of the equipment provided,

⁹⁷ For example, in Burundi life skill training was a couple of days whereas technical skills training depends on the trade they were trained in. This could vary from a few days to a few weeks. In Burkina Faso many youth received technical training that lasted two weeks and then they were further supported during a coaching period of six months helping them to establish their own business.

and as presented earlier in this report, several trainees are disappointed for not having received certificates, which is limiting their chances to find a job.

The lack of employment after all those 4 months of training and hard work and commitments. I was very disappointed that we did not get a job yet. I am very disappointed that we did not get the certificate after the training because we have nothing to show to the employers as a proof. Youth beneficiary, Somaliland

Others refer to lack of matching between skills and market demands. In some projects the assessment of the skills demand by the private and public sector was not very well developed, because it was not based on baseline studies and sectoral skills studies or establishment surveys. Sometimes it was just a mapping exercise of business opportunities without a detailed analysis of the demand for skills. Proper matching can be achieved when there is close consultation with the private and public sector (e.g., through sector organisations) on which skills are needed and how this skills need should be integrated in the training curricula. As presented earlier in the Relevance section of this report, in most projects this link with the private sector was weak.

Better market analysis should have been done before giving this course because not one of the graduates of python programme is employed. Youth beneficiary, Jordan

Importantly, the MTR found several complaints about the lack of follow up by implementing partners when beneficiaries are running into troubles with employers that provided them an internship. Though youth carry some responsibility vis a vis the employer, longer term monitoring and coaching could perhaps help avoiding such issues.

We were not properly treated during the internship but the training provider did not react even though they know the actual situation. At the end of the internship the employer hired us but after 4 weeks he refused to pay us and again the training provider did not react. The training provider has let us down during the internship. Youth beneficiary, Burundi

Effectiveness of improving the economic environment and ecosystems

Entrepreneurial ecosystems are defined as a set of interdependent actors and factors coordinated in such a way that they enable productive entrepreneurship within a particular territory.⁹⁸ One of the elements of the Nexus program in to stimulate and boost local economies, the broader economic environment, and thereby the entrepreneurial ecosystems in order to create more youth employment opportunities. This is reflected in overall outcome B of the programme: increased opportunities for economic participation, including employment and self-employment.⁹⁹

It is clear that all projects invested somehow in the economic environment as part of their activities, but the levels of investment vary from country to country. E.g., in Burundi the project invested with quite substantial direct contributions to a number of youth led businesses, while in Burkina Faso the investment was more indirect through the facilitation of the provision of credit through a financing institution. In Niger investments are made in training and production as well as in the enterprises that receive the apprentices and offer them a fix-term contract of a minimum duration of six-month. In Ethiopia investments are made in market structure improvements to enhance trade. In Somaliland,

⁹⁸ MFA/DDE, Youth Employment ToC, August 2019, p 2.

⁹⁹ MoFA, 2019, PPB - Instructions of the main budget holder for budgetary spending margin, Fund for integrated activities on the nexus skills-jobs for youth

investments have been made in the purchase of livestock to provide new entrepreneurs with a herd of sufficient cattle to start the business and in Somalia, the Somalia Stability Fund- Economic Development Portfolio, to which Nexus contributed, more than 100 productive assets were rehabilitated or constructed and more than 1.100 jobs created.

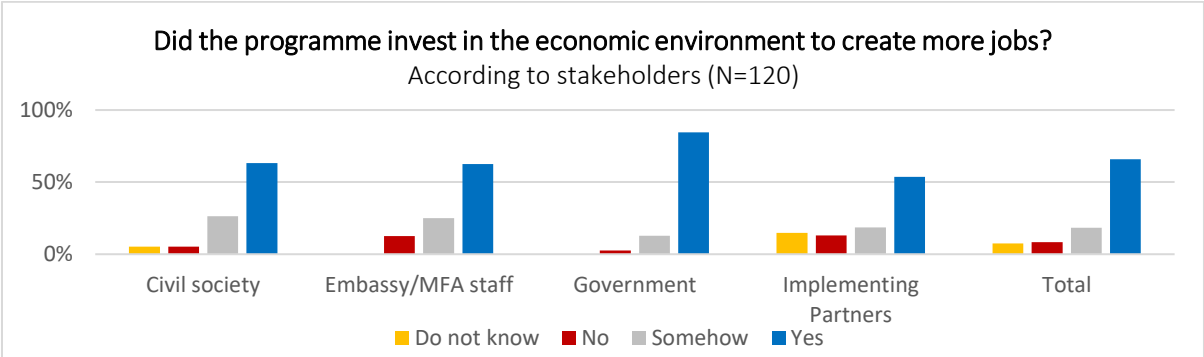


FIGURE 45: PROGRAMME INVESTMENT IN CREATING MORE JOBS

As presented below, respondents mostly cite investment in job platforms and business incubators, support to the private sector and improving access to financing as the contribution of the programme to foster jobs creation.

How the programme invested in the economic environment to create more jobs According to project staff, government and civil society stakeholders (N=77)	
Investment in job platforms, business incubators, freelance academy	47%
Support to private sector (including SMEs), improving their productivity	20%
Improving access to financing, collaboration with microfinance institutions	17%
Relevant scope (operating in promising sectors/rural areas)	13%
Providing post training support to students	10%
Behavioural changes	3%

FIGURE 46: HOW THE PROGRAMME INVESTING FOR CREATING MORE JOBS

The MTR finds that these investments, which are necessary for the enhancement of the sustainability and effectiveness of the project interventions, are limited and that more investments are required. Already in design, most projects focus less on the demand-side of the nexus, defined by DDE TOC on Youth Employment as: “Interventions that promote the creation of decent, attractive, sustainable jobs for young people, by stimulating productivity and growth of enterprises (to induce job creation)”¹⁰⁰ REF. Without these investments the risk exists that efforts in skills and employment development lead to a situation where youth is only adding to the existing production capacity (supply) in a particular sector where there is no actual economic growth but rather a form of income distribution that does not translate in growth and economic development.

Effectiveness of job insertion strategies

When asked, the stakeholders perceive that Skills training, based on labour market demand and with diversity of skills, is the best job insertion strategy, as per the figure below. The private sector actors highlight most the enhancement of self-employment through the support of business incubators, the

¹⁰⁰ MFA/DDE, Youth Employment ToC, August 2019, p 14.

provision of funding for start-ups, and the formation of cooperatives and other forms of group business. In Senegal this is highlighted in terms of the empowerment of local actors through an incubation system:

The setting up of an incubation system with local partners makes it possible to diversify the actors who will have the tools to meet the expectations of the young beneficiaries and it will be able to initiate a change among the targets in a sustainable manner. It is a question of empowering local actors who will be able to develop new capacities. Programme staff, Senegal

The private sector especially stresses that support and coordination with them is most crucial, as discussed in the relevance section above, and the need for post training coaching and mentorship.

As the projects are implemented in different countries, variations in views from the different country contexts are important, as presented below. For example, in Somalia, 54% highlight that the project has not implemented any job insertion strategies.

Which job insertion strategies best supported employment or self-employment of youth? According to MFA, embassy, implementing partners, private sector and service providers (N=181)								
	Burkina Faso	Burundi	Jordan	Niger	Other	Somalia	Somaliland	Total
Skills training (based on labour markets demand, diversity of skills)	43%	59%	57%	18%	25%	31%	22%	44%
Self-employment strategies (incubators, funding opportunities, grouping trainees in business)	29%	70%	9%	29%	33%	0%	11%	38%
Support and coordination with private sector	0%	80%	11%	3%	25%	8%	56%	38%
Coaching and mentorship	29%	60%	3%	3%	8%	8%	11%	27%
Apprenticeship, internships and work-based learning	14%	7%	26%	0%	50%	8%	33%	14%
Job desks and match-making events	0%	1%	14%	21%	8%	0%	33%	9%
Providing post-training support: (follow ups on trainees, insertion kit)	14%	3%	3%	29%	0%	0%	0%	8%
The project has not covered job insertion strategies	0%	0%	0%	0%	0%	54%	0%	4%
Providing financial education	14%	0%	0%	3%	8%	8%	0%	2%
Targeting youth from the workforce, reaching people in remote areas	14%	0%	3%	0%	0%	0%	0%	1%

FIGURE 47: JOB INSERTION ACTIVITIES

The MTR observes a surprising absence of structured collaborations with Public Employment Services (PES) to increase the likelihood of matching the employer’s vacancy with the youth jobseeker’s skills. There are also weak links to market development policy in the components of projects promoting youth entrepreneurship and self-employment.

Further, as detailed later in the section on sustainability and catalytic effects (2.4) The MTR finds little explicit efforts to influence policies (and practice) of the Governments in the countries where Nexus is implemented, while more can be achieved to support the national Government to create business enabling environments, which can contribute to job creation for youth. In Burundi, Burkina

Jordan, Somaliland and Somalia the EKN was not a very active partner in the dialogue with government, partly because of the NLs MFA’s internal guideline on dealing with unfriendly foreign governments in this matter.

Effectiveness of feedback loops

In all countries youth beneficiaries generally feel that they are encouraged to provide feedback on the project activities they were involved in. This is one indicator that all projects make efforts to create an inclusive and conducting environment for youth.

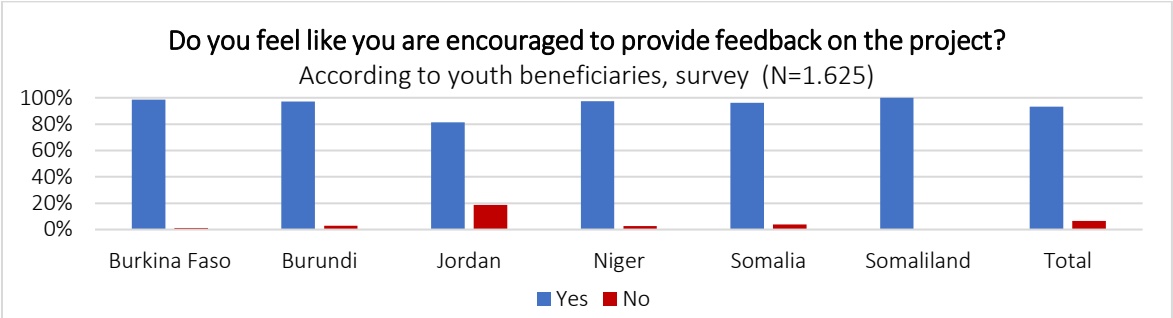


FIGURE 48: YOUTH ENCOURAGED TO PROVIDE FEEDBACK

100% of the female and 89% of the male youth beneficiaries, without any appreciable difference related to gender, confirm that their feedback was taken into consideration. Some explain how it was used in shaping and continuously adjusting activities.

Sometimes during the sessions, we had discussions about how we want the training to go. Youth beneficiary, Burundi.

The trainers always responded to our concerns. Youth beneficiary, Burkina Faso.

As per the graph below, the exception is Burundi where 70% of youth state that their feedback was not taken into consideration. The reason for the negative response could be found in the fact that in Burundi the emphasis of the project was very much on providing internships to youth whereby the intern is very much depending on the opinion of the employer and the implementing partners of the project.

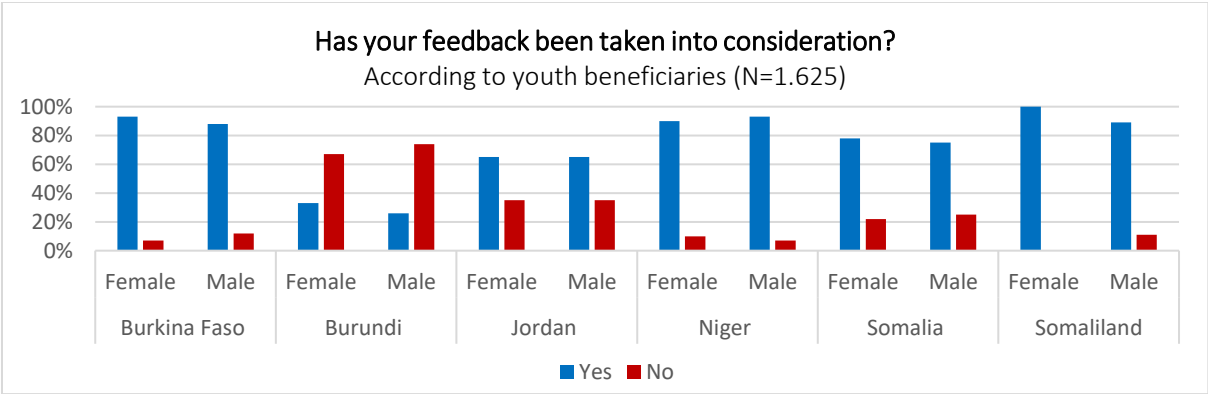


FIGURE 49: FEEDBACK TAKEN INTO CONSIDERATION - PER COUNTRY & GENDER

Effectiveness in monitoring Do No Harm (and conflict sensitivity)¹⁰¹

¹⁰¹ While conflict sensitivity was rejected by MFA as a proposed additional evaluation criterion, a light review took place as part of Do No Harm, as outlined in the agreed inception report.

In terms of the monitoring of conflict sensitivity, DDE has developed guidelines for Ministry and Embassy Staff and implementing partners for conflict sensitive Private Sector Development.¹⁰² As per the figure below, almost half of the respondents report unintended effects of the project on conflict dynamics, mainly respondents in Somaliland and Somalia indicate this, and to a lesser extent in Burkina Faso and Niger. In Somaliland, it was particularly reported that the project had an uneven coverage of all IDPs communities and districts, creating a sentiment of exclusion and conflict in the community. The project responded by explaining the selection criteria to the communities and adjusting the scope.

The MTR observes assumptions that improving youth employability and self-employment contributes to stability, like young people will be less inclined to associate with extremism if employed, without thorough analyses of these perceived causal relations. However, the MTR did not find systematic monitoring on conflict sensitivity.

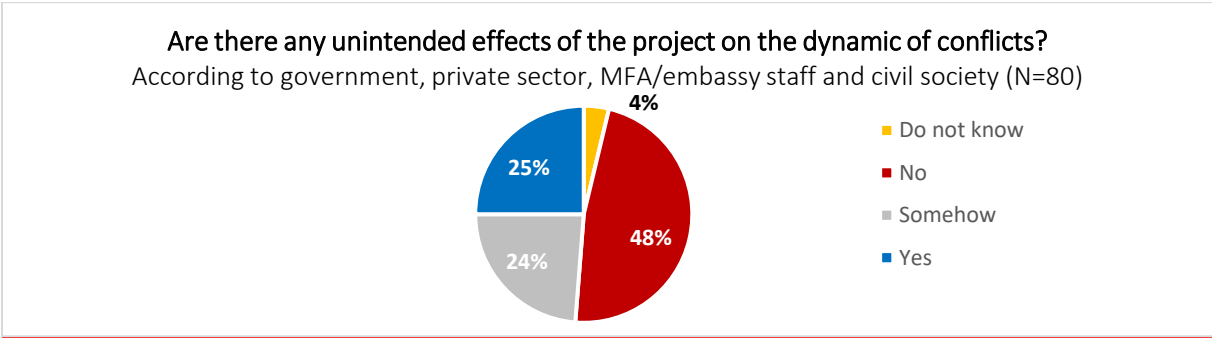
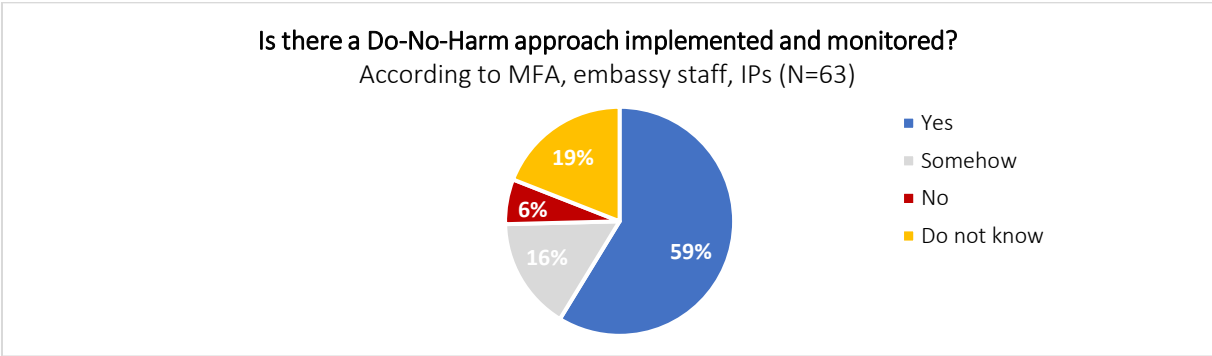


FIGURE 50: UNINTENDED EFFECTS ON CONFLICT DYNAMICS

When asked about the monitoring of Do-No-Harm principles, a majority of project staff answered that this is done, as shown in the following table. A good example comes from Niger, where the project analysed different lines of conflict present in Niger which may interact with the project. It identified many local social and cultural resources to draw on, such as communication channels, local conflict resolution mechanisms and strong civil society organisations and a Do-No-Harm plan of action with specific mitigation strategies and measures.¹⁰³ However, the MTR found no systematic monitoring on DNK, and neither documented reflections or actions to mitigate these.



¹⁰² MFA/DDE, Youth Employment ToC, August 2019, p 21.

¹⁰³ According to the analysis, provided in the PEMIJ Inception Report (pages 53 and 54) of February 2022, the main lines of conflict are: unequal access to resources (land, water, pasture), poor governance of local organisations, polarisation of socio-political organisations, insufficient clarification of the role of services states, the presence of violent extremism. The way of life - sedentary or nomadic - and the political positions of the parties that serve as dividing factors rather than ethnic divisions, play a role in the current conflicts. This is an important point to consider since the communes and villages are selected by the mayors, hence the project could indirectly reinforce the existing marginalisation of people from opposition parties. The analysis concluded that there are many local social and cultural resources to draw on such as communication channels, local conflict resolution mechanisms and strong civil society organisations and proposed.

In summary, the MTR finds based on the observed project results achieved so far, that the effectiveness of interventions contributing to outcome A, *empowerment through increased skills*, is more promising than the results for outcome B, *increased opportunities for economic participation, including employment and self-employment*. The reasons for limitations in achieving project targets related to outcome B vary from project to project. In some this is related to insecurity, while in others there are design and systemic problems in projects not or only partially focussing on investments in the economic environment to boost employment opportunities. In its current form and with the time remaining, it is unlikely that contributions to outcome B will significantly increase. The programme (with nuances per project) is doing reasonably well in terms of numbers, and results for male and female youth shows no significant differences and there is effectiveness in involving youth. In most projects the different population groups are explicitly targeted. In addition to skills training, different job-insertion approaches are applied in the projects, ranging from direct support to businesses (equipment and livestock) and access to financing institutions and credit facilities, to market and skills infrastructure and small grants for individual or group initiatives. In some contexts, assistance to create self-employment proved to be more effective. The projects have contributed to more income, but this was not the case for all youth. The MTR shows that 34% of the trained did not yet find employment and the biggest disappointment of youth beneficiaries are training being too short, unemployment after training and the quality and levels of training being too low. Monitoring on Do No Harm and conflict sensitivity is weak.

3.5 (LIKELY) SUSTAINABILITY AND CATALYTIC EFFECTS

This section reviews the likely sustainability of the Nexus Programme, thus the extent to which the net benefits of the intervention continue or are likely to continue.¹⁰⁴ It provides the findings against the specific research questions on relevance designed for this MTR, namely:

- To what extent are the results by the Nexus programme likely to be sustainable?
- Is a strategy prepared for phasing out and if so, what are its main features and how likely will it be successful?
- Do these sustainability factors differ across contexts or projects? And if so, why?
- Are the jobs created sustainable?
- To what extent are trainings developed in projects or by partners taken up into curricula of public education system, or are planned to be taken up? As this can be a sign of sustainability of trainings.
- Is the Nexus programme initiating innovations¹⁰⁵ that are/might be duplicated by other actors.?
- Do the investments have catalytic effects in terms of changing policies or frameworks?
- Is the economic value added that will lead to spin-off effects?

Most significant Change

The first level of (likely) sustainability relates to the changes youth themselves, and the stakeholders around them, identify as significant in their lives, systems and environments. Based on the stories collected from youth beneficiaries and key informants, this MTR identifies the most significant changes

¹⁰⁴ OECD DAC, Evaluation Criteria, <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

¹⁰⁵ Innovation can be defined as technologies or practices that are new to a given society, as the dissemination of something new in a given context, not as something new in absolute terms. (European Commission DG for International Cooperation and Development, 2016).

so far (and disappointments - as presented in Annex E). Skills development is seen as the most important change, followed by change in mentality/behaviour of youth, having become more able to properly function in a workplace environment or run a business. A small number of respondents mention the importance of the creation of self-employed jobs and youth run businesses. The MSC found no significant difference in the response of women and men, but differences in views by the different stakeholder groups, as per the figure below.

Most Significant Change									
According to youth beneficiaries, IPs, civil society, private sector, government, MFA and embassy staff(N=1.850)									
	Youth beneficiaries		Civil society	EKN/ MFA staff	Gov.	IPs	Private sector	Service providers	Total
	Female	Male							
Skills (professional, soft, vocational, knowledge)	69%	73%	41%	41%	19%	40%	24%	25%	66%
Change in mentality, behaviour of youth (more motivated, confident)	15%	15%	35%	6%	38%	42%	12%	24%	17%
Self-employment, business improvement, increased production, start-up grants	8%	7%	29%	6%	3%	16%	3%	12%	8%
Financially independent, improved financial conditions, increased income, ability to take care of family	9%	5%	0%	0%	0%	14%	2%	8%	7%
Job creation, youth have an occupation/job	5%	6%	12%	6%	22%	20%	6%	8%	7%
Work experience, networks, connections with labour market, aware of market needs	4%	4%	6%	6%	0%	2%	1%	2%	4%
Improved capacities of private sector (infrastructure, ways of working, management, skills, ownership)	0%	0%	6%	6%	16%	0%	47%	0%	3%
Better youth employment opportunities	1%	1%	6%	0%	3%	10%	6%	3%	1%
Nothing, no change	1%	1%	0%	0%	3%	0%	4%	3%	1%
TVET centres capacities, quality and development of trainings	0%	0%	6%	12%	11%	2%	2%	12%	1%
Employers more aware, skills matching private sector and labour market needs	0%	0%	0%	18%	8%	6%	9%	7%	1%
Increased collaboration, engagement (between private sector, public institutions, NGOs, universities, banks/MFIs)	0%	0%	6%	18%	0%	0%	9%	2%	1%
Professionalisation of the mental health workforce, mental health awareness	0%	0%	0%	0%	0%	2%	0%	15%	1%
Programme targeting vulnerable people (IDPs, PwDs) , reducing violence and conflicts between IDPs and youth	0%	0%	0%	0%	3%	2%	3%	2%	0%
Modernisation of agricultural techniques	0%	0%	0%	0%	11%	0%	0%	0%	0.2%
Digital job matching platforms, digital ecosystem development, digitalisation of trainings	0%	0%	0%	6%	0%	4%	0%	0%	0.2%
Women empowerment, business knowledge	0%	0%	6%	6%	0%	0%	1%	0%	0.2%
Within MFA NL: increased collaboration between departments and increased knowledge on TVET and its challenges	0%	0%	0%	12%	0%	0%	0%	0%	0.1%

Youth employment is now central in government policies	0%	0%	0%	6%	3%	0%	0%	0%	0.1%
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FIGURE 52: MOST SIGNIFICANT CHANGE

Exit strategies

The programme as a whole has no exit strategy. At the project level the majority of projects have developed an exit strategy which indicate how project activities and products are to be handed over to other parties. Some exit plans describe capacity development and knowledge transfer to local partners, while other projects are preparing for the handover to government through increased involvement in the project implementation, and transfer of the training system to relevant government services. However, this is unlikely to be successful as illustrated by the following examples (see also Annex A).

In Burkina Faso the Dutch NGO Woord en Daad (W&D) has set up a social enterprise which wants to follow up with successful and promising youth entrepreneurs after the project has ended. The government is not happy with the fact that many private trainers and coaches were involved who will not share the curricula developed by the project with government institutions. However, the project in Burkina Faso is focussing on tailored post-training opportunities to the trained youth through the introduction of desk jobs, updating job searching platforms and providing tools and kits etc. This is part of the exit strategy and could be taken over and continued by the social company of W&D.

In Jordan training providers who cooperated in delivering the training were limited to private sector ones, and none of the main public training providers is involved in the project. In Annex A, the MTR recommends the involvement of public training providers in delivering training for beneficiaries in NEXUS projects in order to support the national strategic goal of strengthening public-private-partnership (PPP) in different sectors including TVET. We also recommended to coordinate with relevant institutions (universities, colleges) to include the training courses curricula in their study plans. None of the main governmental institutions mandated with TVET provision (VTC, MOE, and BAU) are involved in the two projects design, implementation, and M&E which is expected to reflect negatively on the sustainability of developed training programmes and institutionalising of methods used. Some of the provided training courses issued certificates that are not accredited by the concerned public institution TVSDC. The entrepreneurship training in the YJLU project was delivered by a private training provider that was neither licensed nor offered course curriculum and certificates accredited by TVSDC.

In Burundi, the project is also not working with the government institutions responsible for vocational training. And the project works with private job agencies which provide training to the youth. It is unlikely that they will share these curricula with government.

For the Nexus programme it will be important to allow these exit strategies to be implemented, meaning that embassies should be allowed to extend projects in a budget-neutral way.

Likely sustainability of systemic change in the enabling environment

The MTR found that the Nexus projects have had so far, a limited (long term) impact on both social norms and attitudes (e.g., female labour market participation) and little influence on formal aspects of the enabling environment such as government policy formulation (see next section on catalytic effects),

legislation, infrastructure investments and implementation. There is further a lack of investments in local economies and SMEs that would lead to job opportunities.

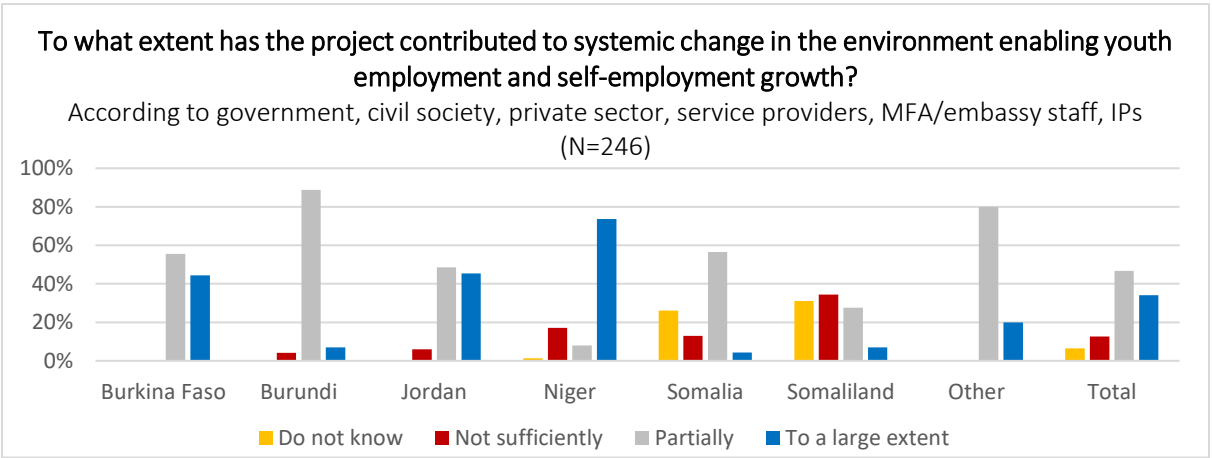
By using as a checklist an ILO scheme describing the most common constraints and barriers to youth entrepreneurship¹⁰⁶, the MTR found that the following challenges are still present in the Nexus countries:

- Lack of an enterprise culture
- Unfavourable legal, policy and regulatory frameworks for youth entrepreneurship
- The lack of entrepreneurship education across formal, non-formal and informal educational systems
- The lack of access to affordable financing in the form of start-up, investment or working capital
- Little knowledge about and access to relevant business development services and support schemes for youth already in business or for those or interested in pursuing an entrepreneurial career
- Youth entrepreneurship policies partially integrated in the context of wider employment policies and programmes (Active Labour Market Policies, ALMP) and interventions across multiple sectors and levels

Further, as already outlined earlier in this report, more explicit actions are required to boost the absorption capacities of local economies (and its companies), in order to ensure skills training actually leads to employment. A strengthened policy dialogue with other donors and government institutions on how to strengthen legal, policy and regulatory frameworks regarding youth entrepreneurship could help facilitate the necessary changes underway, and increase the likelihood of systemic lasting change, as further explored in the next section on Catalytic effects.

As presented in the section on effectiveness, so far there is much less focus on creating an enabling environment, but more on employability.

Per country, the perceptions vary significantly, with highest scores in Niger and lowest in Somalia/Somaliland. In Figure 76 in Annex A, it is presented that mostly in Niger (and Lebanon) investments are made into the environment to create more jobs, such as supporting the actors of the selected value chains.



¹⁰⁶ Clemensson M. Christenseyning J. How to build an enabling environment for youth entrepreneurship and sustainable enterprises. ILO Geneva 2010

FIGURE 53: CONTRIBUTION TO SYSTEMATIC CHANGE - PER COUNTRY

Likely sustainability of jobs and businesses

An important element to determine the success of the Nexus interventions is the sustainability of the jobs created. Opinions differ to a large extent. Respondents from civil society and service providers state that jobs are sustainable, while the private sector is less convinced. There are noticeable differences between countries. Especially in Somalia and Burundi, and to lesser extent in Niger, a sizeable number of stakeholders think that the jobs created will not be sustainable, while in the other countries sustainability of jobs is regarded to be less of an issue. In Niger, this is mostly related to the security problems. In Somalia beneficiaries and service providers viewed the project as more focused on mental health than job creation. In fact, it did not provide any market-oriented and Technical and Vocational skills.

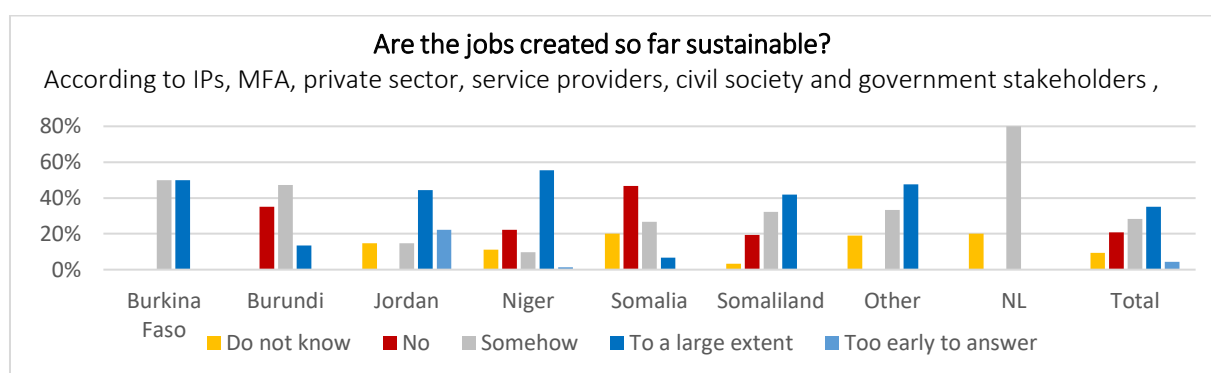


FIGURE 54: JOBS CREATED SUSTAINABLE - PER COUNTRY

Young people are hanging on because they know that there are no other immediate prospects. Certainly, they are not earning enough money for the moment, but they still hope for an evolution in the economic and security situation. IP, Burkina Faso.

The figure below presents the recommendation from the MTR key informants, on how to enhance the sustainability of the jobs created. Indeed, as presented above, there is need for more post-training support and mentoring in most projects, more support to start-ups and better matching of skills with labour market demands.

What could be done to improve sustainability of jobs created?	
According to IPs, MFA, private sector, service providers, civil society and government stakeholders (N=214)	
Provide follow up/post-training support	36%
Reinforce and update the skills training based on labour market assessments	28%
Increase support to (small) businesses	23%
Expand the scope of the project (duration, targets, areas, increase the budget etc)	9%
Improve the overall economic environment/ Address the root causes of unemployment	7%
Improve collaboration with local partners	5%
Increase lobbying on national employment policies/involve the government	4%
Increase motivation of youth for training/incentives for employment	3%
Ensure gender equality	1%
Improve the learning environment of youth	1%
Align the programme with other programmes in countries	0,5%

Develop innovative tools for job insertion	0,5%
Improve the security context in countries	0,5%

FIGURE 55: WAYS TO IMPROVE SUSTAINABILITY OF JOBS CREATED

Sustainability of capacities strengthened

The private sector providers of training programmes received some capacity strengthening from the different projects, but to a limited extent. However, as per the next graph, service providers and the private sector/employers indicate on average that the project strengthened their capacities in the following areas:

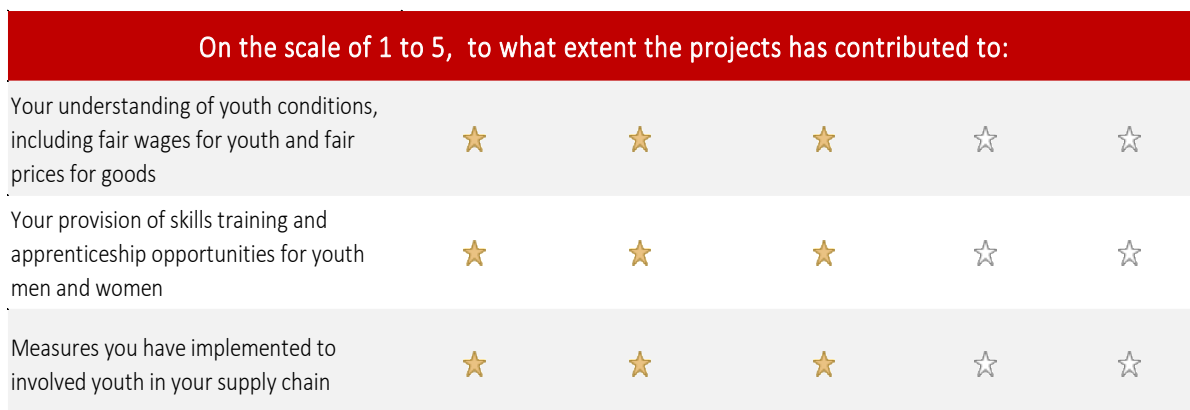


FIGURE 56: CONTRIBUTION OF THE NEXUS PROJECTS (SERVICE PROVIDERS AND PRIVATE SECTOR)

Further, the staff who were involved in the design of Nexus strongly emphasise the link between TVET institutions and employment, assuming that Nexus funds would also be used for strengthening TVET systems. However, the projects financed by the embassies hardly work with TVET institutions, but focus mostly on private sector training providers, some of which are not licensed by the concerned accrediting institutions.

The MTR thus finds that projects do not directly support public TVET institutions¹⁰⁷ and, consequently, TVET systems as such. Therefore, capacity development in the TVET systems of the countries is limited to private service providers. It is further noticed that private training providers do not share information and knowledge with public TVET institutions, unless required by formal accreditation which normally concern long training programmes leading to a formal qualification/occupation.

As discussed in the section on effectiveness, at the time of the MTR, the process of formalising the training programmes run by the projects into accredited curricula has only started in some cases.

At the time of the MTR, the process of formalising the training programmes run by the projects into accredited curricula has started in some cases but was not initiated in others. This causes important challenges to likely sustainability, as the majority of projects set the integration of their training programmes into national curricula as a target, but that at the time of the MTR, less than half of the training courses provided by the projects are accredited. It also affects the sustainability of the skills obtained for the youth, as certificates are for life.

Catalytic effects

¹⁰⁷ With the exception of Niger but as pointed earlier, sustainability is doubtful.

The MTR found hardly any significant catalytic effects of the programme so far. First, as outlined above, with the exception of Ethiopia, in most countries projects did not play any major role in policy reforms. Indeed, as per the figure below, stakeholders do not think that the programme has contributed to changing relating policies or frameworks. As per the figure below, most stakeholders confirm this limitation. In Ethiopia though, one of the projects contributed to modify the regulations of public training institutions in order to enhance their financial autonomy. Institutions now can charge clients like SMEs for paid services. One of the IPs explain that that e-commerce law was initiated by LIWAY in Ethiopia.

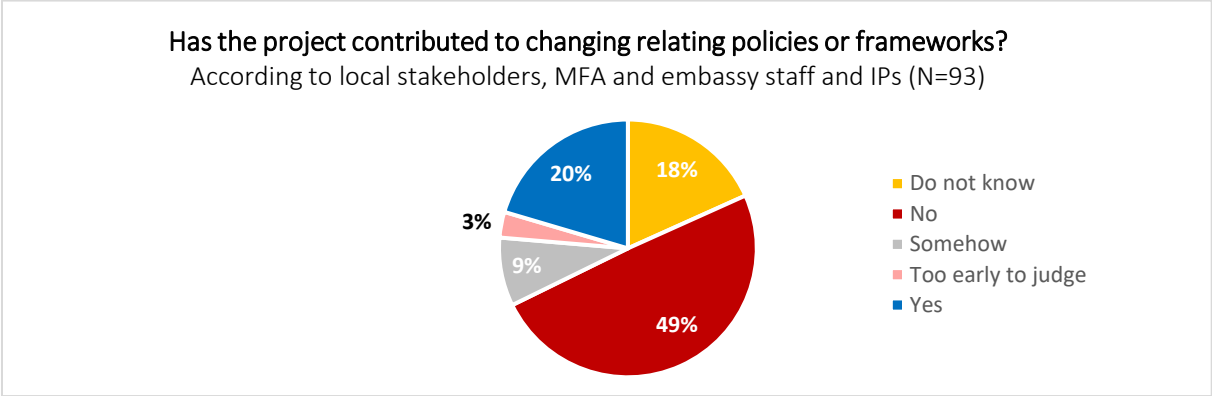


FIGURE 57: PROJECT CONTRIBUTION TO CHANGING RELATING POLICIES

Most stakeholders believe that state that there are innovations that might be replicated by other actors, especially the diverse skills offer (vocational with soft and entrepreneurial). Indeed the MTR found some specific innovative approaches that could be duplicated by others, such as the boot camps for rapid entrepreneurial skills development in YJLU project in Jordan.

However, as outlined above, most programmes are planning for the integration of their training programmes into national curricula, but that at the time of the MTR, less than half of the training courses provided by the projects are accredited, and linkages to these institutions is generally weak. In Niger the link is there, but training centres, built by Swiss Contact on a model (SIFA) established more than 15 years ago, will be handed over to, and therefore aggravate, the already meagre budget of the Ministry of TVET and are likely to progressively decay, as it happened with the eight centres built by Luxdev between 2015 and 2016¹⁰⁸.

In terms of economic spin-offs, more than half of project staff and service providers believe that the project activities have added, or somehow added, economic value that can lead to spin-off effects. One in five implementing partners and service provides believe that this is not the case, as presented in the figure below.

¹⁰⁸ Also based on the expertise of the team leader, previously worked on VT in Niger. The centres were already in bad conditions when he assessed them in 2017-2018.

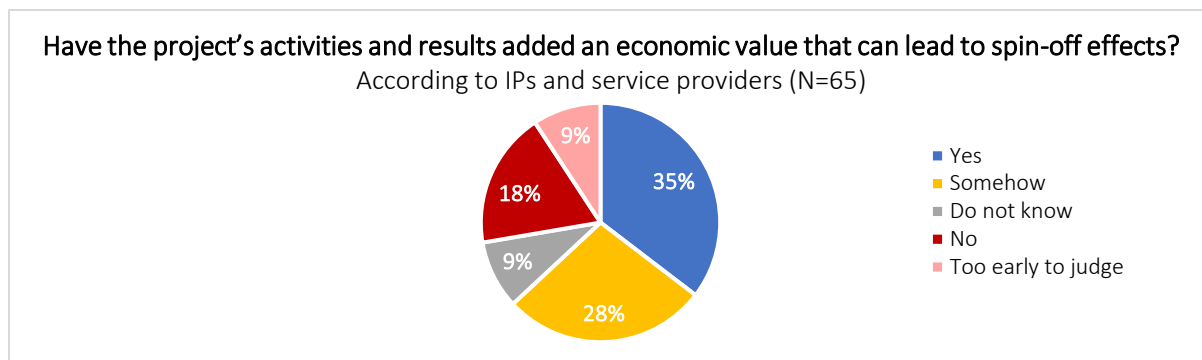


FIGURE 58: SPIN-OFF EFFECTS OF THE PROJECT'S ACTIVITIES AND RESULTS

As outlined in the section on sustainability, the MTR key informants agree that insufficient investments are made in fostering systemic change, such as influencing national policies and action plans, labour and business regulations and TVET and skills development policies, the environment. Especially government staff expresses that it has been insufficient.

In summary, the MTR concludes that a weaker point relating to likely sustainability (and likely impact) is that while the original intention of the Nexus programme is the strengthening of the TVET sector, most of the projects do not directly support or collaborate with TVET institutions but chose a more informal professional skills training by private actors. If not corrected, the sustainability of results will be challenged. Several projects are planning for public institutions to take over curricula developed by the projects, but the handing over to the relevant training institutes, while the link to these government institutions is weak, will cause challenges, also as most courses are not yet accredited. In terms of sustainability of jobs and businesses created, they are likely to be sustainable and economically viable, especially if post-training support is further strengthened, and more investments will be made into the entrepreneurial ecosystems. The MTR also concludes that there have been hardly any significant catalytic effects of the programme so far, and that the spin off effects of economic value created is limited. Most significant changes attributed to the programme are skills development, followed by change in mentality/behaviour of youth, having become more able to properly function in a workplace environment or run a business.

3.6 GENDER SENSITIVITY AND GENDER TRANSFORMATIVE CHANGE

While observations on gender are mainstreamed throughout the MTR, this section further outlines if the projects have any evidence of (likely) gender transformative effects and if gender is effectively mainstreamed.

In line with the DDE guiding principles: "At least 50% of the young people reached by our programmes should be young women"¹⁰⁹ Based on the reporting, the MTR finds that 58% of the beneficiaries so far are young women.

In some cases projects have explicit gender targets like in Burkina Faso where 60% of youth selected for training and self-employment have to be female¹¹⁰ and in the project document gender is a criterion for

¹⁰⁹ MFA/DDE, Youth Employment ToC, August 2019, p 17.

¹¹⁰ BOOSTER SEC, narrative report 2021, page 23

the selection of beneficiaries. All project documents include a gender analysis to various depths, but in not all of the projects a gender marker was found, and gender-based budgeting has not been applied.

All reviewed projects produce gender disaggregated data which show that in general women and men have equal access to training and support for setting up a business. However, several projects could not provide gender-disaggregated data on two of the three Nexus global indicators, namely on *Number of jobs supported: 4.155 (indirect 2.044)*¹¹¹ and *Number of young men and women assisted to develop economic income generating activities: 5.092*¹¹²

When asked, most key informants state that the Nexus projects are gender sensitive and enhance equal opportunities for men and women. Respondents from all countries, except those from Burundi, are of the opinion that the activities are conceived, designed and implemented in a gender sensitive way, and equal opportunities for skills, employment and self-employment are granted to both young women and men.

This result also relates to the fact that several projects invested resources in strengthening the capacity of the project teams and implementing partners to understand what gender sensitivity means, and therefore increased the gender sensitivity of the Nexus programme. For example, in Burundi and Burkina Faso project staff and staff of local implementing partners received special gender training.¹¹³ The project in Burkina selected female trainers to work with female disadvantaged youth¹¹⁴ and priority was given to women selected for training (60%).¹¹⁵ One of the lessons learnt from this project is that young women are more entrepreneurial than young men, therefore it was decided to intensify awareness raising at the level of women groups¹¹⁶. Indeed, in Burkina 94% of the female and 80% of the male beneficiaries are self-employed.

In Somalia, the CYWEE project established a Female Mentors Network formed by 28 high-impact, and successful role-model women in Mogadishu, that volunteered to serve as mentors for young women.¹¹⁷ In Somaliland the project supported included mental health advice in the training programme to support women with psychological counselling to overcome fears and insecurity and become more confident in starting their business.¹¹⁸ In Burundi, most respondents, mainly from the private sector, indicate that the project does not explicitly include gender as targeting criteria nor takes any gender-specific actions to promote female entrepreneurship or gender equality. This results in having, for instance, less women entrepreneur or businesses with only male staff or only female staff. While figures are low, in Burundi indeed only 8% of the female beneficiaries compared to 14% of the male beneficiaries are self-employed. This is explained as follows:

Recognising that there is no discrimination does not mean that the numbers of women entrepreneurs are the same as those of men, women remain the least numerous, the project, according to the information we have, does not carry out any activity to encourage and promote female entrepreneurship. Private sector, Burundi

¹¹¹ It was found that the projects did not collect gender disaggregated data on indirect job creation.

¹¹² Not all reviewed projects provided gender disaggregated data

¹¹³ SPARK, Project document, page 14

¹¹⁴ BOOSTER SEC, project document, page 11

¹¹⁵ BOOSTER SEC, narrative report 2021, p 2

¹¹⁶ BOOSTER SEC, narrative report 2021, p 8

¹¹⁷ Iftin Foundation, CYWEE Final Narrative report, Mogadishu, March 2022 p 22 , Success Institute,

¹¹⁸ YEEL Final evaluation report (2021-2022), page 12

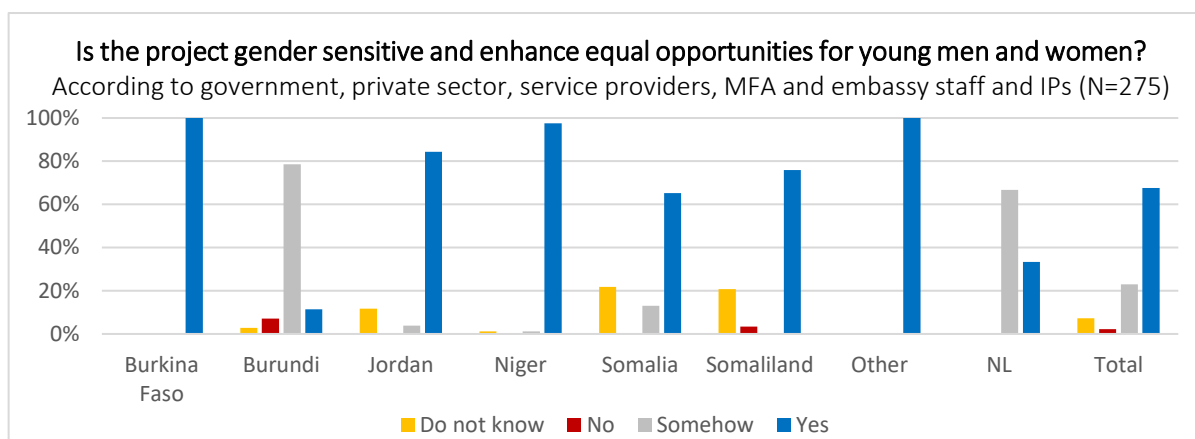


FIGURE 59: GENDER SENSITIVITY OF THE PROJECT

As per following table, when asked how gender is mainstreamed in the projects, respondents mainly point to the inclusion of quantitative gender-specific indicators (e.g. percentage of women selected for training, number of women selected for internships, number of women supported in setting up a business). Only in Burkina Faso, Niger and some of the other non-case study projects a gender analysis is mentioned.

How is gender mainstreamed in the project (design, implementation, M&E)? According to MFA, embassy staff and implementing partners (N=52)								
	Burkina Faso	Burundi	Jordan	Niger	Somalia	Somaliland	Other	Total
Gender-specific indicators and targets are defined and included in monitoring data	80%	45%	64%	0%	67%	0%	50%	52%
Gender is considered in selection of participants, training materials, logistics etc	20%	45%	36%	50%	100%	50%	28%	38%
Project has equality approach, gender was considered in the formulation, it is a cross-cutting theme	0%	18%	9%	0%	33%	50%	61%	33%
Gender analysis is done prior to interventions/ in all studies	20%	0%	0%	50%	0%	0%	11%	8%
Awareness raising on gender issues is done	0%	0%	9%	0%	33%	0%	6%	6%
There is no specificity on gender	0%	9%	0%	0%	0%	0%	0%	2%

FIGURE 60: WAYS GENDER IS MAINSTREAMED

However, the MTR did not find any examples of projects monitoring gender transformative change, that can be attributed to the interventions. However, trained young women generally say that they have more opportunity for better employment than young men (see figure 35). Also, with regards to the use of acquired training skills to gain income, female respondents state, at a much higher percentage than males, that they are using the acquired skills (see Figure 15). As presented in the report, there are no significant differences in employment status between the sexes.

At the point of the MTR, 20% of the male and 14% of the female beneficiaries say they are employed, and 20% of the male and 34% of the female youth is self-employed. 34% of beneficiaries remain unemployed (see also section on Effectiveness) and 22% are still in training. Unemployment among female beneficiaries is slightly higher than for men while the percentages of employed and self-employed are around 48% for women and 40% for men. Women in general have a disadvantaged

position on the labour market as is shown in several country studies.¹¹⁹ In Burundi e.g., it is said that women “in Burundian society are not regarded as people who could add value in the development of a solution or in the management of a start-up”. In Ethiopia women face “often face different and more basic economic constraints than men, including less access to credit and limited market linkages”¹²⁰. One of the explanations for the higher percentage of women into self-employment that emerged during the discussions with the IP and the service providers in Jordan, was that the higher degree of flexibility helps better reconcile the work and family dimension (see also section on Effectiveness).

However, it is interesting to note that significantly more female than male youth in for example Somaliland and Niger are self-employed, while these are both countries with cultural restriction on female participation in the labour market. In Somaliland a success factor to reinforce the youth female participation was the mental health coaching and psychological counselling that supported the girls to increase confidence, empowerment and readiness to start own businesses. In Niger, young girls are in the majority in programmes/centres such as SIFA (62.55%), FIP (54.60%) and *Centre de formation aux métiers* (CFM) (54.15%). Indeed, although agriculture is considered a male-dominated activity, SIFAs, in addition to improved agricultural practices, invest in the promotion of agricultural product processing activities: which explains the high rate of female learners. In *Formation Initiale Professionnalisante* (FIP) the rate of more than 50% of young girls is justified by the preference to attend short-term training and especially those oriented in the fields of catering and processing (agri-food, cosmetics).

More gender targets and possible transformative change is expected to materialise, according to the plans disclosed in the course of the field mission, as for example in Niger. As per the figure below, consulted stakeholders mostly recommend conducting awareness raising, introducing or increasing skills training in women-friendly type of jobs and support efforts for increasing women’s entrepreneurship. However, the fact 21% of the respondents make these suggestions shows that there is need for more awareness on gender and creating gender transformative change, which actually should not be along the lines of providing training in typical women’s job that are normally lower paid.

How could gender sensitivity be further improved?	
According to civil society, government, IPs, private sector, service providers (N=154)	
Awareness raising, mentality change on women's participation in the labour market	47%
Introduce (or increase) training in women-friendly type of jobs, increase the training offer	21%
Support women's business creation, strategies to stimulate female entrepreneurship	14%
Work on increasing women participation in activities	8%
Increase scope: Outreach to potential beneficiaries, reach more communities, extend the timeline	6%
Work on regulation to facilitate women's insertion on labour market, improve working conditions	5%
Financial support, give more funds to small businesses, fund activities or areas attractive to young women	4%
More visibility, accountability of activities for women, highlighting women’ success stories and experiences	3%
Through collaboration between all involved actors, involve more stakeholders	3%
Train the trainers to gender sensitivity, always ensure that the gender aspect is the mainstay of all project activities	3%
More in-depth understanding of gender sensitivity, conduct gender analyses	3%

¹¹⁹ For example in: SNV, Expanded Livelihoods Improvement for Women and Youth (Expanded LIWAY) Programme in Addis Ababa, 2021, p 15.
¹²⁰ RVO/Ingenious City, Burundi Entrepreneurial ecosystem mapping, 2021, p 27.

Include programme indicators to monitor gender sensitive programming, fixed targets	2%
Allocate more time for intervention	1%

FIGURE 61: HOW COULD GENDER SENSITIVITY BE IMPROVED

The MTR concludes that the programme is mainstreaming gender and meets the DDE guiding principles: “At least 50% women”. However, in none of the projects a gender marker was found, and gender-based budgeting has not been applied. Projects paid attention to gender mainstreaming mostly in the sense of setting targets for female participation and monitoring the results in that regard. However, several projects could not provide gender-disaggregated data on two of the three Nexus global indicators. There are some indications of gender transformative change if efforts are directed towards this.

4. CONCLUSIONS

4.1 OVERALL CONCLUSIONS

According to MFA¹²¹, in order to contribute to inclusive sustainable development, the aim of the Nexus Skills and Jobs programme is to support young men and women to achieve the following *interconnected results (outcomes)* among young men and women:

- a) Empowerment through increased skills
- b) Increased opportunities for economic participation, including employment and self-employment

The MTR concludes that for outcome A, empowerment through increased skills, the programme contributes to a positive change. The MTR observed that youth beneficiaries are generally positive about the results in this regard, although disappointments are expressed in terms of duration, quality, and lack of post training support to actually find employment or be self-employed. However, for outcome B, increased opportunities for economic participation, including employment and self-employment, the MTR concludes that the results achieved so far are rather weak.

Therefore, the interconnectedness of the two planned outcomes is still weak and has not fully materialised yet. In that respect, the MTR observes that the projects have no or little plans to work on business enabling environments, creating opportunities, and enhancing absorption capacities. Therefore, to achieve results for outcome area B, an adjustment in the design of the ongoing projects appears necessary.

The MTR concludes that the Nexus programme had some positive impact on the employment situation of youth. However, in the scope of the enormous challenges in the countries for job creation, the Nexus contribution can be seen as modest.

Concerning the **three MTR questions**, the following overall conclusions are drawn.

- To what extent, till date, have the selected projects increased youth’s foundational, transferable and technical, vocational and entrepreneurial skills, knowledge and competencies (i.e., the

¹²¹ MoFA, 2019, PPB - Instructions of the main budget holder for budgetary spending margin, Fund for integrated activities on the nexus skills-jobs for youth

project contribution is as effective for partners of the project as well as the contribution to the overall objectives of Nexus Skills of MFA)?

The MTR concludes that the programme contributed in a substantial way to enhancing youth competencies and employability, but that improvements, in terms of market responsiveness, quality and institutionalisation of the skills programme, can be made to further increase effectiveness and impact.

- What have projects achieved at the output-level to match the needs of the labour market (skills development, employment and self-employment of young men and women)?

The MTR concludes that the reviewed projects, to some extent, achieved matching the skills produced through the employability training to the needs of the labour market. However, improvements are needed, as at the time of the MTR more than 19.000 youth are trained by the assessed projects but only 52% of them report that they are using these skills. Based on a representative survey among youth beneficiaries, 17% (M:20%- F:14%) of the project beneficiaries are employed, and 27% self-employed (M:20%- F: 34%). However, at the time of the MTR, some projects are still in the initial stages of implementation, and the results in terms of employment are expected to evolve positively.

- What kind of arrangements could increase the added value of the provided skills for both employment and self-employment and active participation in the society?

The MTR concludes that the impact of the project results on the income of youth, and therefore also on their constructive participation in society, has so far been limited but has the potential to be further enhanced. This could be achieved by implementing additional interventions to stimulate local economic development and by taking measures to improve the business enabling environment, like improved business regulation, business support services, and sound macroeconomic policies.

Further, according to the PPB document¹²², all initiatives under the Fund for integrated activities on the Nexus Skills-Jobs for youth should report on at least the following **standard-indicators**.¹²³ Per indicator, with reference to the assessed projects, the MTR concludes the following:

- *Number of young men and women enrolled in formal or non-formal education and training*

The MTR concludes that the Nexus programme made an important contribution to improvement of employability of male and female in the different countries. In terms of numbers, so far 79% of the foreseen people targeted are reached (taking into account the duration of the project). The total number is 19.249 (58% female), but this includes youth that are only trained in some softskills or alphabetisation, that alone is unlikely to seriously increase their employability and likeliness to find a job.

- *Number of jobs supported*

The number of jobs supported is estimated at 4.155 (indirect 2.044).¹²⁴ However, the reliability of this figure must be taken with caution, as the definitions of 'jobs created' were not clear to project staff, and

¹²² MoFA, 2019, PPB - Instructions of the main budget holder for budgetary spending margin, Fund for integrated activities on the nexus skills-jobs for youth

¹²³ As outlined in the 'Instructions of the main budget holder for budgetary spending margin', these were meant to be further specified further at a later stage in consultation with BIS, which never happened.

¹²⁴ It was found that the projects did not collect gender disaggregated data on indirect job creation.

there is a lack of follow-up of many former trainees to establish if the training actually enhanced their access to employment.

- *Number of young men and women assisted to develop economic income generating activities: 5.092*¹²⁵

The MTR concludes that the Nexus programme results in developing income generating activities in most countries (with the exception of Burkina Faso), have been rather modest so far.¹²⁶ Lack of post-training support is expressed and confirmed, and the MTR concludes that both for finding salaried jobs, and especially support to start businesses after training, is insufficient in most projects¹²⁷.

¹²⁵ Not all reviewed projects provided gender disaggregated data

¹²⁶ In the case of Somali, Somaliland and Burkina Faso the percentage of young women assisted economic income generating activities is around 60%.

¹²⁷ Though it was too early to draw conclusion, the post training support services appeared rather structured in Niger, learning from the ongoing SWISS Contact experience in other youth employment projects

4.2 CONCLUSIONS PER CRITERIA

Conclusions on relevance

The MTR concludes that overall, the Nexus programme is **relevant to the needs and priorities of the male and female target groups**. In terms of levels of participation, the projects have made appreciable efforts to involve the target groups, and in most countries young people have been consulted during the planning and implementation of the activities. However, many projects see youth as an object for the realisation of project results and targets, and less as actors with **agency**, as outlined in the Youth at Heart strategy.

Further, the MTR concludes that Nexus interventions provide **training that is too short, insufficiently aligned to the market demands of the private sector, and lacks post-training support**.

The Nexus programme is **highly relevant to the priorities of the Embassies in the countries, as well as the priorities of the MFA**. The choice for decentralisation allowed for enhanced relevance to the specific contexts. The consultative role of the MFA staff in The Hague helped to keep the formulation of the projects better aligned with the Nexus criteria and the continuous dialogue with the embassies has ultimately led to an improvement in the proposals.

The MTR further finds that **in all countries youth employment and skills development is given a high priority in government policies and relevant sectoral strategies**. The main stakeholders see the relevance of the Nexus programme, as it aims to increase the employability and entrepreneurial capacities of male and female youth.

However, **Government was generally not involved in the design**. The related **relevance of the choice of non-governmental training providers** is questionable.

However, the interventions are relevant for increasing employability, and **less relevant for creating an economic environment that can create more opportunities**. There is an observed lack of partnerships with the relevant stakeholders for this component.

One of the most important questions is the relevance of the skills provided, in relation to connecting skills development with employability, and youth finding decent jobs, take control of their lives, and build better prospects for themselves, their families, and their communities. The MTR finds **mixed results in terms of the relevance of the skills training, and consequent matching**.

The MTR found that the **private sector has a preference for vocational and technical skills** and give less priority to entrepreneurship and foundational skills. The MTR concludes that the overall relevance of the Nexus programme can significantly increase **if the skills matching is further strengthened with increased participation of the private sector** and training institutions in all steps of the project activities; from design, to implementation, monitoring, learning and evaluation.

Finally, the Nexus programme does not have an overarching ToC. The document that serves for the financing decision to fund the Nexus programme presents a **light intervention logic**, and contains three result indicators, which have not been quantified. There are no assumptions specified that could be tested. The lack of an overarching TOC provides EKNs with insufficient guidance to ensure projects include contributions to both outcome A and B.

The MTR concludes that, in line with the decentralised nature of the programme, almost all project have ToCs that are proven to be **flexible enough during implementation to adapt to changing contexts** (such as security, COVID 19, or economic deterioration) and project characteristics. However, ToCs mainly focus on increasing employability.

Conclusions on coherence

Based on the findings the MTR concludes that the Nexus interventions are **to a large extent compatible with other donor interventions**. Given the level of priority of addressing the challenge of youth unemployment in the different countries, many donors finance actions in the field of skills development and employment for youth. Embassies are quite aware of the interventions of other development partners, and projects selected for funding are mostly related to activities financed by other donors.

The MTR further finds an overall **good internal coherence of the programme with other Dutch interventions** at country level. However, in some countries there is a scope for better alignment and coordination with activities financed through other (de)centralised funding.

Similarly, the Nexus programme is **very much in line with country priorities and specific national policies** and programmes addressing skills development and youth employment. However, programme coherence could be further enhanced when the Nexus programme would be made more visible more emphasis could be given by embassies in enhancing the policy dialogue on youth employment and skills development. Youth could be provided with opportunities to be included in advocacy, strengthening their agency.

In terms of coherence and partnerships, improvements can be made in terms of **working closer with the relevant line-ministries in some countries, and especially in strengthening active partnerships with the private sector**, who are now mostly involved in implementation only. In this, a newly developed ToC will assist embassies and partner organisations in aligning better to the DDE ToC on youth employment, including the recognition that “The private sector is the most efficient and effective mechanism through which to develop and scale promising business models that respond to this persistent challenge”¹²⁸.

Given the results achieved so far, the MTR further concludes that the **Nexus projects largely translates the important elements of the Youth at Heart Strategy** in the sense of enhancing youth employability and stimulating (self) employment. There is however scope for improvement on working more to encourage cooperation between educational institutions, the private sector and/or trade unions, for example in developing standards and curriculums with public training providers and focussing more on the agency of young people. Also, as indicated above, there is little evidence found of meaningful participation of youth in terms of building on their agency.

Finally, the MTR finds that the choice for decentralisation in the Nexus implementation leads to a choice of projects at country level that are well contextualised and responding to local needs and fit with other interventions supported by the embassies. At the same time, the absence of a TOC, and the limited role from MFA HQ due to the decentralised nature of the programme, gives rise to a diversity of project approaches and fragmentation. This causes fragmentation of resources in many projects, which do not

¹²⁸ MFA/DDE, Youth Employment ToC, August 2019, p 18.

seem to have sufficient critical mass to impact youth employment. **The question of economy of scale versus localisation** is important.

Some **local organisations complain about their lack of involvement in strategic decision making**. Further, the procurement procedures often did not allow for open competition and resulted in some countries Dutch NGOs gaining the contracts. As highlighted in the Grand Bargain, one of the main barriers to localisation is “competition with international actors, networking, language, proposal writing, due diligence/compliance requirements going against commitments to simplify.”¹²⁹

Conclusions on efficiency

At the time of the MTR, about 70% of the Nexus funds are actually committed and several new activities just starting. This which makes it **challenging for the remaining funds to be fully and efficiently utilised before the end of the Nexus programme** in 2024.

At the project levels, the MTR concludes that projects are (as far as could be assessed) properly managed. Based on the information gathered the MTR concludes that most projects are likely to achieve the planned results, although some with delay. Based on the financial and audit reports that TI consulted, the MTR concludes that the **projects funds are largely used in an efficient way**.

It is **too early to establish if value for money will be achieved**. The number of youth trained seems to justify the use of the allotted resources. However, youth complain about false promises, in terms of less training hours than promised, lack of internships and post-training support, the lack of certification and withholding of salaries. Increased monitoring to verify these complaints is required.

The extent to which the trainings leads to employment of the majority of them, the ultimate test of value for money, remains to be seen and the MTR is of the opinion that it is still too early to measure this. So far **less than 50% of the trainees are employed**.

The choice to not work with public training providers, **little meaningful capacity development of public institutions**, reduces the likely impact and thereby efficiency of resources used.

Importantly, the MTR observes **missed opportunities for co-financing investments** that would lead to an improved entrepreneurial ecosystem, especially boosting local economies to create more and better opportunities for youth employment and the broader economic environment (Nexus outcome area B).

The choice for decentralisation in the Nexus implementation leads to the choice of projects at country level that are well contextualised and responding to local needs. However, this diversity may lead to **fragmentation of resources** across too many projects, which do not seem to have the critical mass to have an important impact on youth employment.

The observed M&E systems and tools adopted by the projects seem to generate reliable data to support informed management decisions. However, key government institutions are not always involved in the monitoring. The MTR concludes that **monitoring is mostly done by project staff themselves and is thus purely internal**. The team also found little evidence of youth’ involvement in monitoring and no

¹²⁹ Interagency Standing Committee, Grand Bargain. <https://interagencystandingcommittee.org/grand-bargain-official-website/caucus-funding-localisation-main-achievements-so-far-and-update-november-2022>

examples of third-party monitoring, which is generally regarded as an important aspect of ensuring quality.

The MTR found that **cross-learning is taking place** which contributes to the quality of the implementation but can be further systemised at the programme level.

Conclusions on effectiveness

The programme (with nuances per project) is doing **reasonably well in terms of numbers**, and results for male and female youth shows no significant differences and there is effectiveness in involving youth.

However, in the scope of the huge challenges of youth employment in the different countries, the Nexus investment is unlikely to effectively foster significant change. Not only are the numbers of youth entering the labour market every year very high, the MTR also saw little evidence of significant effects on local and regional socio-economic development, and thus creation of opportunities. At the time of the MTR, the majority of beneficiaries remain unemployed, but it is expected that this situation will drastically improve by the end of the ongoing projects. The MTR predicts that **most of the intended project results on intended outcome A will be realised, but that effectiveness on achieving results on outcome B on absorption capacities is weak.**

In terms of direct benefits for youth, the MTR concludes that **most projects increase skills levels of youth**, who generally appreciate the trainings received and are of the opinion that this contributes to their employability. Most projects provide a combination of trainings to youth and the private sector emphasise vocational training and entrepreneurial skills as important, while attaching much less importance to soft skills. This is especially the case for small entrepreneurs who need young people with technical skills, while some medium-large company owners appreciate the transversal skills.

Projects are also **largely effective in reaching the male and female** youth in the nine countries, with limitations due to the security issues impacting project implementation in some locations. Specific approaches are applied to target women, and where appropriate also refugees, IDP's and other vulnerable groups (e.g. people living with disabilities).

However, the biggest disappointments for youth beneficiaries are that the **training is too short, unemployment after training and the quality and levels of training being too low.**

In addition to skills training, different job-insertion approaches are applied in the projects, ranging from direct support to businesses (equipment and livestock) and access to financing institutions and credit facilities, to market and skills infrastructure and small grants for individual or group initiatives. This has **contributed to more income, but this was not the case for all youth.**

The Nexus programme does not indicate job insertion strategies that proved high effectiveness, for the identification of the most suitable strategies is left to the individual projects. The MTR concludes that in those projects where **internships** were provided, this benefitted in finding employment. In some contexts, **assistance to create self-employment** proved to be more effective.

The MTR identified **many intervention strategies as well as the (surprising) absence of others**, like structured collaborations with Public Employment Services (PES) to increase the likelihood of matching

the employer's vacancy with the youth jobseeker's skills. There are also or the weak links to market development policy in the components of projects promoting youth entrepreneurship and self-employment.

While staff declare that DNH principles had been considered, **little evidence was found on the systematic monitoring DNH**. The same applies for the monitoring of conflict sensitivity, where most of the projects do not monitor the positive or negative effects of their interventions on conflicts. The MTR observes assumptions that improving youth employability and self-employment contributes to stability, like *young people will be less inclined to associate with extremism if employed*, without thorough analyses of these perceived causal relations.

Overall, monitoring is mostly done by project staff themselves and is thus purely internal. Some of the financing decisions by Embassies were taken before recruitment of subject matter specialists was finalised. Perhaps **more technical backstopping** could also have contributed to choices leading to more integrated approaches.

Conclusions on (likely) sustainability (and catalytic effects)

Most Significant Changes attributed to the programme are skills development, followed by change in mentality/behaviour of youth, having become more able to properly function in a workplace environment or run a business.

The MTR concludes that a weaker point relating to likely sustainability (and likely impact) is that while the original intention of the Nexus programme is the strengthening of the TVET sector, **most of the projects do not directly support or collaborate with TVET institutions** but chose a more informal professional skills training by private actors. If not corrected, the sustainability of results will be challenged. The MTR found no (financing) plans for the continuation of activities by public or private institutions related to skills development, employment and business development, thus challenging sustainability.

Further, an important challenge to likely sustainability, is that majority of projects set the integration of their training programmes into national curricula as a target, but that at the time of the MTR, less than half of the training courses provided by the projects are accredited. The MTR concludes that to enhance employability, transferability and portability of skills and the possibility of accessing labour markets in other countries, all projects shall spare no effort to obtain the accreditation of their training programme by a public licensing institution and the relating certificates that **provide evidence of the quality of the skills programme attended and of the competencies** acquired through testing and examination.

The sustainability factors of the jobs created largely depend on economic policies and conditions, the security situation, the matching of skills demand, and the provision of post-training support. These factors differ from country to country and therefore also from project to project. **To a limited extent the projects are contributing to shaping the enabling environment for youth employment**, taking into account the various challenges and barriers. While little investments are made in increasing the absorption capacities of economies, the main reason is that the size and duration of the Nexus interventions, as well as the choice of interventions, cannot make a significant change to the massive demand for skills and jobs in the Nexus countries.

However, youth beneficiaries state, as a result of project interventions, that they have better employment opportunities and, in some countries, this translates in higher income for youth, while in others this is not (yet) the case. The **jobs and businesses created are likely to be sustainable** and economically viable, if post-training support is further strengthened. For the time being projects do not have long term monitoring plans to follow youth after internships or youth that started a business.

The **catalytic effects of the Nexus programme at country level are so far very limited**, in terms of both innovation (processes and products) and contribution to (new) policy frameworks that structure innovations and make them available to larger audiences. In most countries skills training takes place without involvement of TVET institutions and projects in general did not share training approaches and curricula with the TVET-sector. Spin-off effects therefore remain limited. The nature of most training is in general informal and with a short duration, contrary to the TVET-sector. The spin off effects of economic value created is also limited. However, some evidence was further found of specific innovative approaches that could be duplicated by others.

Conclusions on gender

The MTR concludes that the programme is mainstreaming gender and **meets the DDE guiding principles: “At least 50% women”** and shows some indications of (likely) gender transformative change, if efforts are directed towards this.

Projects do not monitor gender transformative effects of the project interventions, which could be made more explicit. Projects paid **attention to gender mainstreaming mostly in the sense of setting targets for female participation** and monitoring the results in that regard. However, several projects could not provide gender-disaggregated data on two of the three Nexus global indicators.

Projects invested in strengthening the capacity of project teams to understand what gender sensitivity means, thereby increasing the gender sensitivity of the Nexus programme. However, the MTR found **no indication of the use of a gender marker, and neither was gender-based budgeting applied.**

More can be done to change gender norms related to “appropriate work for women”, often lesser paid, and in policy influencing.

5. RECOMMENDATIONS

5.1 RECOMMENDATIONS PER RESEARCH AREA

Relevance

- Establish stronger working relations with the relevant ministries and stimulate the setting up of steering committees, when not in place, to enhance the political dialogue on youth employment and to increase ownership
- Develop relevant activities, investments and relevant partnerships within the projects to contribute to Nexus outcome B
- Better involve public training institutions and include strengthening of their capacities
- Start disaggregation of data on inclusion and progress of key population groups (PWDs, IDPs, Refugees, gender)
- Ensure more engagement of the private sector in the development of training curricula in order to enhance the skills match to the needs of the market
- Invest in the formulation of a programme-wide ToC and indicators, which can also be used by EKNs to monitor and steer, while leaving sufficient space for context-specific assumptions and pre-conditions that needs to be translated into individual projects

Coherence

- Reduce fragmentation by encouraging embassies to seek financing opportunities that strengthen collaboration and coordination among donors. For example, invest in TVET and youth employment cluster coordination between different donors (intra-donor coordination) and with concerned government authorities and agencies
- Consider building an MFA central repository of best practices, methodologies tools from all programmes dealing with youth employment accessible by embassies and implementing partners
- Invest more in LED (with other donors) in order to creating a better business enabling environment, stimulating job creation and enhanced absorption capacities by the private sector, in line with the intervention logic. Thus strengthen emphasis on outcome B of the nexus programme, which is also reflected in the Youth at Heart strategy and the DDE TOC on youth employment
- More can be achieved in youth voice and agency, including having youth playing a role in monitoring and participation in policy dialogues (Youth at Heart)

Efficiency

- Re-assess the role of Dutch NGOs as lead organisation and investigate possibilities of developing project management structures that are more inclusive i.e., enhance localisation while not losing on economy of scale
- Make investments in the economic environments through co-financing mechanism which will likely increase impact and expenditure

- Obtain pre-approval of projects from the governments, define timing and steps of the process for obtaining the green light from sectoral authorities and public agencies and support the implementing partners in obtaining it. For projects that already started, still take this action.
- Support partners to increase post-training support
- Consider extending terms for the conclusion of the projects, particularly for those that delayed the implementation for security reason and/or for the length of the process of approval by the concerned institutions of the recipient country
- Assure adequate expertise and staffing at EKN level for these kinds of decentralised programmes and strengthen the technical backstopping capacity of embassies by the technical departments of the Ministry
- Ensure that all projects apply monitoring on outcome and impact level of the project activities as well as long-term monitoring regarding job creation and sustainability and growth of supported businesses. Develop M&E systems and practises that include external actors, Government and possibly third-party monitoring

Effectiveness

- Better involve business support services like incubators, accelerators and financial services in preparation of youth business plans and in establishing start-ups after training
- Allow training providers more time and flexibility for course design/adaptation to market demands, and preparation. Based on a market-based feedback loops, enhance the finetuning of provided training programmes to contexts, sectors and market conditions
- Strengthen participation of the sectoral bodies like Sector Skills Councils in the implementation of project activities, from training to identifications of companies, matching, placement and follow up and inclusion of youth opting for self-employment in the sector value chains
- Ensure individual and group job insertion measures (participation to or direct organisation of job fairs, matchmaking events, C&V campaigns, etc) at the earliest possible stage of project implementation
- As above, invest more in job creation measures and investments in promising value chains
- Monitor and report specifically about positive and negative impact of projects on conflict dynamics. Target and disaggregate monitoring data on specific sub-groups like IDPs, Refugees, gender groups etc.
- Stimulate female participation in higher paid jobs/sectors

Sustainability and Catalytic effects

- When engaged in building restructuring, equipping and strengthening TVET and skills development centres consider functionality, quality, financial viability, and sustainability of the realised systems and physical infrastructures, as well as define an exit strategy whereby the handing over to the national and local institutions is accompanied by plans and identification of resources for their management, running, maintenance, updating etc.
- Request the partners to develop/adjust exit strategies that involve the political and institutional levels (e.g., TVET, Labour, Youth Ministries or agencies, etc.). Exit strategies should already be set in motion, especially in terms of accreditation of curricula and gradual handover
- Mobilise the private sector, such as chambers of commerce, employers' organisations, business associations, Sector Skills Councils or advisory boards for skill at national as well as at sector levels

5.2 RECOMMENDATIONS FOR MFA, EKN, AND IPS

Recommendations to MFA staff based in The Hague

- 1) Invest in the formulation of a programme-wide ToC and indicators, which can also be used by EKNs to monitor and steer, while leaving sufficient space for context-specific assumptions and pre-conditions that needs to be translated into individual projects
- 2) Stimulate embassies to push implementing partners to better balance the efforts on empowerment of youth through increased skills (outcome A) and place more emphasis on increased opportunities for economic participation, including employment and self-employment (outcome B)
- 3) Set criteria for monitoring and increase participation by involving in monitoring youth and local research institutions, and consider making provisions in the Nexus programme budget for contracting independent consultants for third party monitoring of the Nexus activities. This would enhance the learning processes within the ministry and stimulate reflection on programme strategies and underlying assumptions.
- 4) Reduce fragmentation by encouraging embassies to seek financing opportunities that create a critical mass to significantly impact youth employment. This includes strengthening collaboration and coordination among donors and public private partnerships, while leaving space for localisation.
- 5) Consider building an MFA central repository of best practices, methodologies tools from all programmes dealing with youth employment accessible by embassies and implementing partners and further stimulate cross-learning
- 6) Assure adequate expertise and staffing at EKN level on TVET and youth employment and strengthen the technical backstopping capacity of EKNs by the technical departments of the Ministry.
- 7) Enhance internal communication between embassy staff and HQ

Recommendations to MFA staff based at embassies

- 1) Reassess the role of Dutch NGOs as lead organisation and investigate possibilities of developing project management structures that are more inclusive i.e., enhance ownership by local partners and localisation
- 2) Invest in TVET and youth employment cluster coordination between different donors (intra-donor coordination) and with concerned government authorities and agencies
- 3) Establish stronger working relations with the relevant ministries and the private sector and stimulate the setting up of steering committees, when not in place, to enhance the political dialogue on youth employment
- 4) Obtain pre-approval of projects from the governments, define timing and steps of the process for obtaining the green light from sectoral authorities and public agencies and support the implementing partners in obtaining it
- 5) Ensure the involvement of public training providers in delivering training for youth to support the national strategies of PPP in different sectors including TVET and to enhance sustainability through the institutionalisation of TVET programmes developed by the projects and capacity strengthening of public training providers
- 6) Invest more in LED (with other donors) in order to creating a better business enabling environment, stimulating job creation and enhanced absorption capacities by the private

sector, in line with the intervention logic. Explore with projects opportunities for PPP, especially value chain development related

- 7) Support implementing partners in mobilising the private sector, such as chambers of commerce, employers' organisations, business associations, Sector Skills Councils or advisory boards for skill at national as well as at sector level
- 8) Involve public and private TVET providers and public and private labour market institutions, to ensure access to Labour Market Information Systems and monitor that training is based on market assessments and demands of this private sector
- 9) Given the importance of accreditation of trainings, it is important for the remaining of the Nexus programme that projects obtain all necessary accreditation of their skills programme

Recommendations to Nexus implementing partners

- 1) Ensure and monitor meaningful male and female youth participation in design and monitoring. Explicitly monitor and report upon unintended impact and conflict sensitivity, disaggregate data on progress of type youth populations (e.g. men, women, IDPs, refugees, PwDs etc.) and monitor gender transformative effects of the project interventions. Also ensure longer term monitoring of job and business creation
- 2) Ensure post-training support for all trainees. Ensure individual and group job insertion measures (participation to or direct organisation of job fairs, matchmaking events, C&V campaigns, etc) at the earliest possible stage of project implementation. Better involve business support services like incubators, accelerators and financial services in preparation of youth business plans and in establishing start-ups after the completion of training
- 3) Contract knowledge institutions (universities and/or research institutes) to undertake field research at local level to analyse the economic impact of job creation and start-ups on the local economy and the demands in the market
- 4) Ensure more engagement of the private sector and relevant ministries in the development of training curricula in order to enhance the skills match to the needs of the market
- 5) Consider incentives to stimulate ICT companies to provide more work-based training and internships also with regard to the digital transition
- 6) Increase training courses durations and accommodate the supervised on-the-job in-company training as integral part of the training courses and not as loose appendix. Allow training providers more time and flexibility for course design/adaptation to market demands, and preparation. Based on a market-based feedback loops, enhance the finetuning of provided training programmes to contexts, sectors and market conditions
- 7) Strengthen participation of the sectoral bodies like Sector Skills Councils in the implementation of project activities, from training to identifications of companies, matching, placement and follow up and inclusion of youth opting for self-employment in the sector value chains
- 8) Consider incentives for companies to increase access to work-based learning and internship as well as employment of youth graduated by the project
- 9) Ensure the accreditation and involvement of public training providers in delivering training for youth to enhance sustainability through the institutionalisation of Technical and Vocational Education and Training (TVET) programmes developed by the projects, and the capacity strengthening of public training providers

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ANNEXES

ANNEX A. MTR PROJECT-SPECIFIC FINDINGS

In this annex the Mid-Term Review (MTR) describes the findings of the field work that was done by the different Transition International (TI) teams in Burkina Faso, Burundi, Jordan, Niger and Somalia/Somaliland. The field work on average took about four weeks, with enumerators doing interviews with youth beneficiaries and local and international experts focussing on Key Informant Interviews (KIIs).

The information in the annex focuses on the project results as they were shared with the MTR and reviews the projects outputs and outcomes. Based on this review the MTR provides specific conclusions and recommendations for each project.

JORDAN: SKILLING FOR INCREASED ECONOMIC PARTICIPATION OF YOUTH

Project objectives

The “Skilling for Increased Economic Participation of Youth” project started in November 2020 and is expected to close in November 2023. It is worth 5 million euro and was selected by the EKN in Amman on a direct contracting basis. The project is a scale up of an already successful intervention (MOVE-HET) on which its baseline analysis is based. Its main objectives are to equip 1500 young Jordanians aged 16 to 35 with the knowledge, skills and competencies required in the ICT sector to increase their employability and potential for economic participation and income generation through employment or self-employment in formal or non-formal sectors.¹³⁰

The main building blocks of the project are:

- Better ICT technical skills of young creatives needed by employers in the tech industry, further strengthened through the utilization of work-based learning;
- The business skills specifically required to become self-employed as freelancers and individual consultants in ICT fields such as website and app development;
- Solid soft, job search and market entry skills that young beneficiaries need to use for job-matching and employment;
- The institutional and human capabilities of Jordanian training providers to develop a sustainable training offer accredited by the government and recognized by public and private ICT companies;
- Major contribution from the ICT industry and its Sector Skills Council to close the skills gap and open up job opportunities for young people who have the skills employers need.¹³¹

The expected long-term impacts are:

- Human and institutional capacities are developed in order to offer an accredited modular training programme on ICT;
- Training implementation satisfies to needs of and in close cooperation with the private sector and based on accredited certification so that capacities are developed for thousands of other

¹³⁰ GIZ, *Skilling for Increased Economic Participation of Youth Proposal to the Embassy of the Netherlands*, 2023 Monitoring & Evaluation Framework DGIS Component, *MOVE-HET Project*, January 2020

¹³¹ GIZ, *Skilling for Increased Economic Participation of Youth* Final Proposal, Amman 2021

interested users who might be interested in further educating themselves in the field of ICT beyond the specific project target group of 1500 Jordanian young women and men;

- Public and private partnership of Jordanian education¹³² and training providers and private companies to develop an ICT training system.

Role in the project team:

GIZ	HTU	Luminus	RSS	Eltizam	EFE
Implementing partner responsible for the overall management, M&E and reporting. Curricula for Tourism and post-harvest sectors improved	Training provider The first batch of 176 HTU graduates 75 have a job One is entrepreneur through Injaz business incubator 330 in progress	Training provider 300 students in total AR/VR Program 13 out of 22 graduates started own companies 184 completed the program 97 were in progress	Training provider 300 participated started in Jan 2022 3 batches finished in mid-April 2022 297 total students graduated 140 were in internship 94 in Irbid were trained Other 80 in Irbid were still unemployed	Training provider 100 students ICT 20 in Python 80 digital marketing 10 completed Python 80 were undergoing interviews with 40 companies 50% have been employed Remaining were visiting companies in Amman	Training provider since December 2022 550 youth Training for self-employment 21 youth increased income generation (February 2023)

FIGURE 62: ROLES OF IPS

- The Technical, Vocational and Skills Development Commission (TVSDC) provides the accreditation of the training programmes.¹³³
- The National Sector Skills Council on IT ensures the relevance of the training topics to IT needs of the company of the sector (labour market skills, soft skills, technical skills and entrepreneurship skills)¹³⁴.
- The Ministry of Labour provides advice on employment policy and programmes and is not involved in the project implementation¹³⁵.

Before the start of the TI mission, the project was asked to fill in a “Self-filling form (Tool 8) indicating the results (outputs and outcomes) of the activities and an explanation of the under- or over-performance and identify some initial recommendations for the second and concluding phase of the project. This information was shared on the eve of the MTR Launching workshop (Tool 5). The Self-Filling Form (Tool 8) that was discussed at the MTR Launching workshop attended by the TI Team, the GIZ team and the partner training providers: Luminus Technical University College (LTUC), The Hussein Technical University (HTU), the Royal Scientific Society (RSS) and Eltizam centre for Development and Training. The newly contracted Education for Employment-Jordan (EFE), expected to start

¹³² Ministry Of Education, Mid-Term Review Report of the Jordan Education Strategic Plan 2018-2022, Amman, April 2022

¹³³ TVSDC Action Plan 2020-2024, TVSDC Amman December 2019.

¹³⁴ JORDAN ECONOMIC GROWTH PLAN 2018 - 2022

¹³⁵ Education for Prosperity: Delivering Results, a National Strategy for Human Resource Development (2016-2025)

implementation from January 2023, did not attend. Partner training providers added detailed information in the course of the workshop.

The MTR Launching workshop (Tool 5)

TI developed a standard agenda of the Launching workshop (Tool 8) that was applied to each project. In all countries workshops were organised. See Annex F for workshop reports. The shared information gives the following picture of the achievements of the project¹³⁶:

Implementation status

Indicators	Target from documentation	Progress reported	Explanation of over or under performance
At least 1290 out of 1500 graduates (out of which 30% women and 20% formally employed) of the youth in Jordan, aged 16-35, of certified training courses have increased their income generation in a qualification-related field within six months after graduation.	1290 out of 1500 graduates (out of which 30% women and 20% formally employed) of certified training courses.	210 out of 835 graduates (110 females/ 52%) that increased their income.	Not all the graduated students have been traced yet. % of formal employment: is not formulated in the proposed impact matrix
1500 youth in Jordan (out of which 30% female), aged 16-35, have received certified labour market oriented short-term vocational education and training courses using work-based learning.	1500 (out of which 30% female) received short-term labour market oriented certified VET courses	835 beneficiaries (447 females / 53%) certified and attended short-term vocational training.	Additional 540 students are currently being trained (through ongoing grants). More enrolments are planned for 2023.
15 in-company trainers are participating in labour market oriented short-term vocational education and training courses in cooperation with vocational training institutions (e.g., companies).	Involvement of 15 in-company trainers in labour market oriented short-term vocational education and training courses.	15 in-company trainers are part of the HTU training programmes	
Two-thirds of 20 companies, offering labour market oriented vocational education and training courses using work-based learning, confirm that the curricula of the labour market oriented short-term vocational education and training courses meet their needs "good" or "very good".	13 of 20 participating companies confirm that certified labour market-oriented VT & further education short courses met their needs well or very well.	No results yet	Survey will be conducted in December 2022 Results expected by 22.12.2022
50 in-company trainers, out of which 20% women, have received reformed training of trainers (ToT) in the field of information and communications technology (ICT).	50 in-company trainers, out of which 20% women, are trained.	78 trained trainers (32 females / 41%) • 50 HTU (23 females) 18 RSS (9 females)	25 trainers are currently still being trained at HTU and will be finalised in Dec 2022.

¹³⁶ The data in this table were sent by GIZ to TI and included in the presentation for the workshop

One labour market analysis for the tourism and one for the post-harvest sector, including recommendations for the design of training and further training measures, are available.	2 (one analysis each for the post-harvest sector and tourism sector).	The Post-Harvest LMA s is available. The Tourism LMA is finalised and waiting for Ministry of Tourism's approval	Currently in the process of getting the needed approval. Expected to be done by end of December.
One reformed labour market-oriented curriculum each for the post-harvest sector and tourism sector are available.	2 curricula (1 each for the post-harvest sector and tourism sector are available)	Post-Harvest curricula available. Tourism curriculum finalised but needs accreditation by the Ministry of Tourism	Currently in the process of accreditation. Expected to be done by end of December.

FIGURE 63: JORDAN: SKILLING FOR INCREASED ECONOMIC PARTICIPATION OF YOUTH - SELF-FILLING FORM

Review of project outputs and outcomes

At the time of the MTR, progress on set indicators was evident particularly in relation to:

- Design and Implementation of skills programmes: the training programmes including foundational, IT and entrepreneurial skills duration varied from 3 to 6 months.
- The project undertook all the formal steps for registration and approval by Ministry of Planning and International Cooperation (MOPIC) and this process took 6 months. Contacts with and active involvement of government agencies (MOE, MOL and TVSDC) proved difficult and time taking. On the other hand, the project has not established its own project steering committee and opted to utilise the coordination structure of the GIZ MOVE-HET project.
- At the request of the Dutch Embassy, in order to realise synergies among the 3 projects selected in Jordan under the Nexus programme, GIZ carried out Labour Market Assessment in tourism and post-harvest/agricultural sector and developed two curricula (one accredited and the other in the process of accreditation) for TOT and the youth' training, though not directly related to the ITC training. However, the two curricula were not completely ready for use by the other 2 project and this misalignment caused delay in implementation.
- The NQF level of the training on post-harvest agriculture was not specified, for it was offered through short courses already accredited by Technical and Skills Development Commission (TVSDC) while the "Adventure Tourism" programme was still waiting for the accreditation and approval of TVSDC and finally, for inclusion in the National Training Library.
- IPs selected autonomously the students/trainees, through a common tool including: questionnaires with several filtering criteria such as IT background, age and unemployment status, They underwent an English placement test and individual Interviews before selection and registration. In particular:
 - Luminus offered online training with focus on media production, freelance and self-employment, and did not foresee any reimbursements for students;
 - HTU adopted a hybrid model blending online and classrooms and labs sessions;
 - RSS offered F2F session and focused on contacts with ICT companies engaging in 3- 6 months internships before recruitment;
 - Eltizam Centre for Development and Training offered F2F programmes and support to youth in contacting employers for job placement;
 - On TOT, HTU selected Trainers for TOT courseking from private companies in the industry and provided them a certificate obtained through a test; RSS utilised own employees and the Princess Sumaya University professors and experts from ICT centre as trainers.

- IPs started the training delivery on different dates and therefore young people graduated at different times,
- In the course of year 2021 COVID-19 pandemic affected to some extent the delivery of face-to-face (F2F) training as well as the willingness of companies to provide training and employment opportunities for the trainees/ graduates.
- At the time of the MTR, out of the targeted 1500 youth (30% female), 835 graduated and 210 (110 females or 52%) were traced as being in formal employment and reported an increase in their income though the percentage of formal /informal employment and self-employment was not available. Students with Disabilities were very few (4 in total) and the number of drop out was also very low (Luminus reported of 18 out of the 300 students trained) assigned to as a target dropped out of the programme.
- The strict selection conditions (status of unemployment, age and bachelor's degree in STEM) did not allow to enrol a number of applicants that had declared high interest because they were already employed in fields other than ICT or slightly above the 18-35 age group,
- On support to employment, a survey for the identification of 20 companies, expected to offer work-based learning was planned to be conducted in December 2022 but a number of potential employers in the ICT sector had been identified with the involvement of the IT Sector Skills Council.
- IPs proposed to the identified companies' formal engagements like MOUs but the prevailing response was that they could not anticipate their recruitment needs of new graduates in the coming 6 months. Employers' showed preferences to hire males instead of females,
- Some company considered offering skills at the workplace as a liability (cost) and asked for compensation. while other employers considered the working culture and mindset of youth lacking motivation and commitment,
- At the time of the MTR, GIZ, being aware of the low rate of youth that had succeeded to increase their income (through employment and self-employment) after the skilling activities, was in the process of contracting an additional training provider (EFE),
- Eltizam, was considering customize to each student the employment support and establish connections with the MOL referral service as an additional job placement support measure,
- The IPs of the Skilling project also indicated that another reason for the high turnover of young people that companies highlight as an indicator of low motivation and work ethic, is the dissatisfaction of new hires with low salary packages and lack of clear career paths and advancement that employers typically present to new employees.

Financial situation

GIZ indicated that in November 2022, 56% of the 5 million had been spent, expecting to reach 77% in the next semester and to complete the use of the budget in the last six months of the project duration

Data and information from surveys and KIIs

In response to the question about awareness of any cross-learning among the different projects of the Nexus Skills programme, programme staff and partners, surveyed and interviewed in Jordan, expressed a position (as Ethiopia and Somaliland) which is opposite to that of the majority of the Nexus countries.

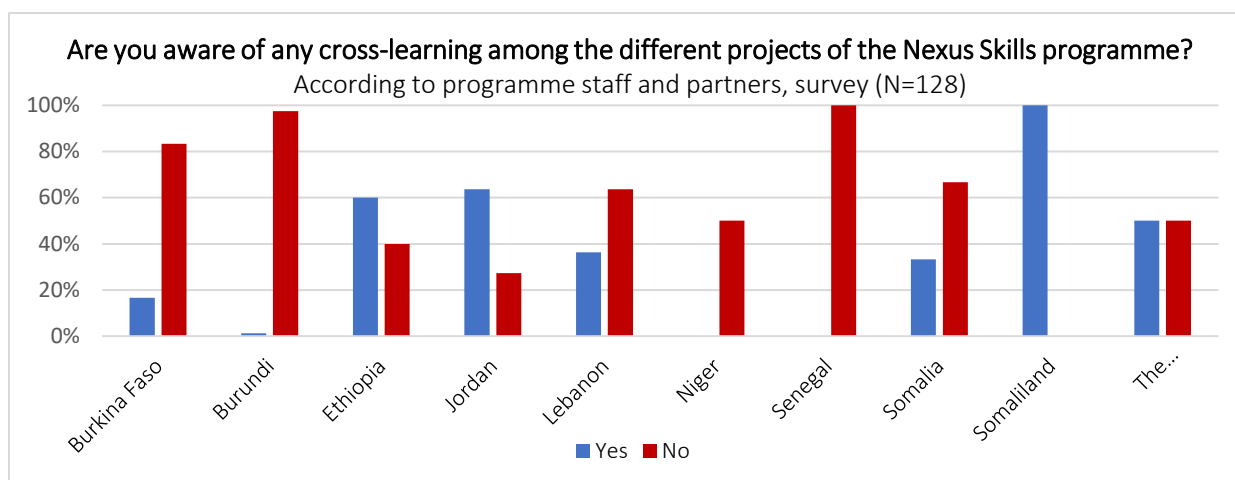


FIGURE 64: AWARENESS OF CROSS-LEARNING

The project staff gave this particular example:

In Jordan, the GIZ-led project “Skilling for Increased Economic Participation of Youth”, which improved two existing GIZ curricula on post-harvest and tourism, which were not to be used within the project that only addressed skills development, employment and self-employment in the ICT sector and shared them with the other 2 projects selected under Nexus: “COOL YA” and “Youth-JO:Level Up”, that both focused on Agriculture and Tourism. “Youth-JO: Level Up” project implemented by PFG and the GIZ-led “Skilling” project that both utilise Luminus College as training provider, identified 100 youth trained on ICT by Luminous under the Skilling project for self-employment as IT consultants for Agricultural and Tourism companies. Project staff Jordan

Conclusions

- Trained young men and women now possess and are able to use a set of skills which meet the needs of the labour market and which are not provided by education systems. At the time of the MTR it was not yet possible to determine whether the employment or self-employed they will access will be sustainable in the medium to long term.
- Youth and employers’ needs were thoroughly assessed. The modality through which the IPs extensively consulted youth groups, companies in the IT sector and their Sector Skill Council since the project formulation and design phases as well as the upskilling on the training on new ICT training programmes of company trainers were considered as innovative. However, only 25 out of the targeted 50 in-company ICT trainers had attended the TOT that was expected to end in December 2022. Therefore, they could not fully apply the new skills with youth who had already completed in-company training.
- So far, the IT sector offered a limited amount of quality jobs. This ended with limiting the uptake of skilled youth. Hence, IPs considered adopt additional job insertion and tracking measures like involving referral services like public employment services and private employment agencies. Monitoring the employability /employment of young graduates 6 months after the end of the training programme will reveal more in this regard.
- To achieve the project result of 1290 young people having increased their income, GIZ has decided to increase from 1500 to 2600 the number of young people to be qualified and supported, adding a new executive partner as well as supporting the increase of participation of young women from governorates outside Amman consistently with the inclusive approach of Nexus, However, the creation of expectations that might not be fulfilled for a greater number

of young people raises questions about the project design, the validity of the initial analysis, the assumptions, the effectiveness and the sustainability of the project. Moreover, the adopted remedial measures might prove late and difficult to apply, considering that the 3-year Skilling project started in November 2020 at is in the final third of its duration.

- The implementing partners of the “Skilling for Increased Economic Participation of Youth project” GIZ/ MOVEHET project have a long experience in the TVET sector in Jordan. However, the project training providers are all private and none of the main public training providers was involved in the project
- The institutionalisation of the training curricula e.g., that they become part of the regular programmes offered by the public TVET and skills development providers as well as main private academies is a declared objective and, according to the project team, will be finalised by the end of the project. It was also noted that some of the provided training courses/ issued certificates that are not recognised by the concerned public institution (TVSDC) such as the training courses delivered by Advance consulting (AC) and Eltizam while training courses provided by HTU, were accredited by AQACHEI¹³⁷.
- The project responded to the Covid 19’s-imposed restrictions by blending on-line and F2F training and delivering programmes with available. IPs indicated that they have links with IT-specialised training providers or they themselves are engaged in supporting digitalization of private and public sectors (e.g., GIZ/MODEE, HTU and RSS/Institute of Public Administration-IPA, Luminus/Digitskills -World bank project) that will be strengthen in the remaining time of the project.
- GIZ Skilling project utilised the GIZ MOVEHET M&E unit. Till the end of 2022, submitted one annual progress report according to the NL embassy reporting template. Monthly briefings on the project’s progress were provided through phone calls between the project management and the embassy. However, the M&E system could not provide the MTR TI team with data on the percentage of the different groups of beneficiaries like: age, males/females, educational levels, refugees, PWDs, etc...
- the GIZ Skilling project did not establish a steering committee. Hence, activity and monitoring plans and reports were not shared with relevant stakeholders such as MOL, TVSDC, MOTA, MODEE, INT@J, etc... Furthermore, the involvement of relevant associations like Int@j/ ICT, Jordan Hotels Association/ tourism, and Jordan Farmers Union was negligible. As a result, the number of stakeholders identified by GIZ for the skilling project was limited to 5 (NL embassy, MOPIC, TVSDC, HTU, and SSC/ IT) and most of the interviewed stakeholders had little or no information about the Nexus programme and the Skilling project, and rather identified the Nexus funded Skilling project with the GIUZ MOVE-HET one.,
- Coordination with the Ministry of Labour-MOL (the main actor for labour market and employment policies in Jordan) and the Ministry of Digital Economy and Entrepreneurship-MODEE (Major Public Actor in IT) appears not to have occurred although both ministries were listed as key partners in both the technical proposal and the inception report. The same seemed to apply to coordination with projects implemented by other development partners.
- None of the main governmental institutions mandated with TVET provision (VTC, MOE, and BAU) were involved in the two projects design, implementation, and monitoring and evaluation

¹³⁷ AQACHEI is responsible for implementing the JNQF. <http://jnqf.heac.org.jo/?v=5.20.10.28.2>

which is not increasing the sustainability of developed training programmes, chosen methods and their institutionalization.

- Interviewed trainees/ graduates indicated some complains about short duration of training, financial penalties, job matching assistance and employment support as well as limited self-employment options. Some graduates also searched jobs in fields different from ICT.
- The two projects are providing equal opportunities for both (males and females)

Recommendations

- Youth unemployment rate is high because of the limited absorption capacity of the Jordanian LM and the mismatch of skills produced by education systems and the needs of the employers. Working on the demand i.e., involvement of the private sector and employers, is the priority of the whole project team and not only of the project training providers.
- GIZ as leading partner should take the lead on training programmes accreditation and approval by concerned authorities on behalf of implementing partners.
- Involvement of business support services like incubators, accelerators and financial services in preparation of youth business plans and in establishing start-ups after the completion of training should be improved to increase the success rate of the self-employment component.
- Continuous monitoring of the employers' demand of profiles in the IT sector, the matching mechanisms (referral services and job matching initiatives), career guidance and counselling, more options for job insertion like incentives to cover the costs the enterprise meet for work-based training as well as access to job opportunities for hybrid or remote work in international IT companies should be promoted.
- To increase monitoring effectiveness in early identification of delays/deviations and taking mitigating measures, project reporting to the Netherlands embassies could include semi-annual and quarterly reports as well as third party M&E as components to be included in the budget of each project. In parallel, the backstopping capacity of EKN to manage future decentralised projects under centrally funded programmes should be strengthened
- Awareness, communication and visibility should be increased at institutional level by ensuring the participation of national and local governments and institutions, private sector, employers' and workers' organisations in project governance (e.g., projects' steering committees) as well as at project level, by featuring success stories of young people.
- As the journey from skilling-to employment and self-employment proved long and difficult, future Nexus or similar programmes should consider increasing the duration of projects so as to include supervised on-the-job in-company training as integral part of the training courses and not as loosen appendix. In the case of the Skilling project, a six-month extension should be considered taking into account the risk that the remaining months till October 2023 may not be sufficient to train, accompany, follow up and track 6 months after their training, if and how graduates have increased their income.
- Selection criteria of NEXUS projects should include the involvement of public training providers to support the national strategies of public-private-partnership (PPP) in different sectors including TVET, ensure that TVET centres, universities, colleges include the project training curricula and courses in their study plans.
- Involvement of youth in the design of project activities can be increased by further supporting graduates' self-employment ideas though access to financial incentives and follow-up and advisory support through partnership and cooperation with specialised business development

services, financial and credit institutions and dedicated public facilities for youth employment) like the Development and Employment Fund -DEF or the TVSDC TVET Fund in Jordan).

- The BSc level entry criterion adopted by the Skilling project might have been too stringent. Future Nexus related projects should encourage the participation of youth with secondary or lower educational level as unemployment rates among these youth population are generally high.
- Future programme/project TOR should include a specific indicator related to the inclusion of young women and men with disability and the allotment of resources to facilitate their participation.
- Use online eLearning platforms, Learning Management Systems and enriched eContents, can be further used to reach out youth in remote areas or facilitate learning of practical skills.

JORDAN: YOUTH-JO: LEVEL UP!

The aim of the project “YOUTH-JO: LEVEL UP!” Project, worth EUR 3mln, is to enhance the economic participation of 1,500 youth in Jordan, through upskilling, job placement and matchmaking, by developing their entrepreneurial capabilities.¹³⁸ The project opted for an integrated approach that capacitates youth to overcome their barriers, work together with their communities to stimulate self-employment, and use technical and soft skills to their advantage in ensuring (self-)employment in agricultural and tourism value chains. Its ToC says: *If youth and women are granted timely, integrated and effective employment/entrepreneurial opportunities in agriculture¹³⁹ and tourism¹⁴⁰, and local organisations are provided with outlets that support women and youth economically, then they have increased access to income generating opportunities which enhance their economic participation.*

The project Team provided the progress on implementation through the Self-Filling Form (Tool 8) that was discussed at the MTR Launching workshop (Tool 5) between the TI Team, the Youth JO Level Up and their implementing partners: the Luminus Technical University College (LTUC) and Advance consulting (AC).

Implementation status

TI developed a standard agenda of the Launching workshop (Tool 8) that was applied to each project. The filled “Self-filling form-Tool 5) was the basis for TI and the project team including all the implementing partners, to discuss the status, and progress of the project implementation, identify critical aspects, and agree on some initial recommendations for the second and concluding phase of the project.

At the time of the MTR (November/December 2022) the project was in a very early stage, for they had started the implementation in August 2022, as the reported progress on indicators clearly shows.

Indicators	Target	Progress reported	Explanation of over or under performance
Objective: Percentage of participants with new or better employment and self-employment following completion of the programme.	70%	82%	Out of first 117 youth enrolled: 93 youth are still undergoing the 4-month training programme in Tourism. and no employment data available yet. 24 youth completed the 4-week technical training in Agriculture and started/completed the 3-month internship programme in agro-companies: 20 (83%) of trained reported having obtained new or better employment opportunities
Objective: Number of participants who gained new employment opportunity.	1200 (70%)	20 (1,7%)	Technical Tourism: Students are still under the training process.

¹³⁸ Technical Proposal for Youth-JO: Level UP! “Capacitating youth with skills for entrepreneurship and employment in agricultural and tourism value chains in Jordan”, Amman, September, 2021

¹³⁹ Jordan’s Tourism Sector Analysis and Strategy for Sectoral Improvement – GIZ, 2019

¹⁴⁰ Jordan’s National Green Growth Plan – Agriculture 2021-2025

			Technical Agriculture: out of 24 trained youth 2 were employed after finishing training and 2 dropped out to join another long-term training programme. 20 reported as employed
Number of young men and women assisted to develop economic income generating activities – (male/female).	·Direct: 1000 youth ·Indirect: 3000 youth and women	24 (2,4%)	Technical Tourism students are still under the training process. In Technical Agriculture the first cohort of 24 youth graduated in November 2022 and the assistance started. New cohorts are launched every 6-8 weeks
Outcome 1 Percentage of participants who report enhanced foundational skills to engage in employment or self-employment opportunities upon the completion of the programme.	70%	100%	All 117 youth of first cohort were surveyed and declared having enhanced foundational skills.
Output 1.1 Inception Report with logic intervention and Action Plan aligned to Market Labour assessment reports and existing projects based on Activities 1.1.1-1.1.4 produced.	1	1 (100%)	Report was submitted by PFG, discussed and approved by the donor
A1.1.1 Number of value chain assessments conducted and analysed to explore self-employment opportunities.	1	2 (100%)	Analysis for Agriculture and Tourism Value Chains submitted
A1.1.2 Foundational Skilling programme curriculum developed (one BTC and one digital).	5	3	Originally PFG was to develop the Foundational Skilling Curriculum for tourism, on and offline versions, based on by GIZ and NET ones under the “Employability Skilling Programme”, whilst AC was to develop the Agriculture Foundational Skills curriculum. During the inception phase the deliverables changed as: Mapping GIZ Material with Luminus V2 document under the MOVEHET project Leadership Program: Updated Outline with GIZ Material. Soft Skills Program: Updated Outline with GIZ Material.
Output 1.2 Number of participants accepted into the foundational capacity building programme	1500	125	Technical Tourism: the target of the first year is 100 Technical Agriculture: the target of the first year is 25

A1.2.1 Number of applications received and evaluated.	3000	1221	Total youth who applied for the program
A1.2.2 Number of youth enrolled in foundational trainings.	1500	125	Total youth who participated in the project
A1.2.3 Number of youths qualified into further employment access support activities.	1000	24/125	Luminus Students are still under training in the tourism track AC 100% of youth graduated for Agriculture Employment track qualified for further employment, as shown by satisfaction surveys.
Output 1.3 Project management structure is finalized and a related Inception Report is produced.	1	100%	Inception Report was submitted on 17.05.2022 along with the PMP and the M&E framework
A1.3.1 Number of project steering committee meetings developed.	9	1	As agreed in the inception report, a decision was made to decrease the number of meetings to 6 over the project timeline
Outcome 2: · Percentage of participants who report they have increased access to self-employment opportunities through value chain integration, capacity building and linkages. · Percentage of participants who report enhanced start-up skills to start a business upon the completion of the programme support.	70%	N/A	Entrepreneurship training programme designed: locations, selection criteria for the coming 4 cohorts/ 5-day boot-camp to start in December 2022 Curriculum developed (youth/gender and sector sensitive) Outreach of youth will start in the 4th week of November, 2022 Training (2-day foundational skills+5-day boot camp+3 weeks project work and coaching), to start in mid of December, 2022
Output 2.1 Number of participants up skilled and supported through the programme trainings, linkages to incubators, access to finance platforms, seed fund, etc.	300	N/A	Outreach will start on the 4th week of November, 2022
A2.2.1 Number of Training of Trainers sessions conducted.	3	N/A	Outreach will start on the 4th week of November, 2022
A2.2.2 Number of participants who receive entrepreneurship capacity building and linkages support programmes.	300	N/A	Outreach will start on the 4th week of November, 2022
A2.2.3 Number of Pilot projects supported financially with seed fund for implementation support.	5	N/A	Outreach will start on the 4th week of November, 2022
A2.2.4 Percentage of entrepreneurs linked with incubators, local and regional funds and accelerators.	50%	N/A	Outreach will start on the 4th week of November, 2022
A2.2.5 Number of up-skilled participants who have access to entrepreneurship inputs.	300	N/A	Outreach will start on the 4th week of November, 2022

Output 2.2 Number of micro-franchising models for self-employment established between targeted participants and MSMEs.	2	Deliverable for year 2	Outreach will start on the 4th week of November, 2022
A2.2.1 Number of geographical locations for micro-franchising models identified.	2	Deliverable for year 2	Outreach will start on the 4th week of November, 2022
A2.2.2 Number of micro-franchising models training materials and SOPs.	2	Deliverable for year 2	Outreach will start on the 4th week of November, 2022
A2.2.3 Number of youth-led youth coached.	2	Deliverable for year 2	Outreach will start on the 4th week of November, 2022
A2.2.4 Number of knowledge and Lessons learned dissemination events held.	1	Deliverable for year 2	Outreach will start on the 4th week of November, 2022

FIGURE 65: JORDAN: YOUTH-JO: LEVEL UP! - SELF-FILLING FORM

Review of project outputs and outcomes

- The project reached already 1221 applicants out of the target of 1500 and further outreach was in progress
- 125 youth (56% female) were enrolled in training in Tourism and agriculture and 24 qualified for access to further employment support activities.
- The project reported that 82% of youth (above the target of 70%) had new or better employment and self-employment following completion of the respective training programmes. TI observed that out of the 117 youth PFG had trained till the date of the MTR,
- 93 were still under 4-month TVET Training programme for Tourism and were expected to graduate in early January 2023.
- 20 (82%), out of the 24 youth enrolled in the 4-week Agriculture technical skills programme and Increased their employability, but were not in employment.
- Two students (17%) left for a different long term training programme
- Only 2 out of the initial 24 were employed.
- Under Outcome and Output 1 there was evident progress e.g., Analysis for Agriculture and Tourism Value Chains were completed; the Foundational Skilling programme curriculum (both in presence and on-line), the technical skills programmes for Tourism and Agriculture were all designed and developed; the management structure was finalised and one Steering Committee meeting had taken place
- The contents of the Tourism Curriculum developed in June 2022 based on the GIZ “Skilling for Increased Economic Participation of Youth” project as part of the synergy on outputs promoted by the Embassy, facilitated by the fact Luminous is an IP in both projects. The PFG curriculum enlarged the GIZ on that focused mostly on Hospitality, to other occupational profiles of the tourism sector.
- Also the Agriculture curriculum developed by AC, based on the GIZ one, was tailor-made and expanded to more occupations along the needs of the consulted companies, to increase the employment opportunities.

- The post-harvest sector is a very small niche of the sector, with limited numbers of new jobs available each year. Hence AC expanded the post-harvest curriculum developed by GIZ to management, marketing, soft skills, and hydroponics modules, and adapted the design
- PFG developed a referral service for the employment of 100 youth graduate in ICT by Luminus under the GIZ “Skilling for Increased Economic Participation of Youth”, by linking the youth to Sector Skills Councils of Tourism and Agriculture and coaching them on consulting assignments to the companies of the 2 sectors.
- Under outcomes 2 the entrepreneurship skills programme was developed for a total duration of 4 weeks including: 2-day foundational skills, 5-day boot camp, 3 weeks project work and coaching. For a target of 300 youth out of the total 1500 youth.
- As a result of the discussion, the PFG manager indicated the following aspects as requiring particular attention:
 - The Bootcamp on ICT skills. Its success depends on the support of the members of the NSSCs tourism and agriculture to facilitate the insertion of 100 IT graduates (organised in 60 individual and group projects) in companies of the 2 sectors in need of individual consultants developing IT products.
 - Balancing the quality of the agricultural skills programme with the continuous adjustments the changing dynamic and nature of the agriculture sector as well as ensuring that they are accessible to a wide range of beneficiaries opting for this sector.
 - Increasing from the actual 20, the number of youth having developed viable business ideas and plans, will receive advance coaching sessions, linkages with mentors and BDS and a grant as starting capital

Summary of results achieved by the Implementing Partners:

PFG	Luminus	AC
Target 400 youth	Target 450 youth	Target: 350 youth
Analysis of Agriculture and Tourism Value chains	100 enrolled in training for Tourism (65 under training, 91 graduates, and 21 employed on end of 02/23)	Kicked off recruitment of youth for Agriculture (Fruits and vegetables) in September 2022
Entrepreneurship programme finalised	On and off-line Training curriculum developed	24 youth trained in agriculture post-harvest (100 by end of 02/23)
24 supported on access to employment	NSSC workshop for the demand and needs in Tourism sector	Training curriculum developed with 4 weeks technical training and 3 weeks internship in post-harvest agribusiness companies
New youth Cohorts launching every 6-8 weeks	100 ICT graduates from GIZ Skilling project identified for PFG support on consulting in ICT for Agriculture and Tourism companies	
100 out of planned 300 youth received entrepreneurship skills.		
20 were presented to the seed-money competition judging panel for advance coaching end of 02/23		
1PSC meeting in 2022		

- The Technical, Vocational and Skills Development Commission (TVSDC) provides the accreditation of the training programmes.¹⁴¹
- The National Sector Skills Council on IT channels the demand for IT services, from enterprises offering services also to the tourism and agriculture sectors to Luminous
- The National Sector Skills Councils on Tourism and Agriculture ensure the relevance of the training topics to the needs of the companies of the 2 sectors (labour market skills, soft skills technical skills and entrepreneurship skills).

Financial situation

PFG indicated that it spent January 2022 – December 2022, about 19% as of the budget that reached about 24% in February 2023. The forecast for year 2 (2023) is to reach 55% of the budget.

Data and information from surveys and KIIs

One of the recommendations to the YJLU project is to increase the final contribution or support in resource mobilisation to the new start-ups. The table below shows that 80% of the youth' start-up capital is born from family and personal savings. The contribution from the project is minimal whilst the utilisation of financial services for start-ups, from soft loans to credit schemes and venture capitals is not tangible yet.

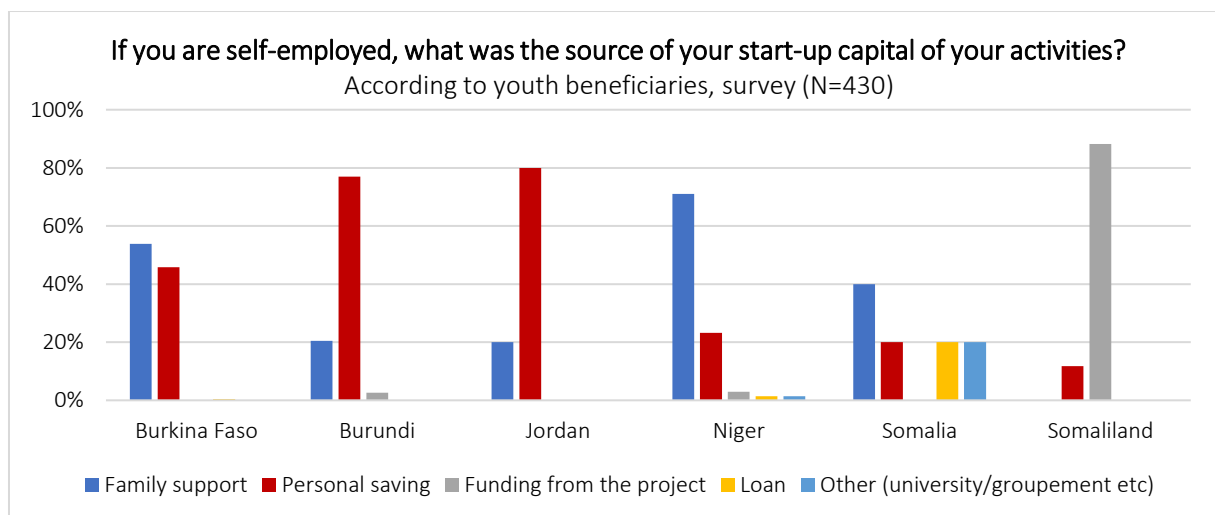


FIGURE 66: SOURCE OF START-UP CAPITAL

Conclusions

- The 3-years YJLU project started in 2022, and it has not yet reached its half-way and time for adjustments is still available. Its IPs have a long experience in TVET in Jordan but they are all private ones, and none of the main public training providers, which have vast training experience in the two sectors at different NQF level was involved in the project.
- The project took longer than expected for planning and finalising the Inception Report and could start the implementation in August 2022. The main reasons were reported as long time required to obtain the acceptance of the proposal by the concerned authorities and, the fact that open-source curricula were not available and the project PIs had to adapt existing ones (GIZ skilling project's curricula and the entrepreneurial skills from Luminus standard offer).

¹⁴¹ ¹⁴¹ TVSDC Action Plan 2020-2024, TVSDC Amman December 2019.

- By December 2022, almost 1 year after the start of the YJLU project, the number of beneficiaries attending/ graduated of technical training in agriculture and traditional tourism (no training started in non-traditional tourism) is about 150 out of the planned 1200 beneficiaries. This raises the risk of not achieving the targeted number of the planned project's beneficiaries by the end of the project.
- Outreach for applicants is a continuous process. Multiple actions were taken to reach the target such as: online call for application (645 out of the total 1221), contacts with candidates from the ongoing youth employment programme of the Ministry of Labour and 100 IT graduates taken from the GIZ Skilling project; more flexible criteria for selection of youth in Agriculture like qualifications lower than BSc and previous working experience.
- At the time of the MTR, the management of trainees appeared as agreed upon among the IPs and consolidated. The TI Team could observe that out of the 1221 applications received and evaluated there was no young woman or man with disability; young women applied predominantly for the Tourism sector and less for the agriculture one. The first batch of trainees that attended the entrepreneurship training had not attend the foundation skills training as planned in PFG inception report for the project.
- The Embassy promoted partnership and synergies among the 3 selected projects under Nexus programme by requesting the GIZ Skilling project to develop 2 curricula for pre/ post harvesting and tourism, which were not sectors addressed by the GIZ project, and sharing with the other two projects implementers (PFG for Youth-Jo, and Fin Church for Cool-Ya project). A certain degree of innovation was found in the design of the YJLU entrepreneurship programme.
- Insofar M&E, at the time of the MTR, YJLU had dedicated one staff only to M&E; monthly briefings on the project's progress were provided through phone calls to the embassy; no data categorized according to the percentage of the different groups of beneficiaries like: age, males/females, educational levels, refugees, PWDs... etc. were immediately available; the steering committee is formed IPs' partners' staff members; Activity and Monitoring plans and reports were not shared with relevant stakeholders such as MOL, TVSDC, MOTA, MODEE, INT@J, etc.
- The number of stakeholders identified by YJLU project was surprisingly limited. Most of the interviewed stakeholders had little or no information about the Nexus programme and the project. Curiously, associations like Jordan Hotels Association/ tourism, and Jordan Farmers Union were not indicated as project stakeholders.
- The Ministry of Labour-MOL (the main actor for labour market and employment policies in Jordan), main governmental institutions mandated with TVET provision (VTC, MOE, and BAU); development partners involved in youth employment projects; were not in design, implementation, and monitoring and evaluation which is not increasing the sustainability of developed training programmes, chosen methods and their institutionalization.
- Some of the provided training courses/ issued certificates that were not recognised by TVSDC and AQACHEI like, for example, the entrepreneurship training provided by TTI (Think Tank Institute) which is not licensed and its training curriculum and final certificates not accredited.
- COVID-19 pandemic affected did not affect YJLU.

Recommendations

- Synergies are important but linking the starting of a project to the deliverables of other projects can be done only if final products are ready to share.

- Increase time for application, Inception, final tracking and extension (free or costing extension) of youth employability and employment projects When you draft and write a proposal, reality is always more complicated. Application deadlines are short.
- The donor should obtain pre-approval from the government, define timing and steps of the process for obtaining the green light from sectoral authorities and public agencies or, alternatively, extend the start-up period if this responsibility is entirely left to the Implementing Partners. Training providers want more time for projects design and preparation
- Mobilizing the private sector is a primary responsibility of IPs. However, the chances of increasing youth employment with their involvement increase significantly if the embassy undertakes to inform and market the initiatives with employers' organisations, business associations, SSCs, before launching the call for proposal.
- YJLU should reinforce private and private partnership with the NSSCs (in which also the Jordan Trade Unions are present), employers organisations (JCC, JCI, JHA, Farmers Associations, etc.) public employment services and private employment agencies. for job insertion and tracking measures.
- To boost access to employment opportunity, YJLU should consider incentives for youth, particularly young women from outside Amman areas and for companies to meet the. Costs of work-based learning and internship.
- It should also include the national Sector Skills Councils of IT, Agriculture and tourism in the implementation of selected project activities, from training to identifications of companies, matching, placement and follow up and inclusion of youth opting for self-employment in the value chains of the 3 sectors.
- The same approach should be adopted to involve public and private TVET providers, public and private Labour Market institutions, to open access to LMIS and of training programs and curricula databases, national policies, strategies, plans, financial facilities and tools, related studies and researches, to be used to update curricula, accredit them (e.g., by the National centre of education, TVSDC and AQACHEI) and make them available to all relevant projects.
- The project should accelerate the accreditation of its training curricula and programmes (foundation, training and entrepreneurial skills) by the concerned authorities (e.g., TVSDC and AQACHEI) and support their institutionalisation i.e., to become part of the regular programmes offered by the public TVET and skills development providers as well as main private academies.
- The planned individual and public job insertion measures (participation to or direct organisation of job fairs, matchmaking events, C&V campaigns) should start at the earliest possible stage of implementation
- Focusing on self-employment as establishment of new micro and small start-ups, might be a reductive option. YJLU, in this case, should consider supporting own account working youth and the establishment of production and service cooperative societies to enlarge employment opportunity. It is worth considering that the requirements for setting up cooperative are easier to comply with compared to those for individual start-ups, according to the Jordanian Chamber of Commerce.
- YJLU should increase the budget provision of US 50,000 for the business plan competition and extend to all the 300 youths targeted for self-employment, follow-up and advisory services support through partnership and cooperation with relevant institutions such as the Development and Employment Fund (DEF) and open the access to Bootcamps to skilled youth that can further technical specialisation and entrepreneurial skills.

- On M&E, YJLU should revise its milestones against the timeline of the project, in relation to the achieved numbers of trained beneficiaries. Projects could include a Third-Party M&E and Embassies consider strengthen their project backstopping and monitoring capacity to be able to manage for example a more structured and frequent project reporting and feedback collection to steer or ask for timely adjustments and appropriate mitigation measures.

Project Objectives

The Akazi Keza project started in 2020 and was selected by EKN Bujumbura on a direct contracting basis. The project has as its main objectives to improve economic prospects and opportunities for 4000 youth in non-agricultural sectors on the basis of four pillars:

- **Enhancement of skills** in order to bridge the skills gap (e.g., providing training and coaching to better prepare youth for the job market) and to facilitate access to jobs (e.g., linking talented youth to job opportunities);
- Capacity building of **promising start-ups**, through individual coaching, tailored training and access to finance; and
- Capacity building of capable **existing SMEs** to help them thrive and generate further employment opportunities.
- Sustainable public-private partnerships for 3 (independent) **agri-business incubators**.¹⁴²

Specifically, the programme focuses on the following long-term impact:

- Decent employment/livelihoods
- Adequate income/revenue
- Economic security and independence
- Supportive business environment/entrepreneurial ecosystem fosters business creation and growth.¹⁴³

The project did not undertake its own baseline study but choose to base its inception report on a recent RVO study on the informal labour market in Burundi.¹⁴⁴

Roles by Implementing partner¹⁴⁵:

CREOP	Infinity Group	CEMAC	AFORGER
Youth are trained in employability skills and recycled in employability skills Youth placed in internships for a period of at least 3 months	Youth trained in live skills and professional skills Youth placed as interns in companies	Train entrepreneurs in specific needs to grow their business Coaching of SME's provide business skills training to youth Assist businesses, including start-ups, to gain access to credit	Train entrepreneurs in specific needs to grow their business Coaching of SME's Technical coaching of SMEs with technical coaches Assist businesses to gain access to credit

FIGURE 67: ROLES OF IPS

¹⁴² Akazi Keza Inception report September 2021, page 3

¹⁴³ Akazi Keza Inception report September 2021, page 4

¹⁴⁴ Ibid

¹⁴⁵ SPARK contracts with implementing partners

Before the start of the TI-mission the project was asked to fill in a form indicating the results (outputs and outcomes) of the activities plus an explanation of the under or overperformance. Unfortunately this form was not filled (while all other MTR case study projects did). The consultant was told that this information would be shared by the implementing agencies during the starting workshop at the beginning of the TI-mission. This also did not happen, since the partners refused to share vital information on youth trained and business assisted, which made the planning of the TI field work impossible. Only after the intervention of the Embassy partners slowly started sharing information with the MTR team. On the evening of the day prior to the departure of the TI international consultant the last essential information was received. This obstruction not only raises question about the integrity of the SPARK-consortium but also questions the quality of the administration of the project. Partners were not prepared prior to the MTR and were unable to provide information in time.

Also government partners were not prepared by the project prior to the arrival of the team. This lack of time preparation led to a decision by the Ministry of Labour to halt the TI-mission. The TI-consultant then decided to stop ongoing field work in order not to risk the safety of the enumerators. This issue took quite some time to resolve. It became more and more clear that the negative attitude towards the TI-mission would endanger the outcome of the MTR and the Embassy was asked to intervene. The mission was finally granted permission to continue but field work could only take place under strict scrutiny of the project partners, creating an atmosphere during the interviews where an open and confidential discussion with beneficiaries was not feasible. TI learned that field visits by Embassy staff were also often objected by the project and scrutinised in the same way.¹⁴⁶

The information that was shared was by the expert put in the self-filled form and gives the following picture of the achievements of the project¹⁴⁷.

Implementation status

Indicators	Target from documentation	Progress reported	Explanation of over or under performance
Output 1.1: 1800 youth trained in technical skills	1800	514	
Output 1.2: 2200 youth trained in employability skills	2200	1700	
Output 1.3: 1 Job & Business Desk set up, managed and used for internships and jobs Number of internships provided to youth	1 2000	1 877	Challenges: absorption capacity of the private sector is limited; About 60% of internships lead to employment; Companies are not willing to pay for transport costs for interns.

¹⁴⁶ KII tool 4b, EKN staff

¹⁴⁷ The data in this table were sent by SPARK to TI and included in the presentation for the start workshop

Output 2.1: 450 potential new entrepreneurs trained in business skills	450	280	Challenges: Mindset of the trainees and their clients. Lack of capital; Migration of youth because of marriage, employment etc.; Competition; Destabilisation of SMEs by big companies; Mismanagement of Cooperatives; Businesswomen react not sufficiently to sensibilisation.
The Output 2.2: 150 start-ups established & coached/ mentored	150	101	
Output 2.3: 150 starting entrepreneurs assisted through bureaucratic procedures (helpline, advisory services)	150	94	
Output 2.4: 100 starting entrepreneurs linked to existing financial institutions for a grant and/or loan	100	56	
Output 3.1: 600 existing entrepreneurs trained in business skills	600	435	
Output 3.2: 300 existing entrepreneurs coached and/or mentored	300	192	
Output 3.3: 200 existing entrepreneurs trained in technical skills	200	114	
Output 3.4: 300 existing entrepreneurs assisted through bureaucratic procedures (helpline, advisory services)	300	190	
Output 3.5: 200 existing entrepreneurs linked to existing financial institutions for a grant and/or loan	200	135	
OUTCOME 4: Sustainable incubators well positioned in the business market of Burundi	3	0	
Output 4.1: Incubators management skilled and formally registered	9	13	
Number of incubator staff	3	8	

trained			
Output indicator 4.1.2: formal governance documents agreed			

FIGURE 68: BURUNDI: AKAZI KEZI - SELF-FILLING FORM

Review project outputs and outcomes

- SPARK undertook labour market analyses to determine the scope of employment for youth. Sectors for specialised skills training were chosen based on these analyses. These analyses did include an economic assessment of the growth potential and present value added in the sector, thus not answering the question regarding durability of jobs and sustainability of new or existing companies.¹⁴⁸
- The project target of creating 6075 jobs is not yet realised. Achievement stood at 1760 jobs created in 2022¹⁴⁹. The MTR report states that it is likely that the project target will be achieved since job creation is typically convex. However TI did not find any prove for this statement, which also does not take into consideration that a substantial part of the number of jobs created by the project are temporary. The project further lacks a monitoring approach for long term monitoring of permanent jobs created. In the long run it will thus be difficult to assess whether the project target will be achieved.
- Some companies are reluctant to pay for the agreed financial support to interns. The project pays 50% and the companies are supposed to pay the other half.
- The training programmes offered by the project have a duration that varies from a number of days (live skills training) to several weeks (technical skills training and entrepreneurial skills)
- Training Programmes by Training providers partners The Implementing partners select trainees, based on the skills requirements of the companies. Internships can have a duration of several months to half a year depending on the requirement of the company before recruitment.
- In some cases interns do not accept an internship because they consider the financial support insufficient.
- There is no direct link between TVET institutions and the project. SPARK is coordination with a ENABEL financed project that is directly supporting TVET institutions in order to channel students from TVET schools to the Akazi Keza training and employment activities.
- SPARK has no working relations with the Ministry of Education, Ministry of Youth and Ministry of Labour, all important actors when it comes to implementation vocational training and employment policies for youth. As stated in the MTR-report the project “is content to be able to execute their programme with little interference from the government”.
- Financing institutions show a reluctance in providing loans to youth entrepreneurs because of the high risk involved and the lack of a guarantee scheme.
- Supported SME’s still face difficulties in accessing credit, lack of adequate equipment and insufficient technical skills and knowledge.
- SME’s that received support in the form of equipment often stated that they were not involved in the selection and purchase of the equipment which often not very productive or were not adapted to the local circumstances.

¹⁴⁸ Akeza Kazi, Narrative report 2021, page 7

¹⁴⁹ MTR report 2022, page 3

Financial situation

SPARK indicated that in September 2022, 52% of the 4 million had been spent, expecting to complete the use of the budget at the end of the project duration.

Additional specific data from surveys and KII

It is important to note that in Burundi implementing partners indicated that they were not aware of project plans and result targets. TI was under the impression that they were only contracted (for six months periods) to do a specific task without been seen as part of a larger context and approach.

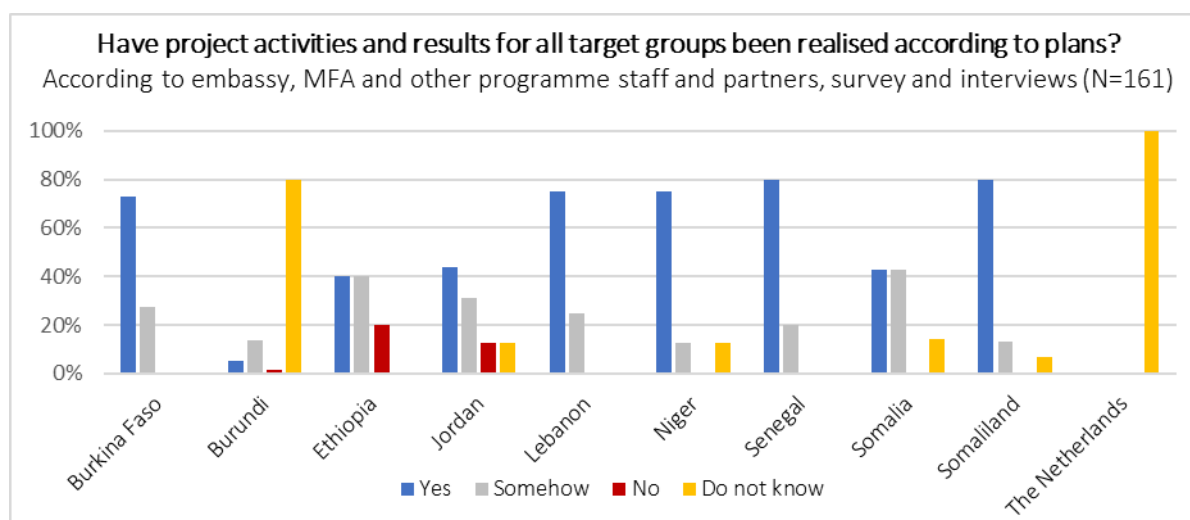


FIGURE 69: PROJECT ACTIVITIES REALISED ACCORDING TO PLANS

As mentioned in the main report the MTR found, in the interviews with youth beneficiaries, clear indications that there is a need for better and independent follow-up during the post-training period, with special focus on the internship and post-recruitment period.

Recommendations for the project

- There is no monitoring on outcome and impact level of the project activities. SPARK should include this in its monitoring strategy.
- There is no long-term monitoring regarding job creation and sustainability and growth of supported businesses. SPARK should include this in its monitoring strategy.
- SPARK should establish a working relation with relevant ministries responsible for vocational training and youth employment in order to improve coordination with existing policies.
- Consider higher the involvement of Youth in the design of project
- The set up of business incubators has taken a very long time and so far, has not been realised. It is recommended that an independent expert undertakes an assessment of the SPARK activities in this regard and advises under which conditions this endeavour could be realised or otherwise be terminated.
- The management structure of Akazi Keza depends on a large role of the regional SPARK office. The costs for the regional office weigh rather heavily on the budget: approximately 50% of the total staff cost 2020-2024. Even though the Embassy has approved the arrangement, TI is of the

opinion that this is not an efficient use of resources and advises the Embassy to start a discussion with SPARK headquarters on a revision of the management of Akazi keza.

- Need for a tracer company that tracks employability after 6 months of programme, as well as contract and payment conditions of beneficiaries that have found employment
- The Implementing Partners mentioned that the duration of the project was too short for achieving a real impact on the employment situation of youth in Burundi.
- There is no legal regulation regarding internships resulting in large differences in approaches and support levels for interns, also among donors.
- Selection of beneficiaries should be improved and better linked to real job opportunities. The selection and planning of internships should be better planned and coordinated with the implementing partners.

BURKINA FASO: JOB BOOSTER-SEC

The aim of the project the JOBBOOSTER SEC Project, worth EUR 7mIn., is to enhance the economic participation of 10.000 youth in Burkina Faso, through upskilling and the creation of self-employment by developing their entrepreneurial capabilities. The project will work together with local communities to stimulate self-employment of youth and provide them with technical and soft skills in ensuring (self-)employment in agricultural and other value chains. Its TOC says:

Three interconnected pathways and related outcomes together lead to the overall goal of leading 10.000 (6000 female) unemployed youth towards decent (self-) employment:

1. Civil society and private sector actors are strengthened to hold an ***effective dialogue with the government and to influence policies***. Key actors as commune leadership, NGOs, youth organisations, civil society actors, businesses, training providers will be assembled in regional platforms to take action on youth employment and improving on the enabling environment.
2. The JB social enterprise facilitates ***access to quality demand-driven training*** for the targeted youth to increase their employability and capacity building of training providers. Barriers to training for vulnerable youth, including women, will be taken away and youth will be sensitised to influence their mindset and to make informed choices.
3. Youth will acquire decent self- or wage-employment with support of services provided by the JB social enterprise. The JB social enterprise will ***facilitate coaching for youth enterprises, access to finance and linking with promising value chains***.¹⁵⁰

TI had close contact with the project team prior to the start of the mission early January 2022. The self-filled form was duly returned containing results achieved as well as observations regarding reasons for over or under achievements. The information that was shared gives the following picture of the achievements of the project¹⁵¹:

Implementation status

Indicators	Target from documentation	Progress reported	Explanation of over or under performance
1.1.1 # of civil society and private sector actors actively addressing favourable conditions for (self) employment	30	18	On track, planned to reach 20 at the end of 2022
1.1.2 # of civil society and private sector actors of which the capacity to address favourable conditions for (self-) employment is built	30	84	Over performance, for well-functioning regional platforms in three regions it was necessary to train more actors than originally planned
1.2.1 # of multistakeholder platforms implementing regional action plans to promote youth (self-) employment in a sustainable way	3	3	The regional platforms have been set up with action plans whose implementation will continue in the following years with a focus on actions to promote employment and sustainability actions
1.3.1 # of successful dialogue sessions between state actors and regional youth employment platforms	12	8	On track

¹⁵⁰ Job Booster-SEC Sahel, Est, Centre-Nord, Boosting decent (self-)employment in insecure-prone Burkina Faso, 2020 – 2023, page 23

¹⁵¹ The data in this table were sent by SPARK to TI and included in the presentation for the start workshop

1.3.2 # of national events and networks in which regional platform actors participate	6	1	Delayed, establishing regional platforms took more time, but overall target still realistic
1.3.3 # of monitoring reports on national youth (self-) employment policies and practices at the regional level.	3	1	On track
2.1 # and % of youth that finished training which can be attributed to activities of Job Booster entity (M/F, IDP)	11.000	5.234	Slightly delayed, but overall target still realistic
2.1.1 # of capacitated CBOs raising awareness on youth employment in three regions	63	48	Under performance, the overall target to capacitate 63 CBOs is not relevant anymore because it is not possible to work in all communes as planned due to the insecurity situation. We plan to capacitate 6 additional CBO's
2.1.2: # of youth, parents, women, community leaders who participated in sensitization meetings on (self-) employment opportunities.	13.000	9.276	On track, we even expect to reach more than planned
2.2.1 # of communication national/regional communication tools developed	12	8	On track
2.2.2 # of communes with mapped business opportunities for youth (with specific strategy for women, IDP, ..)	75	15	Under performance, due to the deteriorated security situation it is not possible to work in all communes as planned
2.2.3 # of youth (M/F) participating in sensitization meetings (selected/not selected for follow-up)	15.000	14.305	On track, we even expect to reach more than planned. Youth are enthusiastic to receive Job Booster services and many of them register for the selection procedure
2.2.4 # of women's groups, farmers' organizations and other associations working with vulnerable people to employment opportunities (self-employment) and promising jobs in the SEC regions reached	65	99	Over performance, there are many (in) formal groups and associations in the three regions, and we would like to reach them all to sensitize a broad range of people
2.3.1 # of adjusted quality demand driven trainings that are offered in the three target regions	10	6	On track, this is based on the need. We do not expect to develop additional trainings.
2.3.2 #Number of MoUs signed with training providers and TVETs to provide quality training to youth	0	30	On track, we continue to work with the 19 training providers/consultants that were contracted in 2021 and we work with at least 11 additional in 2022.
2.3.3 # of training providers strengthened to provide demand-driven training	Based on need	25	On track
2.3.4 # of youth with limited educational background trained on basic numeracy and literacy	1500	1450	On track, we even expect to reach more than planned in 2023, because there is a high demand for this type of training among youth in the target region
2.3.5 # of youth who are enrolled in quality demand driven training	11.000	5.234	Slightly delayed, but overall target still realistic
3.1 # of youth (self-) employed 6 months after finalizing the training (self-employment/employment, M/F)	10.000	2409	Delayed, the contracting, training and coaching process of the first batch took more time as expected. The process is

			adjusted and more closely monitored since a few months and we expect to reach the overall target as planned before the end of 2023.
3.1.1 % of operational costs that is covered by own income from service delivery	10%	6%	On track. This is reported annually, reported value is from 2021
3.1.1a total amount of contribution for training (XOF) Annual reporting		5000 CFA	
3.2.1 Average amount of income per month of self-employed youth after six months (M/F)		65,824 CFA	This is an estimate
Number of youth having access to credit	250	150	
3.2.5 # of youth entrepreneurs coached towards self-employment (M/F)	10.250	2556	Delayed, the contracting, training and coaching process of the first batch took more time as expected. The process is adjusted and more closely monitored since a few months and we expect to reach the overall target as planned before the end of 2023.
3.3.1 Average amount of income +per month of employed youth after six months (M/F)			
3.3.2 # of successful employment mediations (M/F)	1500	50	Under performance, we experienced that 1) youth prefer to start their own business and 2) due to the security situation there are hardly any opportunities for wage employment. We expect wage employment to be lower than originally planned. Instead, we will reach more youth with self-employment
3.3.3 # of youth enterprises supported to mentor young employees and/or on-the-job training	750	4	Under performance, but from 2023 we will integrate this support in the coaching for all enterprises to support dignified employment

FIGURE 70: BURKINA FASO: JOB BOOSTER-SEC - SELF-FILLING FORM

Review the self-filling form on indicators

During the workshop the self-filling form tool was discussed with the project team and a number of service providers. The following observations were made during the discussion:

- An important factor for the underperformance is the security situation. Especially in Sahel and Est provinces the number of communes where the project could implement activities was reduced.
- Due to the security situation in the country the project needed also to include youth from IDP families.
- Life skills and technical training are provided by a number of service providers who are also providing coaching to young entrepreneurs. This training is certified but there are no links with TVET institutions and training curricula are considered to be property of the service providers.

- Assessing result achievement is complicated. To determine how many youth have set up and are running a business the following aspects need to be taken into consideration. Of the target of 11.000 youth 3021 had been enrolled and finished skills training and the 6-month coaching programme training in 2021 and 2213 in 2022. But not all youth could establish a business. In 2021 a total of 2810 did. And in 2022 contracts were signed with service providers to provide coaching to a total number of 5940 youth. However of this number will ultimately establish a business in yet not known.
- There is some delay in the number of self-employed youth realising the start of a business. This is partly due to the quality of business plans, which is also one of the reasons for the low number of loans that have been provided by the bank.¹⁵²
- There is no long-term monitoring of the self-employed. After training the ‘clients’ of the project get six months coaching after which the involvement of the project ends. It is therefore difficult to assess the sustainability of these businesses.
- Job placement and internships were supposed to be part of the activities but this was shelved as the project became aware that very few private companies were operating in the three provinces and those who did closed down as a result of the insecurity and violence.
- The project does not measure the impact of new youth led companies on the communities. There are also tentative efforts to measure income generated in these companies. The figure that was given in the average turnover of a business
- At the end of the project in 2023 it is estimated that 2 mln. Euro will remain unspent. A decision on a possible extension should be taken.

Together with the Dutch NGO Woord and Daad, Booster SEC is implemented as a consortium with two local partners: the Secretariat Permanent des Organisations Non Gouvernementales (SPONGE), which represents 232 local CSO’s and the Conseil National de la Jeunesse du Burkina Faso (CNJ-BF). The main management decisions are being taken by W&D HQ in the Netherlands.¹⁵³ The two consortium partners have the following specific roles in the project:

SPONGE	Conseil National de la Jeunesse du Burkina Faso
Coordination of regional platforms	Assure participation of youth in the formulation and implementation of the project
Strategic dialogue with local and national government regarding youth training and employment policies	Participation in the selection of clients of the project.
Dialogue with private sector	Coordination of project activities in the three provinces
330 in progress	

Results from data analysis

Booster SEC is only focussing on self-employment for youth which was shown in the following table.

¹⁵² KII with representative of the PSCB

¹⁵³ KII with representatives of SPONGE and CNJ

Employment status of youth beneficiaries, according to youth beneficiaries, survey (N=1625)						
	Burkina Faso	Burundi	Jordan	Niger	Somalia	Somaliland
Unemployed/day labourer	9%	42%	62%	5%	64%	47%
Self-employed	89%	11%	6%	20%	5%	50%
Doing an internship/in training	0%	20%	1%	73%	0%	0%
Employed	2%	27%	31%	2%	31%	3%

Nexus Programme officers' views:

- There is no cluster coordination between different donors regarding TVET and youth employment
- Due to the recent political events in the country it has been difficult for the EKN to establish good working relations with the government.
- The programme has not the right approach. It is doubtful whether the businesses will be sustainable.
- Insecurity has negatively impacted the project implementation.
- The project structure is too heavy and too much decisions are being taken in the Netherlands. This is not efficient.
- There is a clear need for long term monitoring.
- There is a strong emphasis on women, but the question is whether the female led businesses generate a decent income.

Recommendations

- There is no long-term monitoring to assess the sustainability of the businesses. The project should introduce this.
- There is no impact measuring of the businesses on the environment. The project could work together with a university to have regular field research taking place in order to get information on the economic effects of the activities and businesses.
- Having the National Youth Council as a consortium member would likely make it easy for the project to associate youth in the monitoring activities of the project. When provided with tablets, youth could undertake regular visits to youth business to collect data on challenges and successes.
- The regional for a are important dialogue structures. Their relevance can be better demonstrated if results targets are better spelled out in indicators so achievements can be shown.
- Dialogue with government could be further intensified, especially regarding the scope of TVET vis a vis informal professional training. Donor coordination in this regard could also be strengthened.

SOMALIA: CENTER FOR YOUTH WELLNESS, EMPLOYMENT & EXCELLENCE (CYWEE)

Project objectives

The Center for Youth Wellness, Employment & Excellence (CYWEE) project worth USD 316,347.20, started in Dec 2020 and ended in March 2022, It was implemented by Iftiin Foundation to pilot new approaches integrating the social, mental health, economic, and political factors driving youth unemployment, and thereby identify entry and leverage points for constructive engagement.

It is one of the 6 pilot projects out of the 10 of the Nexus Skills and Jobs Programme in Somalia and Somaliland. As a result of an extensive consultations involving local organizations and International NGOs, the localization of projects was decided and the pilot option adopted to give local organizations the lead in the actions for skills and jobs as well as assess the result of implementation and opportunity for upscaling. The local organizations formed a consortium in December 2022 to implement the upscaled projects in phases 2.

Its overall objective was to improve Somalia’s mental health human capital and directly increase mental health, social well-being and job readiness of 200 (505 female) vulnerable youth beneficiaries in Mogadishu. Its specific objectives entailed the establishment of a Centre for Youth Wellness, Employment & Excellence (CYWEE) in City University (CU) Mogadishu to serve as a research centre connecting field work, teaching excellence, and scholarship in psychosocial care, vocational training and entrepreneurship.

It also built the capacity of social work students as mental health paraprofessionals who provided individual counselling, mental health support, and life skills training, linked to existing and newly created jobs to a final number of 169 young women and men.

Implementation status

Indicators	Target	Progress reported 2022	Explanation of over or under performance
<i>Outcome indicators</i>			
1.1 Number of mental health paraprofessionals/counsellors trained and certified	20	20	
2.1 Proportion of youth demonstrating improvements in mental health and social well-being, including pro-social attitudes and improved emotional regulation.	70%	98%	Mental health intervention was adapted for the Somali context by Somali mental health expert Dr. Saida Abdi.
2.2 Number of counselling, job readiness and life skills sessions conducted by mental health paraprofessionals.	200	165	The original number of 200 youth was reduced to 120 youth. Youth were reduced to organize smaller counselling groups due to the COVID-19 pandemic and the rise in insecurity due to election related violence, and political instability.
2.3 Number of youth beneficiaries employed	100	93	General hiring freeze in Mogadishu during 2021, and 2022, due to the election that was held in May 2022.

			Economy also impacted by the COVID-19 pandemic.
3.1 Standard Mental Health Paraprofessional Curriculum and Training Manual developed.	1	1	
3.2 Number of institutions orientated on CYWEE mental health intervention for job readiness	10	35	CYWEE project staff were encouraged to do more intensive outreach to destigmatize mental health services and promote the job readiness project in the community. A total of 35 institutions were orientated on the CYWEE, including 19 local businesses, four universities and vocational training schools, five secondary schools, two government ministries, three hospitals and two women's organizations. Additionally, one government ministry, the Ministry of Labour and Social Affairs of the Federal Government of Somalia
3.3 Government accreditation of mental-health intervention	1	1	Target met via government accreditation of City University to grant certificates and degrees
4.1 A research centre under the project established and functional.	1	1	
4.2 Linkages developed with relevant stakeholders	1	58	Target exceeded due to high level of outreach by CYWEE project staff
<i>Output indicators</i>			
1.1 Number of Counsellors trained	20	20	
1.2 Digital platform developed	1	1	
1.3 Number of capacity building sessions	30	30	
1.4 Number of government accredited certificates issued	20	20	
2.1 Number of potential participants mobilized	200 (F:50%)	120	Less youth enrolled to provide more intensive counselling support, in smaller groups, and also due to restrictions of COVID-19 pandemic and election related violence/insecurity.
2.2 Number of youth assessed	200	120	Less youth enrolled to provide more intensive counselling support, in smaller groups, and also due to restrictions of COVID-19 pandemic and election related violence/insecurity.
2.3 Number of youth counselled	200	120	Less youth enrolled to provide more intensive counselling support, in smaller groups, and also due to restrictions of COVID-19 pandemic

			and election related violence/insecurity.
2.4 Number of sessions conducted	50	50	
2.5 Number of job webinars/events	30	30	
2.6 Number of jobs created	50	71	More jobs were created in comparison to jobs retained.
2.7 Number of youth sensitized	200	120	Less youth enrolled to provide more intensive counselling support, in smaller groups, and also due to restrictions of COVID-19 pandemic and election related violence/insecurity.
3.1 The Center for Youth Wellness, Employment & Excellence (CYWEE) established in City University.	1	1	
3.2 Psychosocial care and employment program developed	1	1	
3.3 Linkage developed	1	23	Additional linkages were formed with the local community to ensure the sustainability of the centre, and facilitate local support for CYWEE activities.
4.1 Constitution of project team	12	9	Less staff required to deliver the pilot due to less youth enrolled
4.2 Opening of office and operation of project accounts	1	1	
4.3 Establish a tracking system, M&E framework and other documents	1	1	
4.4 Curriculum designed and available	1	1	
4.5 ELMS available for the project use	1	1	
4.6 Project evaluated as per the set indicators	1	1	
4.7 Closing webinar organization and success stories published on website	1	1	
4.8 Approved project completion report	1	1	

FIGURE 71: SOMALIA: CYWEE - SELF-FILLING FORM

Review of project outputs and outcomes

The project concluded the pilot phase in March 2023. The MTR found confirmation of outcomes and outputs as described in the final narrative report and focused the discussion on the main reasons for over and underperformance of some outcomes and outputs.

- The initial target of 200 was not achieved. A total of 169 youth were enrolled in the CYWEE intervention out of which 120 received the CYWEE training, 29 youth benefited from jobs created through small grants, and 20 youth that were trained as mental health paraprofessionals.
- At the conclusion of the project, 120 youth received psychosocial support, 93 youth were employed. 71 new employment opportunities were created and 22 youth were supported in retaining existing employment. The reason for reducing the number of youth enrolled in the CYWEE intervention was to ensure that youth could participate in counselling groups and receive more customized support.

- The mental health paraprofessional curriculum and training manual was developed. A total of 35 institutions, including 19 local businesses, 4 universities and vocational training schools, 5 secondary schools, 2 government ministries, three hospitals and 2 women organisations. were orientated on the CYWEE on mental health.
- The project could not achieve the government accreditation of the mental health intervention since, during the protracted civil war government institutions in Mogadishu, outsourced occupational licensing and curriculum accreditation to local universities. Hence, the programme was accredited by the City University, as a government accredited degree-granting institution. CU in partnership with Iftiin Foundation issued the certificates to the 20 trained youth.
- Youth trained in life skills sessions and job readiness sessions for job-relevant skills were linked to employers also on-line though job webinars and matching events
- At the end of the project 93 youth were employed (71 new employment out of which 48 through linkages with local employers. and 22 in existing jobs were retained and three graduates from City University received grants for agriculture, poultry, and information technology business).

Data and information from surveys and KIs

All target groups (103 youth, 7 employers and 17 service providers,13 stakeholders) were asked the question whether the skills supplied by the project met the needs of the employers. Most of the stakeholders were of the opinion that this was very much the case, the private sector replied that the matching happened only partially and the project stakeholders that provided the training indicate the highest percentage of matching between demand and supply of skills. Somalia and, to a lesser extent Somaliland, are the exception. This is due to the fact that the two reviewed projects did not trained youth in vocational and, therefore, employers were less involved in skills definition and assessment.

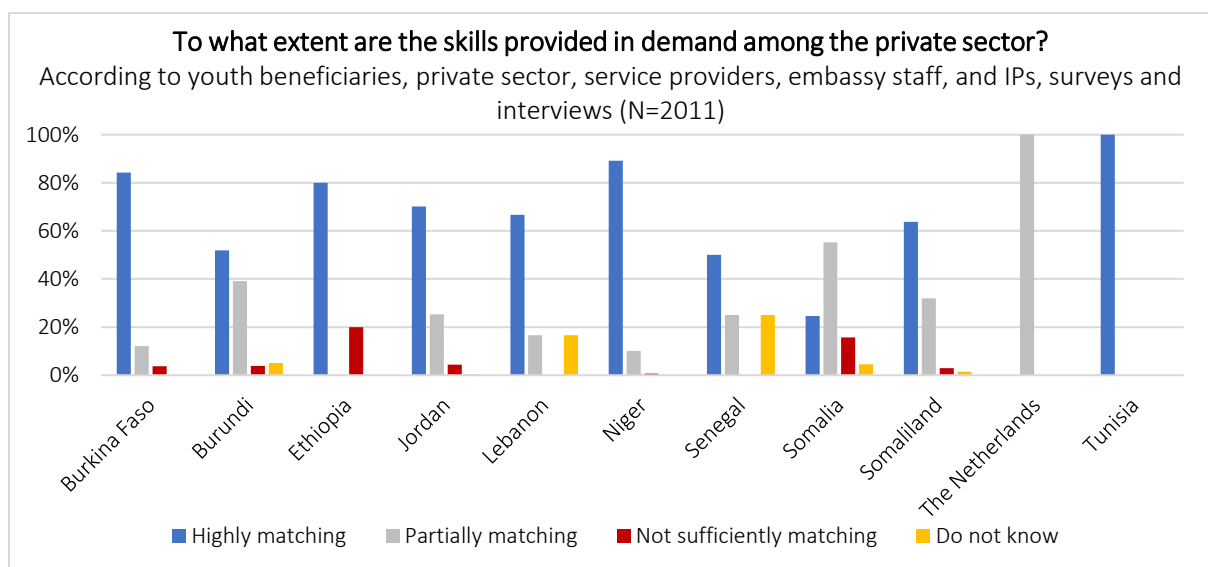


FIGURE 72: SKILLS PROVIDED IN DEMAND

Conclusions

- The project had a narrow focus: it prioritized mental health awareness and the job application process. The intended outcome of securing employment was not reached at the time of the MTR and it was unclear how the project supported trained youth in utilizing the skills they developed to secure employment opportunities.

- The project could not document how it linked skills demand and supply, interacted with employers and what occupations and skills were declining or rising in demand to align the training with the market.
- As a pilot, the project could conduct a limited analysis of job markets and skill demands and develop activities to help young people acquire the skills and competencies required to access job opportunities. A recent study¹⁵⁴ by the Heritage Institute and City University identified four areas of skills that the country needs to develop: Green Jobs (Agriculture), Renewable Energy, Blue Jobs (Fishery), Digital Jobs, and Service Jobs. It is unclear whether the project considered these findings.
- To overcome this weakness, the project could have linked with key stakeholders, such as governments, employers, worker unions, and training institutions and, in general, with the country's economic and social policy agendas.
- The needs of persons and groups hindered by various barriers like persons with disability, to access the training and skill development package were taken into consideration.
- Beneficiaries and service providers viewed the project as more focused on mental health than job creation.
- The project was responsive to the changing contexts brought about by the COVID-19 pandemic, and the project team adopted an online platform to conduct training and job fairs.
- Beneficiaries confirmed an overall increase in knowledge and understanding of mental health, as well as improved communication and CV writing skills.
- The project was gender-sensitive regarding the number of youth trained to provide mental health counselling and career coaching, as the percentage of female participants was higher than that of male participants.

Recommendations

- Widen the focus of the next phase to address the root causes of youth unemployment and lack of participation in economic and social activities, clarify the link between the training for skills in demand in the labour market and increased job opportunities for youth and improve the offer of skills development programme accordingly.
- the project design of the new phase needs to be based on analysis of market demands, especially by the private sector and of areas of skills needed for Green (Agriculture), Renewable Energy, Blue Jobs (Fishery), Digital Jobs, and jobs in services.
- Should the next phase project's main components remain Mental health and job searching training, it will be necessary to clarify how these will concretely help youth access employment opportunities, connect with employers or created visible jobs.
- The scaled-up future project should invest in more market-oriented and longer-term Technical and Vocational Education and Training (TVET) and entrepreneurial skills.
- As identification and selection of beneficiaries is crucial, the new project should strengthen its team's capacity to and resources to profile youth and align the skills training with market demand identified through the analysis of economic sectors, trades, and jobs.
- Coordination with ongoing work by national and local governments to engage with local stakeholders will be key. No government officials or stakeholders were identified for interviews during the MTR mission. Moreover, the pilot project appeared to have no or very limited direct

¹⁵⁴ Heritage Institute for Policy Studies and City University of Mogadishu, Human Capital Development Strategy for Somalia, Mogadishu, 2020

or indirect partnerships with small or large firms, ministries, chambers of commerce, business associations, or relevant actors.

- The Centre established by the project will have to be further supported and continue providing services, such as mental health counselling and job application coaching. Moreover, training university students to provide counselling and coaching without relevant experience could be reconsidered.
- In the new phase of the project, specific technical capacities and sufficient resources will have to be allocated to design and implement activities to boost youth employment including capacity building to the members of the project team. The chosen approach of training university students to provide mental health counselling and career coaching allowed to reach more beneficiaries at a lower cost and was efficient. However, to ensure more and better services, university students should be working with licensed service providers that have the expertise and skills to undertake these types of tasks.

SOMALILAND: YOUTH ECONOMIC EMPOWERMENT AND LEADERSHIP (YEEL)

Project objectives

The project Youth Economic Empowerment and Leadership (YEEL) was implemented by Success Institute from 1st December 2020 to 31st April 2022. It is one of the 6 pilot projects out of the 10 of the Nexus Skills and Jobs Programme in Somalia and Somaliland. As a result of an extensive consultations involving local organizations and International NGOs, the localization of projects was decided and the pilot option adopted to give local organizations the lead in the actions for skills and jobs as well as assess the result of implementation and opportunity for upscaling. The local organizations formed of consortium in December 2022 to implement the upscaled projects in phases 2.

YEEL is worth USD 200 000.00 and was directly implemented by the project team and a pool of individual professionals specialised in in research, soft and entrepreneurial skills and business and entrepreneurship development.

Designed to benefit 50 young individuals residing in 12 IDP camps in Hargeisa, Somaliland, Its overall objective was to reduce poverty and unemployment by making the at-risk and marginalized youth in the internally Displaced Camps (DACs) both psychologically and economically self-sufficient through job preparedness, job connection life skills and entrepreneurship. By promoting economic and equal opportunities for marginalised youth it contributed to address some of the root causes of irregular migration, drug abuse, and violent extremism in Hargeisa, Somaliland.

Its primary objective was to prepare young women and men for employment and self-employment opportunities through the provision of four-month training including soft skills and entrepreneurial skills.

Youth that completed the entrepreneurship training were grouped into teams and received grant to start-up the business according to the business plan they had been supported to prepare.

Nine businesses were established in 2021, and seven of them were functional at the time of the MTR. Young women and men that opted for wage employment already had vocational and technical skills and therefore received job readiness training and support to access two-month internship programs offered by the companies identified through the Job connections activity with private sectors.¹⁵⁵

Implementation status

Indicators	Target	Progress reported 2021	Explanation of over or under performance
Outcome 1: To conduct a research study in the inception phase that provides a solid baseline, maps initiatives and stakeholders, identify (i.e., gaps, opportunities etc.), engages partners and guides future scale-up interventions.	1 Study	Research completed Study	On target
Outcome 2: To train, empower, mentor and support 50 youth from	50 youth male and female trained and	27 women and 23 men between the ages 16 to	Entrepreneurship: Over performance. All the

¹⁵⁵ Success Institute, YEEL Final Evaluation Report 2021-2022, Hargeisa 2022

the DACs to either find a job or establish viable small-scale businesses.	in employment or self-employment.	30 were selected and trained in a 4-month entrepreneurship programme and in 4-month job readiness programme. 9 businesses established. 2-month internship 18 youth, including allowance to pay for transportation, food, etc	businesses reached the target of 6 months, and even after 12 months, 7 of the 9 start-ups are still active; Midnimo, Mataanaha, Kartiwadaag Danwadaag, Hormuud livestock, Horseed, and Naasahablood electronics Job connection: under performance. It was extremely hard to find companies which were able to employ the youth as agreed. 18 of the 25 found an internship or job The delay caused by the late payments had also had a negative impact on the youth and the leadership of the IDP camps.
Outcome 3: To build capacity and support 5 local community committees in increasing their organisational and strategic capacities.	5 DACs Private sector	12 DACS and 22 members addressed in different workshops on Capacity Assessment, Governance and Operation, Stakeholders, advocacy and strategy. One workshop for the private sector	Over performance.
Outcome 4: To establish a cross-community network that increases their social cohesion and interaction while strengthening their self-organisation and future activism capacity	Youth in entrepreneurship network through Sonyo	Different workshops and establishment of a youth network by Sonyo	On target. Sonyo established a network

FIGURE 73: SOMALILAND: YEEL - SELF-FILLING FORM

Role in the project team:

The YEEL project was implemented by the Success Institute team with the support of individual subject matter specialists.

Review of project outputs and outcomes

YEEL project team presented the outputs and outcomes as for the Final Evaluation Report that covers the project period 1 December 2020 -30 April 2022, and updated on what happened to the youth trained, employed and self-employed 7 months after the completion of the project.

- 1st Outcome: YEEL conducted a research study in the inception phase to assess the needs of the community and the youth including which IDP camps to target and why?
- YEEL targeted 50 youth (27 females and 23 male) from the IDPs and trained them in a 4-month entrepreneurship program and in a 4-month job readiness program.
- 28 out of the 50 youth were given grants for start-up businesses and 9 businesses were established in 2 to 3 groups of trained youth and 7 of those businesses are still active.
- 18 out of the 22 trained and skilled youth were taken to different potential employers to get jobs but none was finally employed
- Youth beneficiaries were selected from 12 IDP camps instead of the initial 5 target, to form the group start-ups.

Financial situation

The project closed with the full utilisation of the budget.¹⁵⁶

Data and information from surveys and KIIs

The respondent were 38 youth beneficiaries, 8 service providers, 8 Employers and 13 Stakeholders. Most of the young people interviewed indicated that to a qualification process they valued as enriching, they did receive no or insufficient support to find employment as an employed or self-employed person. In the case of Somaliland, the youth indicated the opposite and this is explained by a timely change by the project towards supporting self-employment as soon as it became clear that the employment option was not providing the expected opportunities for trained young people.

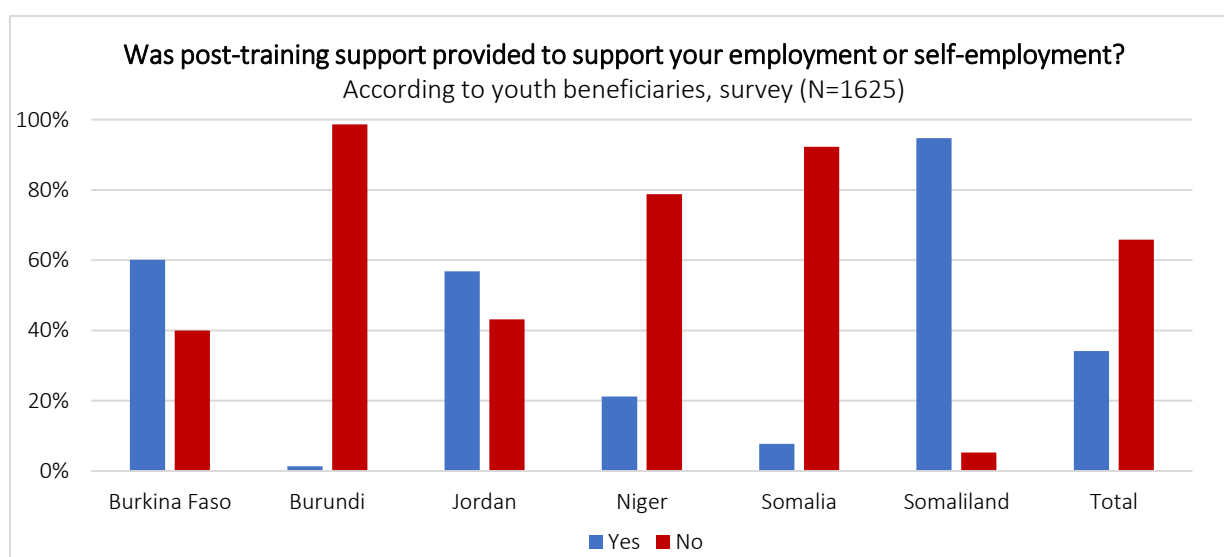


FIGURE 74: POST-TRAINING SUPPORT PROVIDED

Conclusions

- YEEL project managed to train 50 vulnerable youth and provided grants to 25 of them. Most of the businesses established through these grants are still active and functional. Despite the program's failure to increase employability for the youth trained in soft skills, the project demonstrated value for money.

¹⁵⁶ Success Institute, YEEL- General Ledger-All Dates, Hargeisa 2022

- 22 youth already possessing technical skills in selected trades (Tailors, electricians, plumbers, beauticians) were trained in foundational and job searching skills and skills connected to employers. Nevertheless, YEEL realized the vocational skills were not sufficient and supported some with decoration skills training after a quick market review.
- In spite of YEEL's efforts to involve potential employers from the start, the job connection for employment was not successful. Employers' initial commitment did not prove firm for various reasons such as lack of confidence in youth' IDPs, clan membership seemed to prevail on competences and skills when coming to hiring, uncertainties about their business prospects. None of the young women and men that underwent internship in companies, were retained.
- The selection of the beneficiaries was conducted by the IDP camp leaders on the criteria provided by YEEL. The main difficulty was related to the limited numbers the project could offer compared to the amount of the demands. There were no beneficiaries with disabilities that were enrolled in the program.
- In order to reinforce the youth female participation, mental health coaching and psychological counselling supported the girls to increase confidence, empowerment and readiness to start own businesses.
- YEEL project did not target the policy level and therefore did seek for direct collaboration with national institutions and international development partners such as World Bank, EU, UNDP, ILO, to different extent all involved in were supporting the MoLSA (national labour policy for the Somaliland) as well as the social partners and stakeholders.
- YEEL has not provided formal certificates to trained young people. Therefore, it involved neither the Ministry of Education which is responsible for certifying graduates nor the MoLSA which accredits vocational training programmes.
- In general, YEEL did not seem to be prone to engage with relevant stakeholders such as ministries, international organisations, and local NGOs operating to support the youth employment and self-employment.
- YEEL, as a pilot, did not conduct in-depth labour market analysis of sectors with employment elasticity. It seems to the TI team that there were sufficient resources to carry out a rapid assessment of the private sector's demand for occupations, level of skills and jobs and, therefore, increase chances of success of the project's employment track.
- As soon as it became clear that job connections (support to wage employment) for trained youth was not successful, with the approval of the EKN, the projects concentrated the efforts on establishing and following up the businesses and conducts monitoring spot-checks on a monthly basis to assess their progress.
- YEEL documented the project through videos and social media posts and hired a consultant for communication and video creation purposes.

Recommendations

- The YEEL project targeted only IDP youth and provided 4 months of training in entrepreneurship and soft skills to improve their employability, However, given the youth's level of education, support on vocational skills in high demand would have increase employment success rate.
- The project's partnered engaged with one organisation only, Somaliland National Youth Organization (SONYO), for with job fairs and networking with private sectors.

- The grants to start businesses were very small. To increase the critical mass YEEL grouped the youth into teams. In the second phase YEEL should scale-up financial support to youth entrepreneurs and facilitate the access to financial services other than grants.
- In the opinion of the TI MTR team, YEEL has been successful in providing skills and support for self-employment and failed in supporting youth because of an analysis of the labour market demand and supply of skills and jobs that was not evidence-based. Baseline sectoral studies, market opportunity mappings and assessment of skills supply will have to be conducted in the next phase.
- The service providers were the training facilitators, who were independent consultants solely responsible for conducting the training. In the next phase the involvement of more structured public and private providers of training and business development service will have to be considered.
- As most of the youth trained under YEEL expressed dissatisfaction with not receiving formal certificates after the training, and YEEL, in the next phase accredited certificates from licensing authorities should be provided also to increase labour mobility and transferability of skills.
- The YEEL project did not establish synergies with other national initiatives and development partners. The next phase should increase government ownership by involving line ministry, private sector umbrella institutions, and international development partners from the start and consider contributing to the policy level of youth skilling, employment and self-employment.
- The YEEL project did not have an exit strategy which will be key in the second phase in which more resources will be involved.
- YEEL was gender-sensitive in the sense of ensuring equal recruitment of young women and men, ending with 27 trained females out of 50 youth. In the new phase gender issues will have to be more consistently integrated in training programmes, approaches, analysis, and reports.
- In order to ensure an efficient and effective implementation of the new and larger phase of the project, more engagement with the private sectors and capacity building of the project team (internal efficiency) will be required.

NIGER: PROMOTION DE L'EMPLOYABILITE ET DE L'INSERTION ÉCONOMIQUE DES JEUNES (PEMIJ)

Project objectives

The project “*Promotion de l’employabilité et de l’insertion économique des jeunes- PEMIJ*”, worth EUR 7.928.333, is implemented by Swiss Contact, started in January 2022 and will end in December 2024. Its overall objective is to promote employability, employment by developing training, job insertion and access to labour market that are adaptable to contexts, sustainable and supporting the creation of viable enterprises, and durable employment and self-employment for 20,000 young women and men aged 15-35 in Niger. In particular:

- Youth, thanks to the foundational, technical, vocational, and entrepreneurial skills and knowledge of the labour market in their area of qualification, acquired through the project, establish their enterprises or self -employment as well as employment in quality jobs.
- The training providers, strengthened by the project, become actors in the local/national strategy of training access to labour market and youth’ job insertion.

PEMIL expects that:

- 14 750 youth have increased their income and have become financially autonomous
- 2 400 enterprises, out of which 1350 are newly created, are supported
- 8 850 youth are in productive self-employment
- 3 500 are in productive employment.

Implementation status

Indicators	Target	Progress reported 2022	Explanation of over or under performance
<i>Outcome indicators</i>			
Number of youth ayant créé leurs entreprises (CA annuelle > 2 000 000 FCFA)	1350	0	Starts in 2023
Nombre des jeunes ayant renforcé leur entreprise	1050	0	Starts in 2023
Nombre de jeunes ayant créé leur auto-emploi productif	8850	0	Starts in 2023
Nombre de jeunes diplômés ayant trouvé un emploi productif	1750	0	Starts in 2023
Nombre de jeunes sans qualification ayant trouvé un emploi productif	1750	0	Starts in 2023
<i>Outcomes Intermédiaires</i>			
Nombre de jeunes ayant achevé avec succès leur formation	13 400	977	977 youth completed technical training at SIFA and FIP in Dosso,
Nombre de jeunes ayant obtenu des moyens financiers	3209	Ongoing	Youth’ Identification ongoing
Nombre de jeunes mis en relation (contrat formel ou informel) d’affaires sur le marché (réseau intrants, marché, informations,	5000	1100 youth identified: CCPHN : 250 RPPT :200 FUCOPRI :150 AGRIKOM: 500	1100 youth identified by the associations and started enrolment in training programmes.

Nombre des jeunes ayant amélioré au moins un des facteurs d'employabilité (facteurs individuels, facteurs périphériques et facteurs externes) etc.	1200	357	Youth supported by PF/EOJ in Dosso region.
Nombre de région utilisant le manuel de gestion décentralisée de la formation et de l'insertion	2	2	Regional workshops to disseminate the manual on TVET decentralised management and job insertion, in Dosso and Tillabéri. Periodical meeting of the PEMIJ selection and monitoring committees.
Nombre de rencontres par an par région du comité régional de suivi du projet	3 par région	4 (2 for region)	PEMIJ Regional monitoring committees undertake field missions to check activities' implementation
Outputs			
Nombre de jeunes ayant bénéficié d'une éducation financière	4000	Ongoing	Recruitment of TOT trainer ongoing; TOT of OP/OPA seniors that will then train the youth.
Nombre des jeunes ayant bénéficié de services financiers des IMF	300	Not started	Starts in 2023
Nombre de jeunes ayant participé activement à des ajiyas / AVEC	400	Not started	Postponed to 2023, to allow youth develop own activities.
Nombre de jeunes ayant bénéficié d'un financement privé (type production contractuelle)	2000	Ongoing: 875 Agrikom :500 CCPHN : 100 RPPT : 200 FUCOPRI : 75	875 youth identified for different sectors, are supported by associations to launch the end of 2022.agricultural campaign
Nombre de jeunes ayant bénéficié d'un appui coup de pouce ou d'un kit	500	Ongoing: 65 trained in handicrafts (15) and agriculture (50) received tailor-made support	Tailor-made support according to installation.
Nombre de jeunes ayant bénéficié d'un kit issu de la formation	2816	60 females will receive toolkits for peanut oil production in Dosso	Training is ongoing and toolkits will be delivered at the end of it.
Nombre de jeunes ayant bénéficié d'informations et de conseils agricoles via la plateforme numérique	200	Ongoing	The on-line platform is under development
Nombre de jeunes ayant bénéficié d'un suivi coaching de proximité	2600	Ongoing: 875 in training,	Monitoring/ coaching by experienced professionals of sector associations.

		monitoring/ coaching	
Nombre de jeunes producteurs formés sur des modules spécifiques	3000	Ongoing	Youth Identification ongoing
Nombre de jeunes formés en marketing	3000		Starts in 2023
Nombre de jeunes producteurs mis en relation avec les grossistes	600		Starts in 2023
Nombre de jeunes formés dans des modules spécifiques du métier du BTP	200	Ongoing	Youth Identification ongoing
Nombre de jeunes formés dans des modules spécifiques du métier de la restauration	200	Study completed	Starts in 2023
Nombre de jeunes mis en relation avec des hôtels et restaurants	200	Study completed	Starts in 2023
Nombre de jeunes ayant bénéficié d'une formation à Dosso	8750	977 completed training 5 424 under training	
Nombre de jeunes ayant bénéficié d'une formation à Tillabéri	6250	1 127 under training	A series of trainings start by end of 2022 and the expected numbers will be largely exceeded with the 15CFM supported by PEMIJ
Nombre des jeunes ayant fait un stage professionnel	2000	Ongoing	The identification of graduates will be launched jointly with the ANPE (National employment agency) et PF (Youth platform) in the 2 regions
Nombre d'entreprises coachées à travers les incubateurs pour favoriser la création d'emploi	40 entreprises 200 youth		Starts in 2023
Nombre d'entreprises renforcées en équipement spécifique pour favoriser la création d'emploi	40		Starts in 2023
Nombre des jeunes ayant bénéficié de conseils des PF et EOJ en matière de recherche d'emploi	1500	357	PF send data of Quarter 1 and 2 while still processing those of the 3rd quarter.
Nombre de nouvelles PF/EOJ (Dosso) dotés de matériels	6	6	EOJ: Kiota, Kieché, Doumega et Tounouga ; PF : Falmey et Gaya
Nombre de nouvelles PF/EOJ (Tillabéri) dotés de matériels	5	11	5 new PF established and 6 supported, in synergy with the YC programme funded by USAID
Les comités régionaux de sélection et de suivi font le suivi des activités	2 Missions /an/par région	2 monitoring missions in each region	
Les comités régionaux de sélection et de suivi se réunissent	4 Comités/an_	2 meetings	
Nombre de session de formations pour les formateurs CFM	3	1 session on teaching skills	The training on teaching skills is for 176 trainers (136

		for CFM trainers in Dosso 1 session for CFM trainers in Tillabéri in December 2022	in Dosso and 40 in Tillabéri) of 15 CFM supported by PEMIJ (15 in Dosso et 7 in Tillabéri) is organised by Swiss Contact and the Directorate of Pedagogical Inspection of the MET/FP
Nombre de session de formations pour les formateurs SIFA	2	1 training skills session for 8 new SIFA trainers of Tillabéri 1 session for 39 trainers on environmental good practiced (3 of Tillabéri et 36 of Dosso)	
Nombre de session de formations pour les directeurs des CFM et responsables des SIFA	2	Postponed to 2023	New textbooks under preparation with the MET/FP
Nombre de session de formations pour les conseillers des PF/EOJ	2	1	First training round of PF/EOJ advisers was in August 2022, the second in December 2022
Nombre de session pour les OP/OPA	2	Postponed to 2023	New textbooks under preparation with the MET/FP
Nombre de sessions pour les agents COGES (CFM, SIFA, CFA)	2		New textbooks under preparation with the MET/FP
Nombre de sessions pour les formateurs CFA	1	Postponed to 2023	Training postponed for delay of the MET/FP on the textbooks for CFA
Nombre des travaux d'aménagement complémentaires des SIFA effectués à Dosso	12	12	12 SIFA in Dosso region were rehabilitated
Nombre des ouvrages complémentaires effectués au niveau des CFM (5) à Dosso	5	5	Two workshops built in each of the 5 new CFM in Dosso
Nombre des travaux d'aménagement des SIFA effectués à Tillabéri	7	4	4 SIFA built in Tillabéri operational, And works for the remaining 3 starts in December 2022
Nombre des ouvrages complémentaires réalisés au niveau des CFM à Tillabéri	7	7	Two workshops built in each of the 7 CFM de Tillabéri

Nombres de SIFA de Dosso dotés de matériels complémentaires de formation	12	12	12 SIFA in Dosso received training material.
Nombres de CFM de Dosso dotés de matériels complémentaires de formation	15	15	15 CFM in Dosso received training material.
Nombres de CFA de Dosso dotés des matériels complémentaires de formation	2	2	2 CFA in Dosso received training material.
Nombre de centres privés de Dosso dotés des matériels spécifiques de formation	2	2	The procurement of training materials is linked to the regions' training needs and its finalisation postponed to 2023.
Nombres de SIFA de Tillabéri dotés des matériels de formation	7	4	The 4 completed SIFA received the material to train youth on site. The remaining 3 will in 2023, upon completion of construction works.
Nombres de CFM de Tillabéri dotés des matériels de formation	7	7	The 7 CFM in Tillabéri received material, equipment and consumables for the training.

FIGURE 75: NIGER: PEMIJ - SELF-FILLING FORM

Review of project outputs and outcomes

The PEMIJ's has not yet reached the maturity of a project at its mid-term of implementation. The progress made in relation to the main indicators are remarkable. Few examples are provided:

- In Dosso Region, building on synergies with the project FORPROR¹⁵⁷, 6 401 youth were identified instead of the foreseen 3 605 for the year 2022 (177,5%), 1550 started the training and 977 completed it on 30.11. 2022 (success rate at 64,32%).
- The agricultural supply chains of potato, peanuts, rice and fish have been identified in synergy with the PROMEL Project¹⁵⁸, in addition to the Public Building and Construction, Hotel and Restaurants sectors that have been targeted as employment priority sectors for the youth of both regions.
- In Tillabéri region, Partnership agreements signed with the sectoral associations (CCPHN, FUCOPRI et RPPT), allowed to train 400 youth (200 in Dosso). 38 youth have been placed as tutored apprentices in 10 private labs
- The youth were trained through different tracks like:
 - The SIFA (Site intégré de formation Agricole) centres tutored youth coming from farming households 4-month courses at the school and 4 months follow-up at the family farm;
 - Dual apprenticeship (13 to 18 months).
 - Tutored apprenticeship (12 months).

¹⁵⁷ FORPROR: Programme de formation professionnelle en milieu rural, funded by the Swiss Development Cooperation and implemented by Swiss Contact. Concerning the FOPROR program, the indicators on the participation of girls vary according to the schemes, the average is 40%.

¹⁵⁸ PROMEL: Programme de promotion de l'entreprenariat local, funded by the Swiss Development Cooperation and implemented by Swiss Contact, in which the average participation of girls is at 40%.

- The CFM (Centre de formation aux métiers) with a 2-year training cycle including modular training.
- In summary, against a target of 5030 youth for year 2022, 6551 (149%) were enrolled in training; 977 (646 females) completed the training (19.4%) in November whilst the majority will finish in February 2023 hence boosting the rate of completion close to 100%.
- The main difficulties faced in the implementation of the project in 2022 were related to:
 - the security situation in the region of Tillabéri that caused a restriction of the operational area of the project. It will deliver activities regularly in only 5 out of the 13 departments. The project turned to mobile, short training, utilizing available local actors and minimizing the mobility of the project team from Niamey.
 - The shortage of communal lands to be made available by the municipalities delayed the establishment or the refurbishment of the SIFA, SFMA (Site de formation aux métiers agricoles) and CFM centres in the region of à Tillabéri.
 - The tax exemption from the national authorities took longer than expected and impacted on the implementation, like for examples, on the project vehicles that became available only in October 2022.
- Finally, PEMIJ has been very active in seeking for synergies and cooperation with the other projects implemented by Swiss Contact like PROFOR and PROMEL, the USAID-funded Youth Connect project¹⁵⁹, implemented by GIZ (Proemploi project) in Tillabéri.¹⁶⁰ as well as with Lux Dev in Dosso region and PEMIJ established contact with the UNDP for the Regional Stability Fund and SPARK, involved in a programme for renewable energy.

Financial situation

Budget: 7 928 333 EURO. Amount committed: 2,920,429 EUR or 37% and amount spent: 2,752,278 EUR or 35% of the budget.

Data and information from surveys and KIIs

The PEMIJ projects invested in the economic environment as part of its activities. Investments were made in training and production as well as in the enterprises that receive the apprentices from the Dual and the Tutored apprenticeship schemes. Investments are also made in different institutions like SIFA and CFM and in signing agreements with and supporting the actors of the selected value chains. In the two regions in which the project operates.

¹⁵⁹ “Youth Connect » project is implemented by Mercy Corps in consortium with Swisscontact, and other partners, targets 48,000 young people (50% female) in the regions of Tillabery and Maradi, with technical and foundational skills, professional support, information and resources, exchanges between youth and local government to implement micro-projects.

¹⁶⁰ “ProEMPLOI” project, funded by BMZ and EU and implemented by GIZ, strengthens the youth employment and income in the three regions of Agadez, Tillabéri and Zinder with support on employment and private sector policies and strategies at national and regional level; improved TVET quality and access and vocational guidance; diversification of the activities of economic actors; increased offer of business development services. The project training component in December 2022, got 2,251 youths (57% female) to complete formal vocational training, out of which 2,221 obtained a vocational training certificate and more than 11,000 salaried or non-salaried workers, (57% females) with upgraded job skills through short training courses.

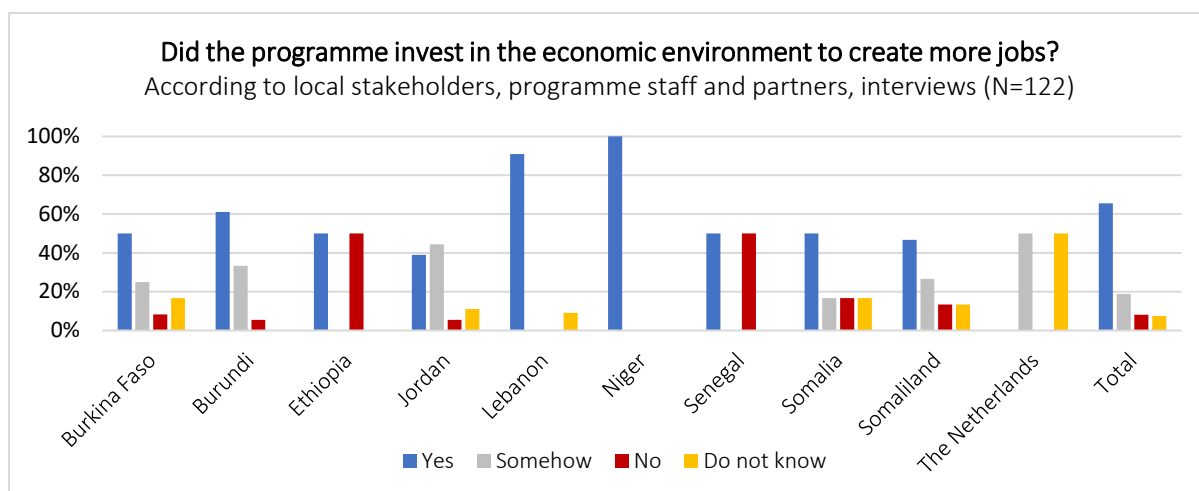


FIGURE 76: PROGRAMME INVESTMENT IN ECONOMIC ENVIRONMENT

Conclusions

- The « Promotion de l’employabilité et de l’insertion économique des jeunes » as the project title recites, requires a public policy that strongly focusing on training, employability et job insertion, promoting a conducive environment/ecosystem) for the development of the technical and vocational skills and programmes that reinforce the foundational skills and personal attitudes of the individual youth. PEMIJ is a project with an important outreach objective and in its second phase will offer the TVET and employment sector its product and best practices and support their institutionalization.
- Even if it has not yet reached its mid-term, PEMIJ clearly demonstrates that the competences and skills it develops are key for young women and men to get employment, self-employment and economic and *SOCIAL* independence, but their effectiveness is augmented if other types of supports (health, housing, transport...) can be also provided to the youth that can hardly access them.
- The objective of making TVET a leverage for economic growth and social and economic development in Niger, has mostly translated in an increase of the number of TVET establishments moved from 34 to 389 in the period 2010-2017. This taken decision has been repeatedly challenged mainly in relation to functionality, quality, financial viability, and sustainability of the realized systems and physical infrastructures¹⁶¹.
- Swiss Contact adopts the inclusive system development approach that, in order to ensure the durability of interventions, requires a thorough analysis of context, actors and markets. Swiss Contact took to complete these analyses more time than foreseen, particularly in the region of Tillabéri that is a new area of intervention for Swiss Contact.
- It proved also very important to design and run the diagnostic workshops together with the professional of the sectoral organisations and sectors. This initiative allowed to better assess the market demand to make the training offer for the youth more and more relevant and facilitate their work insertion through employment or self-employment.
- The project develops its plans for the second phase in a very methodical manner, consistent with the option of differentiating the delivery according to the areas of intervention, with the perspective of:

¹⁶¹ Rapport de diagnostic « élaboration d’une stratégie pour que l’effectif des apprenants de l’EFTP atteigne 40% de ceux du post primaire en 2021 au Niger » (Niamey, août 2019)

- signing agreements with the actors of the selected value chains. These agreements will influence the concrete the implementation of the project’s plans;
 - provide specific, customized supports (on tools, equipment et materials, consumable) to self-employed youth in the 2 regions;
 - launching the tutored apprenticeship in both regional and the dual apprenticeship in Tillabéri;
 - launching the implementation of the specializing training linked to the identified value chains.
- The evolution of the security context and its impact on the implementation has been recalled both at national and regional level. In the region of Tillabéri, as the PEMIJ progress report of 30 November 2022¹⁶² indicates, the project has undertaken a risk analysis and identified a number of mitigation measures that lower the risk at the medium level.

Recommendations

- The concept of autonomy (self-sufficiency, independence), that is at the heart of PEMIJ. Foundational, technical and vocational, entrepreneurial Skills development largely contribute to reduce the psychological and physical barriers and engage the youth in an insertion track. However, concentrating all efforts on skills-employment only is not sufficient taking into account the many difficulties of the youth to access employment and autonomy. PEMIJ should consider earmark resources for impeding factors like health, housing, transport, and facilitate and shorten the journey from skills to employment and self-employment.
- In building restructuring, equipping and strengthening the different types of TVET and skills development centres in Niger, PEMIJ will have to consider functionality, quality, financial viability, and sustainability of the realized systems and physical infrastructures as well as define an exit strategy whereby the handing over to the national and local institutions is accompanied by plans and identification of resources for their management, running, maintenance, updating.
- PEMIJ shall provide qualification that are related to the level of competence set by the concerned authority to provide the youth with portability of acquired qualification and the possibility to progress to higher level of the national education and training system as indicated in the NQF.
- The Ministry of Technical and Vocational Training is the institution that is mandated with the responsibility to make and implement policies and programmes of TVET that create the conditions of employability and employment of young women and men. The Ministry of Labour being responsible of the implementation of Active Labour Market Policies and Measure plays another important role in the area of youth employment and self-employment. Swiss Contact should reinforce the role of PEMIJ stakeholder of these two ministries also in view of the handing over of the many training systems like SIFA, CFM, apprenticeship (dual, tutored) and the physical infrastructures that the project has built, restructured, rehabilitated and managed and that presumably will become public properties of national and local authorities and communities once the project is finished.

¹⁶² Rapport d’avancement du PEMIJ du 30 novembre 2022 et autres sources : Forum sur la sécurité et la cohésion social, 2022, Rapport OCHA, 2021, <https://www.aa.com.tr/fr/afrique/niger-579-%C3%A9coles-ferm%C3%A9es-%C3%A0-cause-de-lins%C3%A9curit%C3%A9-dans-la-r%C3%A9gion-de-tillaberi>. Conseil régional, 2022, compte rendu de la réunion du cadre de concertation entre le conseil régional et les communes de la région Tillabéri

- As large project like PEMIJ that have impact on the skills development systems and national and local employment and self-employment programmes, enter in their second and final term, the Nexus Programme will have to request the IPs to develop exit strategies that involve the technical level (direct beneficiaries) as well as the political and institutional level (e.g. TVET, Labour, Youth Ministries or agencies.....), where main role is for Dutch Embassies.
- A communication and visibility strategy and an implementation plan is required to increase the visibility of the work done, the common understanding of the efforts and challenges of the planning and implementation but also to promote the targets and achievements, share lessons and best practices, inspire other partners, stakeholders, local authorities and motivate young women and men to get skills and support for employment and self-employment

ANNEX B. MASTERLIST QUESTIONS

The table below presents all tools-questions and the triangulation plan on how these questions are asked to different stakeholders.

Research questions	#	Tool Questions	Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Tool 6	Tool 7
			Desk research and review	Online survey with all programme staff	Survey youth beneficiaries	KII Stakeholders	Workshop with IPs	KII Service providers	KII - Potential employers
	0a	Country		X	X	X		X	X
	0b	Sex		X	X	X		X	X
	0c	Age			X				X
	0d	Education completed			X				
	0e	Name of organisation/company		X		X		X	X
	0f	Name of project		X	X				
	0g	Position				X		X	X
	0h	Marital status			X				
	0i	Type of training received			X				
	0j	Person with disability			X				
	0k	Employment status			X				
	0l	Current source of livelihood			X				
	0m	Do you know the Nexus programme?				X		X	X
	0n	What do you know about the programme?				X		X	X
Relevance									
To what extent are the planned results, outcomes and impact of Nexus consistent with beneficiaries' needs (especially women and young people), education institutes and private sector?	1a	How relevant is the programme to the needs of its target group (especially women and young people/ your needs)?	X	X	X	X			
	1b	Please explain.		X	X	X			
To what extent are they relevant to countries' needs?	2	How relevant is the programme to your country's priorities and needs?	X	X		X			
	3	How relevant is the programme to the donor's priorities and policies?	X	X					

Research questions	#	Tool Questions	Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Tool 6	Tool 7
			Desk research and review	Online survey with all programme staff	Survey youth beneficiaries	KII Stakeholders	Workshop with IPs	KII Service providers	KII - Potential employers
And to what extent are they relevant to the donor's priorities and policies?									
Do beneficiaries of the projects (youth, women, private sector, education institutes and other actors) participate in the design of the project, implementation, monitoring, learning and evaluation? If so, in what sense and how? And how does this contribute to the sustainability of the results and interventions?	4a	Have you been involved in project design and implementation?	X			X		X	
	4b	If so, how?				X		X	
	5a	Have you been involved in project M&E?				X			
	5b	If so, how?				X			
	6a	Are you aware of any cross-learning among the different projects of the Nexus Skills programme?		X					
	6b	If yes, how?		X					
	7	Are there any unintended effects of the project on the dynamic of conflicts? How did the project respond to this? Please explain.	X			X			
To what extent and how did projects take into account the specific needs of young women and key populations? Are the projects gender sensitive; optimising equal opportunities for young men and women?	8a	Has the project sufficiently taken into account the specific needs of all target groups (including young women) / your needs?	X		X				
	8b	If so, how/ if not, why not?	X	X	X				
	8c	Has a youth-lens been applied in the project (have youth been consulted in the design, implementation, M&E-stages)? Please explain.		X		X			
To what extent is private sector involved in the design and implementation of the programme? To what extent this contribute to better matching of skill with available jobs?	9a	Was private sector involved in the design and implementation of the project/programme?	X	X					X
	9b	If so, how/ if not, why not?		X					X
	10a	To what extent are the skills provided in demand among the private sector?		X	X	X		X	X
	10b	What would be needed to improve this?		X				X	X
	10c	To what extent did your involvement enhance the matching of skill with available jobs?				X			X

Research questions	#	Tool Questions	Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Tool 6	Tool 7
			Desk research and review	Online survey with all programme staff	Survey youth beneficiaries	KII Stakeholders	Workshop with IPs	KII Service providers	KII - Potential employers
What are the main characteristics of the approved projects and the theories of change/intervention logic that have formulated?	11a	Are ToC /intervention logic formulated in the project document consistent with the project's characteristics?	X	X					
	11b	Please explain.		X					
Coherence									
To what extent is Nexus compatible with other programmes and interventions?	12	To what extent is Nexus complementary and coordinated with other programmes and interventions?	X	X		X			
	13a	To what extent is Nexus in line with national policies and initiatives? Please explain.		X		X			
	14a	Have you been partnering or engaged with the programme/ organisation?				X		X	X
	14b	If so, how/ if not, why not?				X		X	X
Efficiency									
To what extent are the implementing parties delivering or likely to deliver outcomes and impact in an economic (efficient use of financial resources) and timely manner?	15a	Has the project produced value for money (do the results justify the resources deployed)? Please explain.		X		X			
	15b	Please provide recommendations on how to improve this value.		X		X			
How are project and programme management, M&E organised and implemented?	16	How efficient is the project management?	X	X					
	17	How does the project monitoring system work? Please explain		X					
	18a	How are indicators measured?		X					
	18b	Are evaluation or external monitoring review foreseen?		X					
	19a	Is the project delivering or likely to deliver its intended outputs, outcomes and impact/results?	X	X		X			
	19b	Please explain.		X		X			
	19c	What would be needed to improve this?		X		X			
Effectiveness									

Research questions	#	Tool Questions	Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Tool 6	Tool 7
			Desk research and review	Online survey with all programme staff	Survey youth beneficiaries	KII Stakeholders	Workshop with IPs	KII Service providers	KII - Potential employers
What Nexus project activities have been implemented to date?	20a	Have project activities and results for all target groups been realised according to plans?		X		X			
What results (output, outcome) have been realised? Is this the case for both women and men? What explains the observed level of accomplishments? How likely is it that Nexus will achieve its outcomes?	20b	On the scale of 1 to 5, in your view, to what extent the project has contributed to: Your understanding of youth conditions, including fair wages for youth and fair prices for goods; Your provision of skills training and apprenticeship opportunities for youth men and women; Measures you have implemented to involved youth in your supply chain?						X	X
What obstacles did the Implementing Party encounter in projects' implementation?	21	What are the main factors of achievement or non-achievement? Please list.		X		X			
What type of intervention strategies are likely to deliver (sustainable) results in terms of youth employment?	22a	Are you satisfied with the skills training you delivered/received? Please explain.			X				X
	22b	Which of the skills that you learned created the biggest chance of finding a job or be self-employed?			X				
	22c	Which of the skills that you learned did not create the biggest chance of finding a job or be self-employed. Please explain.			X				
	23	Did you receive a certificate after having finished your skills training? / Did you provide training certificates?			X			X	X
	24	Which of the vocational, soft and entrepreneurial skills created highest employability for youth?		X		X		X	X
	25a	Which job insertion strategies best supported employment and self-employment of youth?		X		X		X	X
	25b	Please explain.						X	X
	26a	Did the programme invest in the economic environment to create more jobs?		X		X			

Research questions	#	Tool Questions	Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Tool 6	Tool 7
			Desk research and review	Online survey with all programme staff	Survey youth beneficiaries	KII Stakeholders	Workshop with IPs	KII Service providers	KII - Potential employers
	26b	If so, how/ if not, why not?		X		X			
To what extent are projects aware of conflicts and how do they make sure to integrate a Do-No-Harm approach?	27	Is there a Do-No-Harm approach implemented and monitored? Please explain.		X					
How did projects reach out to the young people and especially women, young people living in rural areas and refugees? To what extent did projects develop different approaches to reach out to different groups: women, refugees etc. and to what extent did young women and men equally benefit from the project?	28a	Did the projects reach young people from all communities, including those living in rural areas, all ethnic groups, IDPs, refugees etc? / Did the project sufficiently cover the needs of young people from all communities, including those living in rural areas, all ethnic groups, IDPs, refugees, etc.?	X	X	X	X		X	X
	28b	If no or somehow, which groups were not reached? Please explain.	X	X	X	X		X	X
	29a	Do you feel like you are encouraged to provide feedback on the project?			X				
	29b	Has your feedback been taken into consideration? Please explain			X				
	29c	If so, how/ if not, why not?			X				
	30	Does your participation in this project contribute to your personal and professional development?			X				
Sustainability									
To what extent are the results by the Nexus programme likely to be sustainable?	31a	Do you think the results obtained so far by the project are sustainable?		X		X		X	
	31b	Please explain.		X		X		X	
Is a strategy prepared for phasing out and if so, what are its main features and how likely will it be successful?	31c	How has your involvement contributed to the sustainability of the results and activities?				X		X	X
	32	What is the most significant (positive) change you saw as a result of the intervention so far?		X	X	X		X	X
	33	What is your biggest disappointment with the intervention so far?		X	X	X		X	X
	34a	Does the project have an exit strategy?	X	X					

Research questions	#	Tool Questions	Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Tool 6	Tool 7
			Desk research and review	Online survey with all programme staff	Survey youth beneficiaries	KII Stakeholders	Workshop with IPs	KII Service providers	KII - Potential employers
	34b	If yes, what are the main features?	X	X					
Do these sustainability factors differ across contexts or projects? And if so, why?	35	To what extent has the project contributed to systemic change in the environment enabling youth employment and self-employment growth? Please explain.		X		X		X	X
Are the jobs created sustainable?	36a	Are the jobs created so far sustainable?		X	X	X		X	X
	36b	Please explain.		X	X	X		X	X
	36c	What could be done to improve this?		X	X	X		X	X
	37a	Was post-training support provided to support your employment or self-employment?			X				
	37b	If so, how/ if not, why not?			X				
	38a	Do you think you have better employment opportunities? Please explain.			X				
	38b	If you are employed, what is the level of acceptance of your skills by employers after the project training?			X				
	39a	Are you using the skills you learned through the programme to gain income?			X				
	39b	If yes, what?			X				
	39c	If no, why not?			X				
	40	If you are self-employed, what is the ownership of the activities in which you are engaged?			X				
	41	If you are self-employed, what was the source of your start-up capital of your activities?			X				
	42	If you are still jobless or underemployed, what are the reasons behind this?			X				
	43a	How much were you earning per month before joining the programme? (amount in local currency)			X				
	43b	How much are you earning now?			X				

Research questions	#	Tool Questions	Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Tool 6	Tool 7
			Desk research and review	Online survey with all programme staff	Survey youth beneficiaries	KII Stakeholders	Workshop with IPs	KII Service providers	KII - Potential employers
To what extent are trainings developed in projects or by partners taken up into curricula of public education system, or are planned to be taken up? Or are being used in public education institutions?	44a	Are project's training programmes accredited by public education institutions?		X		X			
	44b	Please explain.		X		X			
Catalytic effect									
Is the Nexus programme initiating innovations that are/might be duplicated by other actors?	45	What are the innovations implemented in the project that are/might be replicated by other actors? Please explain.		X		X		X	X
Do the investments have catalytic effects in terms of changing policies or frameworks?	46a	Has the project contributed to changing relating policies or frameworks?		X		X			
	46b	If so, how/if not, why not?		X		X			
Is the economic value added that will lead to spin-off effects?	47a	Have the project's activities and results added an economic value that can lead to spin-off effects?		X				X	
	47b	If so or somehow, how/ if not, why not? Please explain		X				X	
Gender sensitivity									
Does the project have any gender transformative effects?	48a	Is the project gender sensitive and enhance equal opportunities for young men and women?	X	X		X		X	X
	48b	Please explain.		X		X			X
	48c	If so or somehow, how/ if not, why not?				X		X	X
Is gender effectively mainstreamed?	49a	How is gender mainstreamed in the project (design, implementation, M&E)? Please explain.		X					
	49b	How could this be further improved?		X				X	X

ANNEX C. OVERVIEW OF THE INTERVENTIONS PER COUNTRY

See separate document.

ANNEX D. MTR RESEARCH QUESTIONS

See separate document.

ANNEX E. BIGGEST DISAPPOINTMENT

See separate document.

ANNEX F. WORKSHOP REPORTS

See separate document.

MID-TERM REVIEW
NEXUS SKILLS AND JOBS PROGRAMME

ANNEXES TO FINAL REPORT

DEPARTMENT FOR SOCIAL DEVELOPMENT
DEPARTMENT FOR SUSTAINABLE ECONOMIC DEVELOPMENT
MINISTRY OF FOREIGN AFFAIRS, NETHERLANDS

JUNE 2023



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ANNEX C. OVERVIEW OF THE INTERVENTIONS PER COUNTRY

The table below provides an overview of the 26 projects under the programme, and the relevant documentation received by the evaluation team.

Country		Name of the project	Partner	Start /end date	Budget	Received Documentation
Jordan	1	Skilling for Increased Economic Participation of Youth	GIZ	11/2020- 11/2023	EUR 5mil	Technical proposal, Detailed Activities. Workplan Year 1, M&E Framework,
	2	Youth-JO: Level UP! Capacitating youth with skills for entrepreneurship & employment in agricultural & tourism value chains	Partners for Good	11/2021-12/2024	EUR 3mil	Technical proposal, Inception Report. DGIS Result matrix, M&E Framework,
	3	Creating Attractive Opportunities for Livelihood of Youth in Agriculture – COOL-YA	Finn Church Aid	11/2021- 12/2024	EUR 3mil	Inception Report 22, Revised Logframe
Lebanon	4	FORSA II	Mercy Corps	01/2019- 05/2023	EUR 5,5mil	Technical proposal, MT evaluation Report and Assessment form. Annual Reports 2020 and 2021
	5	FORSA + (COVID-19 response)	Mercy Corps	07/2020- 09/2021	EUR 1.2mil	Proposal, Quarterly reports, Final Report Final evaluation
Somalia	6	Somali Stability Fund	FCDO (formerly DIFD)	05/2020- 12/2020	USD 1,082,549	Final Report
	7	CYWEE	Iftiin Foundation &CU Mogadishu	12/2020- 05/2022	USD 316,347.20	Final Report Final Budget
	8	Skills and Jobs off the Tarmac	Puntland Development and research Centre (PDRC)	12/2020- 05/2022	USD 205,058	Final Report Budget
	9	YEEL	Success Institute of Human Development (SIHD)	12/2020-03/2022	USD 206,828	Evaluation Report Financial Report
	10	Somali Agripreneurship Project	Holland House Hargeisa (HHH)	12/2020- 06/2023	USD 277,725	Mid Term Report Mid Term Financial Report
	11	Guriga Oranje Kickstarter and Digital Platform	Guriga Oranje	11/2021- 06/2023	USD 177,000	Project proposal
	12	Dalbile Youth Initiative	UNFPA	07/2022- 06/2024	USD 2,000,000	Project proposal Budget
	13	African Crowdfunding	African Crowdfunding	11/2022- 10/2023	USD 250.000	Project proposal Feasibility study
	14	Skills and Jobs Consortium	Iftiin Foundation (other consortium members: CU, PDRC, SIHD)	10/2022- 10/2025	USD 4.242.400	Project proposal Results framework Consolidated budget
	15		Skills and Jobs Policy Support Fund	Rolling	USD 250,000	No documentation

Ethiopia	16	Addressing youth unemployment through a platform approach	Trigerisse Stichting	11/2020- 05/2021	EUR 600.000	Final report, 2020 Project proposal 2022 Trigerisse eco-system Narrative report, 2 nd half 2021
	17	Advancing Women Enterprise in Addis Ababa	CARE	11/2020- 10/2023	EUR 1.5mil	Project proposal 2020
	18	Livelihood Improvement for Women and Youth-LIWAY	SNV	07/2022- 06/2026	EUR 5.96mil	Project proposal 2022
Senegal	19	Successful in Senegal (Reussir au Senegal)	GIZ	11/2021- 12/2023	EUR 3mil	Project document 2021 Results matrix Activity planning Logical framework
	20	Jappalé ma ("Support me")	Positive Planet International	02/2020-03/2023	EUR 250.000	Project document 2020 Narrative report 2021 Financial reports
	21	Convergent Action for Youth Employment in Southern Senegal (ACCESS)	LuxDev	08/2021-12/2022	EUR 250.000	Project document March 2021
Burundi	22	Akazi keza	SPARK	07/2020-12/2024	EUR 4mil	Project document Inception report Annual plan 2021 SME tracer study Narrative report 2021 Mid Term report
	23	Nawe Urashoboye Kubikora #NUKU	KAZE COM & JIMBERE	11/2020- 12/2024	EUR 625.000	Project document Narrative report 2021 Collective Appraisal memorandum
Burkina Faso	24	PROMESSE-FP	Solidar Suisse	01/2021- 12/2024	EUR 9mil	Project document 2020
	25	Job Booster-SEC	Woord en Daad	07/2020- 12/2023	EUR 6mil	Project document 2020 Narrative and financial reports Audit reports Baseline study
Niger	26	PEMIJ	Swiss contact Niger	01/2022- 12/2024	EUR 8mil	Inception Report 3 Updates 1 Planning Table

Jordan

Jordan: Skilling for Increased Economic Participation of Youth IP: GIZ	
Start and end date:	November 2020-November 2023
Budget:	EUR 5mil
Short description:	This is a skills-jobs intervention aiming at providing labour market oriented technical training in ICT, market entry/soft skills training, and entrepreneurial training in order to increase income generation prospects of Jordanian youth whether through employment or self-employment in the formal and informal sectors. Through the provision of labour market-oriented training with consistent private sector involvement, the project works to bridge the gap between labour demand and supply in the Jordanian labour market, thus reducing unemployment rates among Jordanian youth
TOC	Providing Jordanian youth with the skills that enable them to meet employer demands in the field of ICT, increase their employability and potential for economic participation
Objectives:	Young Jordanians aged 16-35 have increased their economic participation
Results	<ul style="list-style-type: none"> • 1,290 out of 1,500 young graduates (30% of whom are women) have: • participated in certified, labour market-oriented, initial and further training courses with practical learning (work-based learning), developed or revised and certified in coordination with the private sector • completed these courses with a certificate of short courses • increased their income in an area relevant to qualification within six months after completion of the qualification measure. • 13 out of 20 participating enterprises confirm that the curricula of the certified labour market-oriented initial and further training short courses meet their needs • 50 in-company trainers (20% of whom are women) who have successfully completed TOT courses on ICT reformed curricula have participated in the adaptation of the initial and further training short courses • 15 in-company trainers have been involved in the implementation of the short courses. • One labour market analysis for the tourism and one for the post-harvest sector, including recommendations for the design of training and further training measures and one reformed labour market-oriented curriculum each are available. • The handover of these curricula, coupled with the capacity building of trainers (via ToTs) and management staff will ensure the smooth continuity of training provision in the developed programmes.
Activities	<ul style="list-style-type: none"> • An innovative approach (boot camp approach) of teaching specific skills, tools and technologies over 2-3 months duration. Competency-based training programmes accredited at the national level for job profiles as junior developers, product managers, IT salespersons in the tech industry. • The training programme include: • how to build applications, how to think like programmers, produce high quality codes, acquire skills in new programming languages and technologies, cyber security, big data and internet of things, network maintenance, as well as IT sales. • soft skills, applied problem solving, critical thinking and communication skills, autonomous learning, English language and market-ready technical skills. • project management, team communication and code documentation skills. • labour market orientation through work-based learning either in a company supervised by an in-company trainer, or in a simulated workplace environment at a training provider,

	<ul style="list-style-type: none"> career counselling services at training providers and recruitment agencies to support students in finding formal/informal employment (and self-employment) before completion of training. <p>The project interventions are planned, operated, and evaluated with the implementing partners i.e., training/education providers and employers that are directly integrated in implementing activities to ensure sustainability of interventions project partners.</p> <p>M& by a monitoring unit using a results-based monitoring (RBM) framework based on the result matrix. Quantitative and qualitative progress indicators: gender-disaggregated participation, training evaluations, tracer studies, comparative and retrospective surveys, focus group discussions (FGD) and stakeholder consultations. Data collection harmonised with national partners' M&E systems.</p>
Target group:	The project will target 1,500 Jordanian youth (16-35 years old) in Central and Norther governorates in Jordan, mainly (Amman, Irbid)

Jordan: Youth-JO: Level UP! Capacitating youth with skills for entrepreneurship & employment in agricultural & tourism value chains in Jordan. IP: Partners for Good	
Start and end date:	November 2021-December 2024
Budget:	EUR 3mil
Short description:	The aim of the project is to enhance the economic participation of 1,500 youth in Jordan, through upskilling, job placement and matchmaking, by developing their entrepreneurial capabilities. The project will be delivered through an integrated approach that capacitates youth to overcome their barriers, work together with their communities to stimulate self-employment, and use technical and soft skills to their advantage in ensuring (self-)employment in agricultural and tourism value chains.
TOC	If youth and women are granted timely, integrated and effective employment/entrepreneurial opportunities in agriculture and tourism, and local organisations are provided with outlets that support women and youth economically, then they have increased access to income generating opportunities which enhance their economic participation.
Objectives:	to enhance the economic participation of 1,500 youth in Jordan, through upskilling, job placement and matchmaking, and by developing their entrepreneurial capabilities in the agricultural and tourism value chains.
Results	<ul style="list-style-type: none"> At least 1,500 youth upskilled with work readiness, and fundamental foundational skills and allowing under this project's modules of: Business readiness, planning and job market skills, Basics of Financial Management, Marketing and Business Growth, Market-driven tourism skills and Market-driven agri-business skills. 750 youth will have gainful employment through advanced TVET in agricultural and tourism value chains and markets. 300 supported with entrepreneurship, self-employment and micro-franchising as models supporting viable youth-access to market and income generation opportunities, <p>Coaching, mentoring and further job-market soft-skills trainings, whereby internship and job placement trajectories are provided to support their employment</p>
Activities	<p>To achieve the results the following activities will be implemented:</p> <ul style="list-style-type: none"> Foundation and orientation (life skills, entrepreneurship, job readiness) Pre & post-harvest technical courses and Agri value chains & production, manufacturing, plant production and crop protection, post-harvest to cooling, retail and sales. Non-traditional tourism TVET courses (agro-eco-adventure-community tourism) Hospitality and tourism (management, traditional cuisine, bars and casuals)

	<ul style="list-style-type: none"> • Entrepreneurship support (training and mentoring, links with incubators and accelerators, seed funding competitions) • Employment support (Job fair, matchmaking events, internships, job matching and employment).
Target group:	1500 youth (16-35 years old, 50% female and 20% vulnerable youth and refugees), in governorates of North, Middle and South of Jordan including Jerash, Ajloun, Al-Balqaa, Amman, Madaba and areas within the Golden Triangle (Petra, Wadi Rum and Aqaba).

Jordan: Creating Attractive Opportunities for Livelihood of Youth in Agriculture – COOL-YA	
IP: Finn Church Aid	
Start and end date:	November 2021-December 2024
Budget:	EUR 3 million
Short description:	<p>The project aims to employ more youth in the agriculture sector through incorporating elements that excite young people, such as technology, innovation, entrepreneurship, start-ups, IT and mentorship, and investigate ways on how young people can be involved in agro-business and bring in new blood to this very traditional sector which young people consider to be less prestigious.</p> <p>To tackle these issues the project will support young farmers and cooperatives with infrastructure and equipment as well as training (including TVET, entrepreneurship, foundational skills, new pre- and post-harvest techniques etc.) and hands-on technical support. The project pays special attention to innovation and technology integration, participation of women and working conditions in the sector.</p>
TOC	<p>If farmers receive appropriate support in forms of trainings, technologies, equipment and innovative knowledge, this will help them to reduce pre- and post-harvest losses, increase post-harvest competitiveness, gain higher market price, and comply with export markets demands, which in return will enable them to expand their businesses and create new job places for the youth (<u>demand</u>).</p> <p>If young women and men are motivated to work in this sector and receive applied skills trainings in niche pre-post-harvest subjects especially on using modern technologies and approaches, they will be able to pursue better employment opportunities and/or set up their own business in agriculture sector and/or post-harvest businesses, ensuring their livelihoods (<u>supply</u>).</p> <p>If semi and highly skilled youth who are meeting the needs of the labour market are given platforms and channels to engage with the farmers or customers, their (self-) employment and job retention will increase (<u>matching</u>).</p> <p>If farmers and pre- and post-harvest entrepreneurs, innovators and agricultural workers are connected through platforms and linkages, by working together and sharing ideas and best practices, the academic-field and trainer-employer links will be sustainably strengthened and maintained, benefiting the sector in general.</p>
Objectives:	This project is seeking to employ more youth in the agriculture sector by making it more appealing and interesting for young people.
Results	<p>4 pillars:</p> <ul style="list-style-type: none"> • the demand for new workforce in agriculture by creating opportunities that are attractive for the youth expanded (500 Agro-businesses or cooperatives received equipment or technical support) • supply of trained and innovative young human capital in agriculture increased (Micro and small agro businesses received grants and technical support strengthened (200 youth have received agro and foundational trainings; 6 students' projects supported through the DYIA Award; 4 techs start up supported)

	<ul style="list-style-type: none"> linkages and matching of skilled youth with (self-) employment opportunities in post-harvest/ agriculture sector created or strengthened (400 linkages created and people supported, 1 Gig platform supported, 360 women addressed through the support groups.) opportunities for agribusiness sector development with stakeholders collected and shared (5 studies produced, 10 events/sectoral meetings organised/attended by sector stakeholders.)
Activities	<p>To achieve the results in the four pillars the following activities will be implemented:</p> <ul style="list-style-type: none"> Pillar 1: Provision of basic equipment, tools, and other hard components (with emphasis on hi-tech tools) to the cooperatives and farmers; capacity building of farmers and cooperatives; supporting new and existing agriculture and food production micro and small businesses to create employment. Pillar 2: Assessment of training needs; trainings (including foundational and technical); innovation and Creativity Support - Dutch Youth Innovation Award (DYIA-ضياء); support to youth start-ups and Agripreneurs Pillar 3: Supporting Gig platforms; matching demand and supply in agro job market (including OJT, job fairs, other matching); working on the gender barriers for women to enter the labour market or become self-employed. Pillar 4: Creating/supporting agro cooperation platform; documentation and lessons learnt; plan development for project roll-out and dissemination
Target group:	The project will reach over 750 beneficiaries and farm holders, engaging additionally 1750 youth in trainings and directly creating job opportunities for around 500 young women and men. youth (30% refugees), in northern and southern Jordan.

Niger

Niger: PEMIJ	
IP: Swisscontact Niger	
Start and end date:	January 2022- December 2024
Budget:	EUR 8 million
Short description:	<p>The programme aims to promote employment and inclusive growth and improving access to education and income for girls. The following activities are being implemented:</p> <ul style="list-style-type: none"> provide vocational training to young people; improve access to capital for young people; promote access to market; improve young's employability; support the regional system for youth vocational education and employment.
TOC	if training offers, professional integration, support for employability and the creation of MSMEs are available for young people, they will acquire knowledge, skills, aptitudes and capital to enter the formal and informal labour market and create micro and medium-sized enterprises.
Objectives:	<p>to develop and strengthen the training and integration offer for young people, to strengthen their employability, to provide them with the means to undertake and create/strengthen their MSMEs. In particular enable young people to:</p> <ul style="list-style-type: none"> acquire or improve their technical, entrepreneurial and daily life skills, be employable access markets and

	<ul style="list-style-type: none"> • have of a capital.
Results	<ul style="list-style-type: none"> • 14750 youth with improved their income and are economically independent • 1350 youth have created their business or 1050 have strengthened their business • 8850 youth have created their productive self-employment • 3500 Youth in productive jobs • 13400 youth e have technical, entrepreneurial and life skills • 3209 youth provided with a starting capital • 5000 young producers easily sell their products thanks to their business relationship with economic actors in agricultural value chains • 1200 youth improve their employability and access to labour market in promising sectors • local actors involved in piloting and managing training and job integration offers (3 meetings) • 3400 youth access financing mechanisms: Loans from MFIs/banking institutions • 5900 youth access financing between value chain actors; direct project subsidy; starting capital • 10200 youth gain access to economic opportunities (digital platform, linking, improvement / enhancement of production) • 14000 youth access market-oriented training through network of public and private training providers. • 3790 young graduates have access to: internship, additional training/coaching in personal development, information for job search through the PF/EOJ, digital platform, etc. • A network of operators and public and private providers of training and professional integration is set up / strengthened • 14000 Young graduates have access to: internship experience, additional training/coaching in personal development; referral for job search through the PF/EOJ, digital platform, etc. • 45 operators and public and private providers of training and professional integration set up / (31 strengthened) • 14 Training of trainers, business advisers, extension officers
Activities	<ul style="list-style-type: none"> • Supporting actors in conducting studies / surveys (baseline, needs of young people, market research, gender, etc.); • Developing centres and sites (equipment / infrastructure); • Building capacity of actors and partners; • Advocacy, awareness creation, coaching; linking, intermediation, networking; • implementation of training programmes and materials • M&E; • Improving steering and management of training offers (training advisers, regional project selection and monitoring committees, TVET regional secretariat, municipalities, private sector) • Development of a digital platform
Target group:	20,000 young people from 15 to 35

Lebanon

Lebanon: Forsa II IP: Mercy Corps	
Start and end date:	January 2019 – May 2023
Budget:	EUR 5,317,380.00
Short description:	FORSA II is a three-and-a-half-year programme designed to increase access to education and employment for youth from host and refugee communities within the Bekaa and South governorates. The programme was launched in December 2019 with the goal of seeing marginalised youth and young adult job seekers having increased economic confidence and better access to employment opportunities. The project has been amended and approved twice, the first consisting of a reallocation of around 1 million EUR to the FORSA+ programme (June 2020), and the second consisting of a budget realignment and targets revision (approved on 30 Nov 2021). The most recent revision was driven by the context evolution, in particular, the country's collapsing economy that jeopardised the implementation of all activities, but also created new opportunities.
TOC	If training providers are supported to develop quality training based on market needs and adapted to all educational levels; and if job platforms to connect employers and jobseekers in a range of jobs, including in the informal market are supported; and if additional support is provided to women to enable them to make the most of training and employment opportunities, then employment outcomes for job-seekers of both sexes from both host and refugee communities from impoverished areas in Lebanon are improved
Objectives:	Marginalised youth and young adult job seekers have increased economic confidence and better access to employment opportunities.
Results	<ul style="list-style-type: none"> • 1335 (1432 initially targeted) youth from communities have improved market-driven skills as a result of better-quality training systems; • 6 Basic Numeracy and Literacy (BNL) trainings • 38 Short vocational Training (ST) • 31 digital trainings • 120 participants to Work Based Learning (WBL) • 280 participants enrolled in the Freelance Academy and apprenticeship (97 graduated). • More than 100 remote projects secured by 34 graduates (59%) • 500 youth trained on pathways to self-employment • 400 youth in self-employment capacity building • 600 participants in peer mentoring • 100 participants receiving technical or financial assistance for self-employment • 30 MSMEs strengthened for job creation • 7 TVET institutes strengthened • 3 job platforms established and utilised • Key public and private stakeholders and 3 local implementing partners involved
Activities	<ul style="list-style-type: none"> • Focus on market driven sectors in particular health, electronics and food industries • capacity building of selected TVET providers and joint design of content for skills building programmes on business development services and a sustainable business model. • implementation of training programmes training component including • Basic Literacy and Numeracy (BLN) that will help illiterate and semi-literate individuals and school dropouts to acquire the level • technical training, in collaboration with private companies as well as with • public and/or private TVET schools, • Work Based Learning opportunities in businesses, and soft skills

	<ul style="list-style-type: none"> • access to employment component with existing online and offline job platforms • creation of new platforms focused on job placement, including in the informal sector where the most vulnerable work, • digital skills training for freelancing opportunities. • peer mentorship system for job matching of women
Target group:	1335 young participants of vulnerable host and Syrian and Palestinian refugee communities

Lebanon: Forsa + (Covid 19 Response)
IP: Mercy Corps

Start and end date:	July 2020- September 2021
Budget:	EUR 1,188,662
Short description:	The FORSA+ is an emergency COVID-19 response programme to mitigate the economic impact of the pandemic. The programme supported 27 MSMEs in the food and health sectors to continue operations and adapt to the new context. This was achieved through the provision of business, technical and in-kind assistance and the support of 15 local agricultural initiatives to increase their production and reduce costs, thus contributing to food security in the Bekaa and South Governorates
TOC:	If assistance is provided to MSMEs to prevent them from closing, then at the local level businesses, Community Based Organisations (CBOs) and municipalities are capable to support early recovery activities and to strengthen food security systems of those most in need.
Objectives:	To mitigate the economic impact of the COVID-19 pandemic at households, business and community level (businesses, Community Based Organisations (CBOs) and municipalities) by supporting early recovery activities and to strengthen food security systems at the local level.
Results:	<ul style="list-style-type: none"> • 27 MSMEs active in the health and the food sectors are able to continue their operations and adapt to the new context • 27 MSMEs in the food and health sectors continued operations and adapted to the new context and sustained operations during the last 3 months after provision of project support and maintained the number of their employees and/or employ new individuals. (15% owned by women) • 16 trainees from Work Based Learning activity under FORSA II received in .9 MDMEs of FORSA+ • 15 Local agricultural initiatives are able to increase their production, reduce their costs and/or provide substitutes to imported products • 33 municipalities in the targeted governorates involved in 16 information sessions and submitted applications for support (15 selected for support.) • 15 local agricultural initiatives to increase their production and reduce costs, thus contributing to food security in the Bekaa and South Governorates (Outcome 2). • 163 (35% women, 65% men, 73% Leb., 26% Syrians) individuals employed at supported MSMEs • 110 individuals benefiting from services/ products of supported agricultural initiative
Activities:	<ul style="list-style-type: none"> • Shortlisting of 32 business out of 170 applicants, selection of 27. • TOR and/or the specifications for the type of support needed: either the procurement of machines/equipment, or business and technical assistance (cost-share in cash money or complementary machines and equipment) • Safety measures and SOPs developed for MSMEs • Adapting business plans • Work Based Learning in cooperation with FORSA II project. • Information and outreach sessions for 33 municipalities in the targeted governorates. • In-kind support: equipment, tools and material for improved production of goods or services

	<ul style="list-style-type: none"> • Technical support: knowledge for product development and service delivery processes. • Business support: businesses' core functions advice, business model analysis, business plan development, legal advice, market analysis and branding strategy, cost analysis, pricing strategy or energy efficiency / audits.
Target group:	163 youth, 27 MSMEs and 15 Local Agricultural initiatives

Somalia

Somalia (Mogadishu): CYWEE	
IP: Iftiin Foundation & City University Mogadishu	
Start and end date:	Dec 1, 2020- Nov 30, 2021
Budget:	USD 316,347.20
Short description:	A pilot project, establishing The CYWEE in CU Mogadishu which will serve as a research centre that connects field work, teaching excellence, and scholarship in psychosocial care, vocational training and entrepreneurship, training social work students as mental health paraprofessionals who will provide to 200 young individuals counselling, mental health support, and life skills training, linked to existing and newly created jobs.
TOC	If new approaches to understand the linkages between the social, mental health, economic, and political factors driving youth unemployment are adopted and steer the provision of with life skills and job readiness skills and links and networking with businesses, then entry and leverage points for constructive engagement are identified and lead to employment, self-employment and social-economic integration.
Objectives:	<ol style="list-style-type: none"> 1. Increasing Somalia's mental health human capital by creating a new generation of mental health experts capable of implementing psychosocial health programming for local youth and community members throughout Somalia. 2. Improving the mental health, social well-being and job readiness of 200 vulnerable youth beneficiaries in Mogadishu 3. Establishing a centre for excellence in mental health programming and youth employment at CU in Mogadishu to serve as a hub for international best practices, partnerships and institutional capacity building
Results:	<ul style="list-style-type: none"> • Standard Mental Health Paraprofessional Curriculum and Training Manual developed and Government accreditation of mental-health intervention received • 20 university graduates (50% female) trained and certified as mental health paraprofessionals/counsellors. • 169 youth (50% Female) are equipped with emotional regulation, prosocial attitudes/behaviours, social support, reduced functional impairment for education, and jobs, and integration to become resilient to a) radicalisation and b) violent and harmful social norms and trained in life skills and job readiness skills. • 120 project youth that completed CYWEE training and received psychosocial support, • 29 youth that benefited from jobs created through small grants • 93 youth were employed. • 93 youth employed (71 new employment opportunities were created- 29 of which by small businesses- and 22 youth were supported in retaining existing employment). • 35 institutions orientated on CYWEE mental health intervention for job readiness • 19 local businesses • 50 virtual job fairs and webinars to link youth with local employers. • 30 Employers, and local businesses supported with small grants and business networking to create jobs for youth • The CYWEE in CU established

	<ul style="list-style-type: none"> • 150 secondary school students were orientated on mental health: • 120 youth sensitised on gender and Gender Based Violence
Activities:	<ul style="list-style-type: none"> • 3-Months F2F and on-line training and capacity building, mentorship, supervision and training support, from the Master Trainer, and the Mental Health Supervisor • E-learning platform development • Training in 50 life skills and job readiness sessions to impart job-relevant skills • Linking youth to employers through 50 Webinars and virtual job fairs • F2F counselling, job readiness training and linkages to local employers • Grants and networking support 71 businesses • Gender and GBV awareness
Target group:	20 Vocational trade and university graduates. Focus on 200 youth. 50% women

Somalia: (Mogadishu and Hargeisa) YEEL	
IP: Success Institute of Human Development (SIHD)	
Start and end date:	December 2020 – April 2022
Budget:	USD 200, 000.00
Short description:	YEEL is the first phase of a multi-annual effort to reduce poverty and unemployment by making the at-risk and marginalised youth in the DACs both mentally and economically self-sufficient through job connection and training in life skills, entrepreneurship, job preparedness etc., all followed up by effective support activities that ensures greater success. It addressed some of the root causes of irregular migration, drug abuse, and violent extremism by promoting economic and equal opportunities for marginalised youth from DACs in Hargeisa, Somaliland.
TOC:	training in mental health, entrepreneurship skills and job readiness of 50 marginalised youth living in the DACs, providing them with a successful job connection or establish viable small-scale businesses, promotes economic and equal opportunities, makes them independent and self-sufficient, reduce overall unemployment and poverty in the DACs and address some of the root causes of irregular migration, drug abuse and violent extremism in Hargeisa, Somaliland,
Objectives:	<ol style="list-style-type: none"> 1. To conduct research in the inception phase that provides a solid baseline, maps initiatives/stakeholders (i.e. gaps, opportunities etc.), engages partners and guides future scale-up interventions (outcome 1) 2. To train, empower, mentor and support 50 youth from the DACs to either find a job or establish viable small-scale businesses (outcome 2). 3. To capacity build and support 5 local community committees in increasing their organisational and strategic capacity in order to accomplish a strong collective advocacy programme that support youth development and influence decision-making processes (outcome 3). 4. To establish and connect the youth to cross-community network that increases their social cohesion and interaction while strengthening their self-organisation and future activism capacity (outcome 4).
Results:	<ul style="list-style-type: none"> • One baseline report that guided both the pilot-project and the programme’s long-term goals. • 50 youth from the DACs recruited, trained and successfully employed • (32 youth self-employed in 9 different small businesses, 18 after internship have been connected to jobs within different sectors) • 12 community committees instead of 5 as planned, 22 leading members of the committees operating in the DACS. • first cross-community youth entrepreneurship network for displaced youth
Activities:	<ul style="list-style-type: none"> • research study identifying the new DACs, and mapping all stakeholders • Selection of 27 women and 23 men between the ages 16 to 30 were selected

	<ul style="list-style-type: none"> • 4-month entrepreneurship training for 50 youth from the on a small business establishment, finance, operations, management of problem solving and conflict resolution • mentoring young entrepreneurs on established businesses and seed funding for each business group (USD 2500 – 5500) • 4-month job readiness modular training • 3 months Business English course training • 2-month paid internships and 1-day job fair • Job connection to 8 profiles • 3 capacity building workshops for local community structures • 1 Private sector engagement workshop • 3 workshop sessions on youth entrepreneurship network establishment
Target group:	50 youth (27 women and 23 men) from DACs,

Somaliland (Somaliland, Maroodi Jeeh region): Somali Agripreneurship Project IP: Holland House Hargeisa (HHH)	
Start and end date:	Dec 1, 2020- Nov 30, 2021
Budget:	USD 277,725
Short description:	<p>Somali Agripreneurship is an innovative agricultural project that is intended to create employment, establish linkages between private sector companies in the Netherlands and Somaliland, facilitate skills transfer, establishing partnerships and networking, and contribute to an improved enabling environment through facilitating collaboration between local stakeholders and local authorities to provide basic service delivery to the vulnerable communities in the district.</p> <p>This project has been stagnant as a result of delayed delivery of the green houses</p>
TOC:	If the farming experience and technical/managerial needs of the aspiring farmers across the Somali regions are strengthened through farming skills, innovative sustainable farming solutions, training to change cultural attitudes towards women in farming, marketing, of produce , and if partnerships with public sector, land/farm owners, the private sector and NGOs increase access to land and improved infrastructures and water management, viable jobs are created, critical aspects of the food security are tackled in a viable manner.
Objectives:	to reduce poverty, improve livelihoods and increase employment among youth with special attention to young women, by promoting agri-business entrepreneurship, increasing yield productivity and income in the agriculture value chain and improving local enabling environment through partnership with local economic stakeholders
Results:	<ul style="list-style-type: none"> • agri-entrepreneurship incubation centre established • agribusiness knowledge platform operational • 100 youth and women trained in practical Agri and business skills • 1greenhouse that houses 24 greenhouses • land leasing scheme developed in partnership with local stakeholders to allow access to affordable farmland by young Agri-entrepreneurs • 10 agricultural university graduates trained on how to topography assessment, mapping, design and innovative sustainable farming solutions • incentives to landowners, partners and the future cooperative to introduce low-cost effective water management methods
Activities:	<ul style="list-style-type: none"> • creation of sustainable Agri-entrepreneurship incubation centre that offers trainings for 100 potential farmers and entrepreneurs on general farm management, greenhouse farming technology and installation, commercial farming, retail and marketing

	<ul style="list-style-type: none"> • establishing an online platform and portal that provides practical, locally developed skills offered in Somali language up to 4000 beneficiaries • Development of training courses and materials and delivery to 100 100 youth and women in practical Agri and business skills • Supply, installation of 15 greenhouses including and training on farm management, water well construction, fertilizers, seeds and chemicals • Establish public-private partnership forum to facilitate access to water, urban markets infrastructures and rural agricultural farmlands • introduction of innovative sustainable farming solutions and products through the value chain • partnerships with public sector, land/farm owners, the private sector and NGOs to create access to land, improve infrastructural access • introduce low-cost methods for effective water management for farming (filtering and bore-hole construction and pipes installation)
Target group:	Unemployed youth, 40% women

Somalia: Somalia Stability Fund- Economic Development Portfolio	
IP: FCDO (formerly DIFD)	
Start and end date:	April 2020 – December 2020
Budget:	USD 1,116,504
Short description:	The Somalia Stability Fund (SSF) runs 17 economic development investments across the five federal member states (FMS) of Somalia that deliver projects seeking to improve socio-economic opportunities for communities, address the main drivers of conflict – such as structured exclusion, youth unemployment, social cohesion – and improve government and community engagement. Through these investments, SSF aims to deliver projects in the name of government, improving trust and government legitimacy in the eyes of the community and reducing incentives to engage in violent conflict. This project directly funds 8 of these investments.
TOC:	SSF's ToC is based on the premise that by supporting interventions to address fault-lines for political conflict (Output 1); enhance popular voice and participation, particularly for women and excluded groups (Output 2); increase government visibility and community engagement around key priorities such as services and livelihoods (Output 3), and reduce community vulnerability through targeted conflict resolution approaches (Output 4), then SSF can begin to support more equitable services and livelihood opportunities; tackle political, social and economic inequalities between groups, build trust between communities and government and ultimately contribute to enhanced government legitimacy and reduced political and communal conflict, leading to enhanced stability in Somalia
Objectives:	<ol style="list-style-type: none"> 1. Increase employment opportunities for youth through vocational, technical, and innovation management and entrepreneurial skills 2. Providing access to entrepreneurial apprenticeships with possible access to seed funding and financial services 3. Provide market relevant training to communities, specifically women and youth, including TVET 4. Support the development and implementation of the Human Capital Development Mechanisms (HCDM)
Results:	<ul style="list-style-type: none"> • 15227 people benefiting SSF Economic Development Investments • 116 productive assets rehabilitated or constructed (108 in operation upon completion) • 1140 short-term jobs created • 1058 men and women trained in TVET & EBTVET skills • 846 men and women with internships, apprenticeships and job placements (including long-term jobs (i.e. longer than 6 months)) – collected 3 months after end of training • 1995 men and women in cooperatives and associations • 102 cooperatives / associations provided equipment, linkage to markets and support

	<ul style="list-style-type: none"> • 898 men and women accessing finance (start-up capital, loans and growth capital) • 432 new enterprises established • enterprises benefitting from technical assistance
Activities:	<ul style="list-style-type: none"> • rehabilitation/ establishing of Productive Infrastructure • Jobs creation for vulnerable men and women including those from minority groups • Improving marketable skills for men and women • Strengthening cooperatives and associations (VSLAs, industry associations and other organised groups) • Increasing access to finance • Strengthening MSMEs
Target group:	15.227 benefitting from the 9 investments

Somalia: (Mogadishu and Puntland) Skills and Jobs off the Tarmac
IP: Puntland Development and research Centre (PDRC)

Start and end date:	December 2020 – March 2021
Budget:	USD 200, 000.00
Short description:	to promote real dialogue skills building and job creating for rural and pastoral communities in Puntland, particularly women and youth. The aims are: (i) Community dialogue with rural and pastoral communities outside the tarmac road on jobs and skills using MAVU, (ii) provision of skills training and psycho-social support, (iii) spark conversations on government plans and policies regarding jobs and skills for rural and pastoral communities, especially women and youth, in Puntland, (iv) provide further skills trainings / creating of jobs. Innovative participatory processes such as crowdsourcing, participatory video, and the use of PDRC's mobile audio-visual unit (MAVU) will allow the capturing ideas, filling the gap in regard to jobs and skills for rural and pastoral communities, analysis of the skills, needs and available markets in the selected regions, and dissemination of the importance of community dialogue and mental health skills for a sustainable and successful linkage between jobs and skills. The idea is not only to understand how these groups perceive jobs and skills in the respective regions but also to engage them in developing participatory solutions to tackle overlooked, negative or stereotyping aspects in the community.
TOC:	If skills related to economic activity and entrepreneurship, and investment and loan opportunities, tools of tools, and access markets are provided, then youth in these communities increase opportunities to join the existing economic sectors with the skills and funds can create their own businesses.
Objectives:	To open community dialogue with rural and pastoral communities outside the tarmac roads on jobs and skills – Research Component to raise community awareness through Mobile Audio-Visual Unit (MAVU) Provision of skills training, psycho-social & coaching and counselling support Train communities on how they can turn the unexploited resources into an economic niche Promote apprenticeship/mentorship trainings
Results:	<ul style="list-style-type: none"> • 84 jobs created (32 self-employed, or employed, by supported entrepreneurs; 52 in employment or self-employment after skills training) • 142 communities received Psycho-social support and coaching • 100 women and youth provided psycho-social support in rural and pastoral communities • 398 Awareness and Information dissemination with F2F events and social media platforms • 183 training programmes for 350 women and youth • 3 in-kind grants • 4 films on farming, livestock, fishery and frankincense sectors

Activities:	<ul style="list-style-type: none"> • Conducting a Comprehensive research study on rural and pastoral community (women, youth) perspective on jobs and skills. • Creating awareness through films on productive sectors and dissemination through a Mobile Audio-Visual Unit • Delivering 4 four core training programs for job skills training in rural and pastoral communities • (Farming skills, Hygiene and fishery processing, entrepreneurship, goat farming and dairy business) • Community awareness sessions and access to information regarding jobs and skills enhanced. • providing psycho-social support to women and youth in rural and pastoral communities • Opportunities to engage in the conversation through innovation and technology (PDRC Talks, video documentary, MAVU).
Target group:	Rural communities, focus on youth and women

Somalia: (Mogadishu) Digital Platforms for SMEs (Pilot)	
IP: Guriga Oranje	
Start and end date:	November 2021- June 2023 extended 11 months
Budget:	Euro 149.565
Short description:	Guriga Oranje support the growth of MSMEs, through provision of professional services and skills development opportunities accessible in a digital Platform, ultimately contributing to economic development and overall stability. In particular, it aims to support skill building and job creation by establishing a platform that provides MSMEs access to information to operate in their specific sector, professional services and skills development opportunities. hence contributing to economic development and overall stability.
TOC:	If youth receive technical and operational skills, the mismatch between skilled workers and employers is reduced and if employers, mostly MSMEs mostly youth and women-owned ones, increase the technical and operational skills to grow their business, many (young) jobseekers become employable for jobs due that require experience and practical skills, MSMEs. onboard new employees and develop existing staff talent.
Objectives:	Support the growth of MSMEs, through provision of professional services and skills development opportunities accessible in a digital Platform through comprehensive capacity building support packages for MSMEs in close cooperation with partners in Somalia, partnerships with local and international professional institutions or experts offering learning opportunities for selected MSMEs, and make these skill building opportunities and services available through an online Platform for MSMEs and the wider business community.
Results:	<ul style="list-style-type: none"> • capacity building of MSMEs and large-scale businesses with potential to create jobs, with a particular focus on agriculture, energy and water; • Identified women-owned and youth-owned business that can reap the benefits of the support provided through the Platform and offering direct support to address their specific growth constraints. In addition, the programme will engage women and youth in all activities to ensure that their voices and specific needs are heard and integrated; • Skills transfer to facilitate links between Somali MSMEs and local and international professional skills development institutions for learning opportunities to support the sustainable growth of their businesses. • Trade and investment promotion between Somalia and the Netherlands. • Partnership with government and the private sector in Somalia, the Netherlands, to facilitate business to business trade and investment, and boost economic growth
Activities:	<ul style="list-style-type: none"> • Comprehensive capacity building support packages compiled and developed based on needs-assessment of selected MSMEs with high potential to create jobs

	<ul style="list-style-type: none"> Partnerships established with local and international professional institutions or experts that offer learning opportunities for selected MSMEs Well-functioning digital platform designed offering easy access to information, professional services and skills development opportunities for MSMEs and wider business community Enhanced entrepreneurial capacity of selected MSMEs, in terms of technical, operational and strategic skills to operate a business more efficiently
Target group:	Existing MSMEs with a focus on those ones run by women and youth.

Somalia: (Mogadishu) Dalbile Youth Initiative IP: UNFPA	
Start and end date:	October 2021 – December 2023
Budget:	Euro 2,000, 000.00
Short description:	This activity will be contributing to a programme that is being funded by EU called the “Inclusive LED” programme, it contributes to three results; stabilisation and local Governance, inclusive and sustainable growth and protection and graduation of the most vulnerable, it has six components and 12 projects. It is to contribute to stability in Somalia by extending state authority and services, promoting local reconciliation and peacebuilding, creating inclusive economic opportunities and protecting the most vulnerable.
TOC:	The project is based on the theory that Micro Finance and Start-Ups services as well as youth economic and social machineries will be concrete contributors to the socioeconomic improvement among the Somali youth, in particular within the poorest locations and communities.
Objectives:	<ul style="list-style-type: none"> Increased income-generating potential by the Somali youth through their enhanced access to the youth-led initiative, micro-financing and Youth Fund support. Increased Somali youth employability skills and knowledge development through improved access to Safe Spaces. Improved Somali Youth Participation in public policy formulation and decision-making across governance levels through support for enabling environment
Results:	<ul style="list-style-type: none"> Strengthened mechanisms and structures for the creation of Youth-led initiatives and business start-ups Enhanced capacity of youth, in particular the vulnerable ones to access income generating opportunities including the acquisition of life skills Improved capacity of TVET/Youth-centres to be more responsive to youth needs Enhanced capacity of line Ministries and local government for formulate youth friendly policies, plans and programmes Improved community dialogue and civic engagement of youth on prevention and mitigation of current public health issues, including COVID-19
Activities:	<ul style="list-style-type: none"> Develop Youth Fund Mechanism and involve youth partners with start-up accelerator model. Co-create project implementation strategy in coordination with the identify partners. Review existing Entrepreneurship curricula / relevant materials. Train, mentor, and coach the young men and women. Identify the boot camp thematic areas and support 28 Youth Boot Camps Develop local social and economic incubators targeting female headed households Finance start-ups through accelerator programs and monitor progress through follow-ups. Conduct a training package for young men and women on soft Life Skills,

	<ul style="list-style-type: none"> • Deliver youth entrepreneurship training • Develop entrepreneurship e-learning module for young Somali people • Leverage on technology to empower future-ready workforce through innovation skills • Organise an annual job fair to match employers with job young people seekers. • Support an employment online platform to match firms with job seekers in Youth centres • Provide existing youth/TVET centres and hubs facilities such as indoor and outdoor spaces, equipment, technology and management capacity. • Establish /construct 3 Youth centres. • Support in running the youth centres • Support the establishment of one stop youth centres network. • Provide capacity building for staff from line Ministries and local government. • revision and development of a National Youth Policy Costed Action Plan. • Support youth employed as trainees by local authorities. • Run a multimedia digital platform to promote youth participation in national debates, youth-led communication and advocacy campaigns on emerging public health issues such as COVID-19 and drug-abuse prevention
Target group:	Youth-led orgs, including women's orgs, Rural youth, IDPs, Ex-Militia, Disabled people: 10,000 direct beneficiaries, 30 youth organisations, over 250,000 indirect beneficiaries

Somalia: (Mogadishu) Skills and Jobs Consortium	
IP: Iftiin Foundation	
Start and end date:	July2022- December 2024
Budget:	Euro 3.584.828 Euro
Short description:	This new intervention is second phase of the 2020-2022 Nexus Skills and Jobs pilot projects supported by the EKN. The goal of this cross-regional programme is to create realistic, sustainable livelihood opportunities for the countless unemployed youth (15-25 years old) living in Somalia. The 4 organisations have recently implemented the Nexus Skills and Jobs programme pilot-projects funded by then EKN to Somalia. The newly established Somali Nexus Skills and Jobs Consortium builds on this and their already existing experiences in implementing and managing projects. The Consortium will enable scale-up and synergies to consolidate its members' partnerships and activities
TOC:	Conflict and poverty create an environment of loss and destroy the scaffolding that supports the socio-economic development of youth. Individuals, families and whole communities lose individual, social and economic resources that are needed to recover from conflict and poverty. Any youth employment programme that seeks to economically integrate youth must scan the whole social ecology and promote resilience, and reduce risk, at all levels.
Objectives:	<p>Outcome A: Youth acquire job readiness, vocational and entrepreneurship skills, enabling them to take advantage of employment and self-employment opportunities.</p> <p>Outcome B: Entrepreneurs and Small and Medium Enterprises (SMEs) create employment opportunities for youth.</p> <p>Outcome C: Strengthened human resource capacity and improved infrastructure to deliver community-based mental health services.</p> <p>Outcome D: Enabling policy and institutional environment facilitates youth economic integration and inclusion.</p>
Results:	<ul style="list-style-type: none"> • 1027 youth employed or self-employed • 877 youth equipped with vocational skills • 1027 youth equipped with entrepreneurship skills • 870 youth equipped with job readiness skills • 720 youth provided with career counselling, mentorship and job placement support

	<ul style="list-style-type: none"> • 167 youth entrepreneurs, female entrepreneurs and Small and Medium Enterprises (SMEs) accessing grants or in-kind grants • 572 community members accessing productive assets for income generating activities • 72 entrepreneurs participating in community business cooperatives • 145 project staff and community counsellors trained in mental health • 1500 project youth and community members accessing community-based counselling services • 30 public and private sector stakeholders capacitated to influence youth economic integration and inclusion policies through participation in Public-Private Sector Industry Boards
Activities:	<ul style="list-style-type: none"> • Economic Integration of Youth Through Skills Building (Vocational skills, entrepreneurship for self-employment opportunities, Job readiness skills including as literacy, numeracy and ICT) • Supporting Local Entrepreneurs to Economically Integrate Youth • Strengthening the Mental Health Workforce and Infrastructure: • Enabling Policy and Institutional Environment to Facilitate Youth Economic Integration and Inclusion • Functioning Consortium Established to Sustain Community-Based Skills and Jobs Programming for Youth
Target group:	5,960 direct participants (approximately 45% young women) and 35,760 community members to improve youth socio-economic integration and employability.

Somalia: (Mogadishu) African Crowdfunding Platform	
IP: African Crowdfunding Platform	
Start and end date:	July 2022- December 2024
Budget:	Euro 3.584.828 Euro
Short description:	In October 2020, the report “African Crowdfunding” was published on request of RVO and the EKN in Nairobi. The report presented research findings and a conceptual design for a crowdfunding platform for entrepreneurs in Somalia and Somali diaspora in the Netherlands. Main conclusion was that the concept of African Crowdfunding is feasible and can definitely play a role to increase inclusive access to funding for SMEs in Somalia, stimulate private sector development and job creation and on the long term decrease the dependence on remittances. It was recommended to gradually develop the platform from a donation-based platform to a loan-based platform. The report identified a number of issues to address. The contextual and stakeholder analysis and the recommendations of the 2020 report (as accepted by RVO and the EKN) justify the intervention to already select and fund a limited number of projects in Somalia. It serves the need to “learn what works” and to demonstrate that investing in small private sector projects generates impact and is a suitable intervention strategy for a crowdfunding initiative.
TOC:	one of the major challenges is to stimulate the creation of an entrepreneurial middle class. Another major challenge is job creation. Besides a lack of access to capital, Somalia lacks a professional workforce with the right business and technical skills needed to grow successful companies.
Objectives:	<ul style="list-style-type: none"> • To invest in the growth of impactful small businesses and create direct and indirect employment. • To establish sound structures and experience for impact investing under a crowdfunding platform. • To evaluate the approach and to process lessons learnt into an improved concept. • To demonstrate that investing in small private sector projects generates impact and is a suitable intervention strategy for a crowdfunding initiative.
Results:	<ul style="list-style-type: none"> • an appropriate structure for the intake, screening, selection, M&E of projects.is in place • Deal flow of at least 25 potential projects generated • 10 Project selected and funds committed, • MTR of the project progress,

	<ul style="list-style-type: none"> • Projects completed and evaluated • Final report submitted
Activities:	<ul style="list-style-type: none"> • Selection criteria, committee, procedures, M&E • Defining networks and partners to collaborate with for generating deal flow, in all regions of Somalia • Screening of candidates for submitting complete project proposals • selecting 10 projects to be funded. • Defining terms of MTRs • Assist project owners in compiling their final reports. • Evaluating the projects on their outputs and outcomes • submitting the final report
Target group:	Youth, Women Led organisation and CBOs

Somalia: (Mogadishu) Skills and Jobs Policy Support Fund

IP: Skills and Jobs Policy Support Fund

Start and end date:	January 2022- December 2024
Budget:	Euro 250,000.00
Short description:	<p>Programmes that we have carried out under the PSF include:</p> <ol style="list-style-type: none"> 1. Holland House Garowe Kick Starter 2. Holland House Hargeisa Kick Starter 3. MEL consultant that supported with how to make the Skills and Jobs programme (delegated) and the LEAD programme (central) be more harmonised 4. skills and jobs learning meeting 2021 5. Hauge Institute for Innovation in Law (HiIL)- innovation justice Somalia pilot 6. Somali arts Foundation- Girls Photo Club Pilot 7. King's day- dinner event in Hargeisa for Waheen Fire victims 8. Travel for key people to attend meetings
TOC:	
Objectives:	Financing modality for relatively small supporting activities within the framework of the implementation of the Multi-annual Strategy for Somalia in the field of youth employment/skills and jobs. This regards various activities such as studies/analyses, evaluations, exchange missions, pilot projects, workshops, Q2E assistance, organisational analyses (ORIA) and other activities.
Results:	
Activities:	
Target group:	

**No documentation received for this project in addition to what included in the TOR Annex 1: Overview of projects per country*

Burundi

Burundi: Akazi keza

IP: SPARK

Start and end date:	July 2020-Dec 2024
Budget:	EUR 4mln
Short description	<ul style="list-style-type: none"> • Conducting labour market studies to identify demands of the private sector and gaps in the available skills in the Burundian workforce • Strengthening technical skills through local partners trainings, such as: Financial Education, Vocational up and downstream VC skills such as Processing, Value addition and Transportation; and Entrepreneurship Curricula Development at Educational Institutes.

	<ul style="list-style-type: none"> • Strengthening employability skills through local partners trainings, such as: Commercial awareness, Customer Service/Hospitality, Teamwork, work attitude, leadership, confidence, time management, learning how to cope in the workplace and problem solving, and communication skills training. • Creation of a Job & Business Desk (JBD) for access to market information, connections & cocreations, internships & other experienced learnings, job information & placements and youth business and employment clubs with physical meeting spaces through existing three rural incubators and existing Bujumbura incubators. • Campaigning and training (with an integrated gender-sensitivity module) for entrepreneurs in awareness, mind-set change, idea generation, business planning, starting and running a new business. • Coaching support to start-up businesses during their first year of operation by SPARK proximity business coaches and introducing start-ups to local peer-to-peer mentoring. • Assist start-ups through administrative procedures, certification and management systems (helpline, advisory services) • Create access to finance possibilities for SMEs with existing financial institutions, to matching grants, seed funding, guarantee loans for youth and young women beneficiaries of programme activities. <p>Coaching in first year</p> <ul style="list-style-type: none"> - Setting up network of mentors, train mentors, create mentor-mentee relationships and establish sustainable local mentorship system - Providing support to start-ups in registration, administrations, certification and other administrative procedures - Develop alternative access to finance mechanism to correct market imperfections (matching grants, LGFs etc.) for 200 SMEs. • Training to SMEs through local partners and digital solutions in key business management skills such as, marketing, financial management, HR, etc. • Dedicated long-term proximity business coaching, peer-to-peer mentoring and consultancy support for SMEs • Provide technical training to SMEs in key areas such as export coaching, quality management, quality assurance (ISO), industry specific technical services for mature SMEs to promote growth • Assist SMEs through administrative procedures, certifications and management system (helpline, advisory services) • Create access to finance possibilities for SMEs with existing financial institutions, to guarantee loans for youth and young women beneficiaries of programme activities. • Continuation of the management and the maintenance of three incubators in Year 1 & Year 2 • Ensuring sustainable new management for all incubators is in place, support transition phase in Year 2 to independence.
TOC	Job creation, in both the formal but also in the informal sector are important interventions to promote stability in Burundi. Increased support, enhanced skills and better information for entrepreneurs/SMEs lead to increased business creation, expansion and jobs among youth. Supporting SMEs/entrepreneurs through BDS, training, coaching, access to finance and access to markets grow businesses and create jobs for youth.
Objectives:	Youth Economic Resilience
Results	5875 jobs created and 1000 (starting) entrepreneurs/SMEs/ cooperative members
Activities	1. Screening, vetting and coaching 2. Skills for Jobs transfer & internships; 3. Creating new businesses 4. Capacity building of existing SMEs 5. Management, maintenance and hand-over of the three incubators During transition years 2020 and 2021
Target group:	Peri-urban youth (18-35)

Burundi: Autonomisation des jeunes par les jeunes

IP: Local organisations (Kaze com and Jimbere)

Start and end date: November 2020 till 31/12/2024

Budget: EUR 625.000

Short description: Activities in support of the creation of an ecosystem of key stakeholders in the Youth Entrepreneurship domain in Burundi, initiated by the Embassy

TOC	N.A.
Objectives:	<ul style="list-style-type: none"> • Create a solid and sound ecosystem of key stakeholders in the Youth Employment domain • A significant contribution of young entrepreneurs to the development of the local economy • A considerable improvement in the business/entrepreneurship environment for Youth Empowerment
Results	Young men and women share their experiences on creating businesses and employment opportunities leading to new start up activities by youth
Activities	Production of video and audio materials showing success stories of young entrepreneurs to inform and sensitise youth to start economic activities
Target group:	Direct beneficiaries will be 1000 young women and men, in the age category of 15 to 35 years old

Burkina Faso

Burkina Faso: Job Booster-SEC	
IP: Woord en Daad	
Start and end date:	01/07/20- 31/12/23
Budget:	EUR 6mln
Short description:	The intervention aims to enhance access to vocational training and employability for vulnerable youth. As such it contributes to goal 8 of SDGs (decent Jobs and economic growth as well as Objective 4, (quality Education). Furthermore, its fits with the priority #1, Promoting employment and inclusive growths in the Sahel region stated in of the Policy Framework “Investing in Global Prospect”.
TOC	Improved life opportunities through increased (self-) employment for at least 10,000 youth (60% female) in three regions of Burkina Faso
Objectives:	<p>The Overall Goal of Job Booster-SEC is Improved life opportunities through increased (self-) employment for at least 10,000 youth (60% female) in three regions of Burkina Faso.</p> <p>Outcome 1: Strengthened civil society and private sector actors for effective dialogue with state actors and influencing of public policies. Performance indicator: # of civil society and private sector actors actively addressing favourable conditions for (self) employment</p> <p>Outcome 2: Vulnerable youth (at least 60% women) have access to quality and relevant skills development and improved employability. Performance indicator: # and % of youth that finished training which can be attributed to activities of Job Booster entity (M/F, vulnerable/not vulnerable)</p> <p>Outcome 3: Youth acquire decent (self-) employment: 85% self-employment, 15% wage-employment. Performance indicator: # of youth sustainably employed (self-employment/employment, M/F)</p>
Results	<p>1.2.1 # of multistakeholder platforms implementing regional action plans to promote youth (self-) employment in a sustainable way</p> <p>2.1 # and % of youth that finished training which can be attributed to activities of Job Booster entity (M/F, vulnerable/not vulnerable)</p> <p>2.1.2: # of youth, parents, women, community leaders who participated in sensitisation meetings on (self-) employment opportunities:</p> <p>2.3.4 # of youth with limited educational background trained on basic numeracy and literacy</p> <p>2.3.5 # of youth who are enrolled in quality demand driven training:</p> <p>3.1 # of youth (self-) employed 6 months after finalising the training (self-employment /employment, M/F):</p> <p>3.2.5 # of youth entrepreneurs coached towards self-employment (M/F)</p> <p>3.3.2 # of successful employment mediations (M/F)</p>
Activities	<ul style="list-style-type: none"> • The establishment of the three (03) platforms in the three regions which brings together 95 state, civil society and private sector actors. • Regional coordinators worked in the three regions and contributed to achieving the target of 2021 to train 3,000 youth. A total number of 3,021 young people were trained, including 64% female youth.

	<ul style="list-style-type: none"> 70 coaches have been mobilised to support about 3 000 youth to start their own business or to develop their businesses, we expect these 3,000 youth to become self-employed during 2022
Target group:	10 000 vulnerable youth, among them 60% women

Burkina Faso: PROMESSE-FP	
IP: Solidar Suisse	
Start and end date:	01/01/2021 till 31/12/2024
Budget:	EUR 8,8 million
Short description:	Girls and women in the intervention regions of the programme have access to an education system and quality vocational training and decent income levels.
TOC	N.A.
Objectives:	<p>The Overall Goal of Promesse-FP is improved education opportunities for at least youth (60% female) in four regions of Burkina Faso.</p> <p>Outcome 1: youth at 40 education institutes at post-primary and secondary level have improved their social competencies regarding finance and live skills through the utilisation of improved curricula and tools.</p> <p>Outcome 2: innovative professional training (Aflatoun) will lead to employment and decent incomes of 14.900 girls and women</p> <p>Outcome 3: 5 120 girls and 1 728 boys at post-primary and secondary level will have a better sexual and reproductive health and behaviour.</p> <p>Outcome 4: local and national actors have knowledge about the project and work actively on synergies, integration and duplication of good practices of PROMESSE-FP</p>
Results	See objectives
Activities	<ul style="list-style-type: none"> Curriculum development on live skills and finance Training of teachers and instructors Construction of 10 education centres Training of 2000 vulnerable girls and women Professional coaching of 300 female entrepreneurs Formation of 420 savings and loans groups Construction of sanitation facilities for girls and boys in 25 locations Training of 40 social workers in SRHR. Distribution of hygiene kits to 5000 girls Integration workshops with government
Target group:	21968 youth, among them 20.020 girls of 15 – 35 years old, and 1728 boys, in post-primary and secondary level and 220 teachers.

Tunisia

Tunisia: Nexus Skills & Jobs for Youth	
IP: World Bank	
Start and end date:	01/01/2022 till 31/12/2025
Budget:	EUR 5 million
Short description:	This proposed project aims to address the skills mismatch by developing methodologies and tools, including a connection space that bridges the gap between the qualifications/competencies needed by employers and offered by TVET institutions in the Agri-food sector, to test them and anchor them in the relevant institutions.
TOC	The project aims to address the skills mismatch by developing methodologies and tools, including a connection space that bridges the gap between the qualifications/competencies needed by employers and

	offered by TVET institutions in the Agri-food sector, to test them and anchor them in the relevant institutions.
Objectives:	Increase economic opportunities for youth (15-35 years old) and women by informing, training, and matching them with private sector needs.
Results	1000 young men and women enrolled in formal education and training (50% women) and 70% having found a job after training.
Activities	<ul style="list-style-type: none"> • Better understanding of the agri-food labour market • Building a qualification framework for jobs in the agri-food sector • Connecting the demand with the training offer in the agri-food sector • Empowerment and capacity building for AVFA and its training centres • Adapt curricula of technical and vocational training systems to agri-food private sector needs • Implement and assess the efficiency of the renewed approach • Construction of sanitation facilities for girls and boys in 25 locations
Target group:	Direct beneficiaries will be young women and men, in the age category of 15 to 35 years old

Senegal

Sénégal: Réussir au Sénégal II	
IP: GIZ	
Start and end date:	October 2021 till September 2023
Budget:	EUR 13 million
Short description:	This project is a second phase of an activity that realised more than 26.000 starting employment opportunities for youth and training to enhance job skills.
TOC	The project aims to improve employment agencies to better address labour demand and employment creation which will allow youth to improve their professional skills and find employment. This will lead to better socio-economic conditions for youth.
Objectives:	Employment and income opportunities for youth (15-35 years old) have improved.
Results	9000 young men and women have benefitted from the project (3600 women) and 5000 (1200 women) having found a job after training.
Activities	<ul style="list-style-type: none"> • Capacity development of local employment agencies • Promotion of start-ups and SME's • Social dialogue on the strengthening the role of youth in decision making processes
Target group:	Direct beneficiaries will be young women and men, in the age category of 15 to 35 years old

Ethiopia

Ethiopia: Scaling Tiko Ecosystem for youth Health and Employability in Ethiopia	
IP: Trigerisse	
Start and end date:	August 2021 till 30 December 2024
Budget:	EUR 3,5 million
Short description:	Trigerisse plans to contribute to reducing youth unemployment in Addis Ababa and Bahir Dar by using the platform to connect a tentative target of 30.000 users (primarily) to employability skills, relevant training and experience and ultimately employment
TOC	Triggerise plans to contribute to reducing youth unemployment in Addis Ababa and Bahir Dar by using our platform to connect a tentative target of 30.000 users to employment skills, relevant training and/or experience, and ultimately to employment.

Objectives:	provide the youth with access to work readiness as well as wellbeing services such as (TVET enrolment, vocational, soft skill training and apprenticeships, (self)employment opportunities) and SRH services) delivered by various partners in Addis Ababa & Bahir Dar This project was given an extension of 3 years and four months: The project object was modified slightly so part of the soft skill training include a SRH awareness component as well
Results	we were only able to achieve 4% of our projected target (1,148 out of 30,000) for the reporting period because of the political crisis in Ethiopia,
Activities	<ul style="list-style-type: none"> - Improving Uptake of SRH Services - Improving Youth Employability - Ecosystem-Strengthening Activities
Target group:	Young people 15-24 not exclusive

Ethiopia: Advancing Women Enterprise in Addis Ababa	
IP: CARE	
Start and end date:	November 2020 till 31 October 2023
Budget:	EUR 1,5 million
Short description:	The project aims to enhance 3,000 existing, early stage, young women-led micro and small enterprises in the formal and in-formal sectors in urban Addis Ababa with skills, finance and enabling environment needed to overcome barriers and achieve business goals.
TOC	<p>If women’s agency and ability to influence economic decision-making is increased (individually and collectively); (agency) and</p> <p>if their productive/economic role is recognised, respected and promoted (household, society and power holders); (relations / structure)</p> <p>then women will have equal access to and control over economic resources, opportunities and assets achieving equal benefits and return for their economic contribution</p>
Objectives:	<p>SO1: Strengthen the skills and capacities of 3,000 women between the ages of 18-35 and improve their access to finance and capital.</p> <p>SO2: Address harmful social norms that restrict women entrepreneurs and strengthen relations at the household and community levels to become more open and supportive of female entrepreneurs and female-led enterprises</p> <p>SO3: Create an enabling social and regulatory context for women to develop their enterprise and participate in decisions that affect their enterprise, household and community.</p>
Results	3,000 women in enterprise have an improved capacity to succeed through demand driven skills development and improved access to finance.
Activities	<p>Activity 1.1. Facilitate and deliver demand-driven skills trainings and business development services to 3,000 women entrepreneurs.</p> <p>Activity 1.2. Facilitate access to finance and capital through Village Savings and Loans Associations (VSLA)</p> <p>Activity 1.3: Establish an Innovation Fund to foster innovations by women entrepreneurs, or that advance female-led enterprises</p> <p>Activity 1.4: Facilitate access to formal finance</p> <p>Activity 2.1. Conduct ongoing Social Analysis and Action sessions with target women in enterprise, their families and communities</p> <p>Activity 2.2: Engage men and boys throughout, using CARE’s Male Engagement Strategy (MES)</p> <p>Activity 3.1. Deliver a series of demand-driven capacity building activities for service providers and market actors that are engaged in the project to change attitudes and address structural bias</p> <p>Activity 3.2: Support women and youth rights associations to conduct advocacy campaigns aiming at promoting equal opportunities for all</p> <p>Activity 3.3: Conduct role model campaigns to address the personal, social, and cultural barriers women face, aiming to inspire women through role models who have overcome similar challenges</p> <p>Activity 3.4: Facilitate visits by representatives from different government relevant ministries and directorates to witness the project impact</p>

Target group:	3000 Young female entrepreneurs
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Ethiopia: Livelihood Improvement for Women and Youth IP: SNV	
Start and end date:	July 2022 till 30 June 2026
Budget:	EUR 5,96 million
Short description:	LIWAY aims to improve livelihood of 57,000 young people in Addis Ababa by Addressing systemic challenges around employment and enterprise development
TOC	LIWAY has chosen to focus on what unites rather than divides and is organised around four Market Systems (Labour, MSE, MLE and Skills) from which poor people might earn their livelihoods.
Objectives:	Improve access of young people and women to skill development as well as employment opportunities by developing market-based solutions (improving the performance of market systems relevant to skills development & employment opportunities)
Results	To date, the LIWAY programme has facilitated the creation of increased jobs and incomes for 26,277 women and youth, of which 15,681 (60% from total) are women (young and adult female), and 18,869 (72% out the total) are youth (young female and male).
Activities	<ul style="list-style-type: none"> • Increase jobs and income for women and youth (as owners/employees) through improved growth of existing and/or creation of new enterprises by alleviating constraints that prevent entrepreneurs from starting and growing their businesses. • Labour system: Increased access to jobs for women and youth and their income by improving labour exchange functions that affect accessing more and better paying jobs • Skills system: Increased access to better jobs and income for women and youth through their enhanced employability skills by improving better functioning of skills development systems. • Increased jobs and income for women and youth in manufacturing firms through improved productivity, competitiveness and growth of the firms by alleviating constraints affecting their performance.
Target group:	Expanded LIWAY programme will aim to benefit young women and men from 15 to 35 age range and adult women with an individual income of 3,000 ETB per month.

ANNEX D. MTR RESEARCH QUESTIONS

Questions	
Relevance	<ul style="list-style-type: none"> • To what extent are the planned results, outcomes and impact of Nexus consistent with beneficiaries' needs (especially women and young people), education institutes and private sector? To what extent are they relevant to countries' needs? And to what extent are they relevant to the donor's priorities and policies? • Do beneficiaries of the projects (youth, women, private sector, education institutes and other actors) participate in the design of the project, implementation, monitoring, learning and evaluation? If so, in what sense and how? And if there are elements which contribute to the sustainability of the results and interventions? • To what extent and how did projects take into account the specific needs of young women and key populations? Are the projects gender sensitive; optimising equal opportunities for young men and women? • To what extent is private sector involved in the design and implementation of the programme? To what extent contribute this to better matching of skill with available jobs? • What are the main characteristics of the approved projects and the theories of change/intervention logic that have formulated ¹? • To what extent the projects do not have negative effects on conflict dynamics?
Coherence	<ul style="list-style-type: none"> • To what extent is Nexus compatible with other programmes and interventions as mapped in the project documents? And to interventions of other actors/donors in the countries. • <i>Internal coherence</i>: how well does Nexus fit with other interventions supported by the Netherlands in the target countries? And how do the projects fit within the Youth at heart strategy, the outline of Nexus Skills & Jobs? • <i>External coherence</i>: To what extent is there complementarity, harmonisation and co-ordination with others? And to what extent is the intervention adding value while avoiding duplication of efforts?
Efficiency	<ul style="list-style-type: none"> • To what extent are the implementing parties delivering or likely to deliver outcomes and impact in an economic (efficient use of financial resources) and timely manner? And how are project and programme management, M&E organised and implemented? • To what extent are the implementing parties delivering or likely to deliver outcomes and impact in a timely manner? • Are financial resources being used efficiently? • How are programme and project management activities organised and implemented? • And how are M&E activities organised and implemented?

¹ E.g. did projects address topics such as: Expanding work based learning; combining classroom with work place learning (e.g. traineeships, apprenticeships); Improve foundational skills (numeracy and literacy) of TVET students; Improve transferable skills like being able to be a team player, to solve problems, critical thinking, ICT skills, flexibility, but also work ethics and life skills (socio-emotional and higher-order skills); Provide career guidance and job matching; information for job seekers to identify opportunities (market demand) and job matching services; skills training for entrepreneurship combined with microfinancing or start-up capital and counselling; Strengthening quality assurance arrangements for formal and non-formal training; Professionalise teachers and trainers, both at institutions as well as job coaches and mentors. Strong links needed between teachers and employers; Develop certification frameworks including youth working in the informal sector

Effectiveness	<ul style="list-style-type: none"> • What Nexus project activities have been implemented to date? What results (output, outcome) have been realised? Is this the case for both women and men? What explains the observed level of accomplishments? How likely is it that Nexus will achieve its outcomes? • What obstacles did the Implementing Party encounter in projects' implementation? • Have the targets and indicators of the programme and the individual projects sufficiently been defined? Important to take a look at the Theories of Change and reconstruct these accordingly. • What type of intervention strategies are likely to deliver (sustainable) results in terms of youth employment? • To what extent are projects aware of conflicts and how do they make sure to integrate a Do-No-Harm approach? • To what extent did projects develop different approaches and what were the approaches, to reach out to different groups: women, refugees etc. and to what extent did young women and men equally benefit from the project?
Sustainability	<ul style="list-style-type: none"> • To what extent are the results by the Nexus programme likely to be sustainable? • Is a strategy prepared for phasing out and if so, what are its main features and how likely will it be successful? • Do these sustainability factors differ across contexts or projects? And if so, why? • Are the jobs created sustainable? • To what extent are trainings developed in projects or by partners taken up into curricula of public education system, or are planned to be taken up? As this can be a sign of sustainability of trainings.
Catalytic effects	<ul style="list-style-type: none"> • Is the Nexus programme initiating innovations² that are/might be duplicated by other actors.? • Do the investments have catalytic effects in terms of changing policies or frameworks? • Is the economic value added that will lead to spin-off effects?
Gender sensitivity	<ul style="list-style-type: none"> • Does the programme have any gender transformative effects? • Is gender effectively mainstreamed?

² Innovation can be defined as technologies or practices that are new to a given society, as the dissemination of something new in a given context, not as something new in absolute terms. (European Commission DG for International Cooperation and Development, 2016).

ANNEX E. BIGGEST DISAPPOINTMENT

Biggest disappointments with the programme so far, according to youth beneficiaries, service providers, private sector, MFA, embassy staff and implementing partners (N=913)									
	Burkina Faso	Burundi	Jordan	Niger	Somalia	Somaliland	Other	NL	Total
Training too short, suddenly stopped	49%	7%	24%	12%	23%	3%	18%	0%	21%
Unemployed after training	1%	39%	7%	0%	11%	34%	9%	0%	18%
Quality, level of training, quality of internship	2%	9%	24%	6%	11%	9%	18%	25%	13%
I did not receive a (start-up) capital, no access to finance	27%	11%	0%	0%	2%	6%	18%	0%	10%
No internship after training	0%	23%	2%	0%	2%	3%	0%	0%	9%
Lack of/quality of material to work with	4%	7%	0%	24%	0%	0%	0%	0%	4%
Disrespect from organisations, trainers	1%	1%	8%	0%	2%	0%	0%	0%	3%
No job placement, link to employers	0%	1%	3%	0%	15%	17%	9%	0%	3%
The salary is inadequate	0%	6%	1%	3%	2%	6%	18%	0%	3%
That there were no F2F sessions, the lack of live sessions	0%	0%	7%	0%	13%	0%	0%	0%	3%
Soft skills were distractive	0%	1%	5%	0%	8%	3%	0%	0%	3%
The lack of monitoring, follow-up	2%	2%	1%	21%	6%	0%	9%	0%	3%
I did not receive my certificate	0%	4%	1%	6%	4%	14%	0%	0%	3%
The lack of practical lessons	0%	0%	7%	0%	2%	3%	0%	0%	3%
The unstable, temporally contract	0%	6%	0%	0%	0%	0%	0%	0%	2%
Lack of covering of living expenses, transport	1%	3%	1%	12%	2%	0%	0%	0%	2%
Too few people trained, people remote villages did not profit from it	7%	0%	1%	6%	2%	6%	0%	0%	2%
No demands for the skills I learned, not profitable	1%	0%	3%	0%	2%	6%	0%	0%	2%
Lack of involvement key local actors	0%	1%	1%	3%	0%	6%	9%	75%	1%
Selection criteria of youth	1%	0%	3%	0%	0%	0%	0%	0%	1%
The false promises made	0%	2%	1%	0%	2%	0%	0%	0%	1%
I had to work in a different sector than I studied, not related to my university degree	1%	3%	0%	0%	0%	0%	0%	0%	1%
Lack of communication	1%	1%	2%	0%	2%	0%	9%	0%	1%
No support to start a business	2%	2%	0%	0%	4%	3%	0%	0%	1%
Training with people who do not have the same education level	0%	2%	1%	0%	0%	0%	0%	0%	1%
Corruption: Jobs/internships are given based on family/friend relations, Internships were given to people who did not follow the training	0%	2%	0%	3%	0%	0%	0%	0%	0,9%
No access to markets	2%	0%	1%	0%	0%	0%	0%	0%	0,8%
The work is heavy/the working conditions were not good	0%	1%	1%	3%	0%	0%	0%	0%	0,8%
Internship not related to skills	0%	2%	0%	0%	0%	0%	0%	0%	0,7%
Failed start-up	0%	0%	0%	0%	2%	11%	0%	0%	0,5%
I am not able to fulfil the needs of my family	1%	0%	0%	0%	0%	9%	0%	0%	0,5%
My workplace was too small/inappropriate	2%	1%	0%	0%	0%	0%	0%	0%	0,5%
Poor catering	0%	1%	0%	0%	0%	0%	0%	0%	0,5%
I live far from the training centre/stage	0%	0%	0%	9%	0%	0%	0%	0%	0,4%
I was not paid anything	0%	1%	0%	0%	0%	0%	0%	0%	0,4%
No support to start a business	0%	1%	0%	0%	2%	3%	0%	0%	0,4%

No/bad training in business management	0%	0%	0%	0%	4%	0%	0%	0%	0,4%
English course	0%	0%	1%	0%	0%	0%	0%	0%	0,3%
I do not have the same contractual rights as the other employees	0%	1%	0%	0%	0%	0%	0%	0%	0,3%
I have the same salary as people with a lower education	0%	1%	0%	0%	0%	0%	0%	0%	0,3%
Internship after training instead of work	0%	1%	0%	0%	0%	0%	0%	0%	0,3%
My boss treated me badly/the working conditions were not good	0%	1%	0%	0%	0%	0%	0%	0%	0,3%
I wait too long to do the internship	1%	0%	0%	0%	0%	3%	0%	0%	0,2%
No assistance for interns who got sick	0%	0,6%	0%	0%	0%	0%	0%	0%	0,2%
Part of our salary taken by the organisation	0%	0,3%	0,3%	0%	0%	0%	0%	0%	0,2%
Everything was bad	0%	0,6%	0,0%	0%	0%	0%	0%	0%	0,2%
I cannot meet the demands of my clients	0%	0%	0,3%	0%	0%	0%	0%	0%	0,1%
That I ended up doing different work than I hoped for	0,6%	0%	0%	0%	0%	0%	0%	0%	0,1%
The water problem	0%	0,3%	0%	0%	0%	0%	0%	0%	0,1%

ANNEX F. WORKSHOP REPORTS

JORDAN: SKILLING FOR INCREASED ECONOMIC PARTICIPATION OF YOUTH

Title: GIZ Workshop for Skilling for Increased Economic Participation of Youth in Jordan for Mid Term Review

Date November 20, 2022, Time 9:00 am- 2:00 pm

Participants				
GIZ	Hussain Technical University	Luminus college	Royal Scientific Society	Eltizam
5	2	1	1	1

1- Opening Remarks

TI opened the meeting with Tool5 presenting the objective and the agenda of workshop for the Mid Term Review MTR

GIZ explained that they are working currently with 4 training providers and introduced them in the meeting

2- Review the self-filling form on indicators

GIZ gave a brief introduction about the project and started by going through the self-filling form they submitted

Percentage of Employment

- GIZ explained Percentages of Formal employment or self/informal employment was not in their impact Criteria and there is a six months criteria to follow on job placement this process takes from day 1 to 6 months and this is not yet reported
- Each Training providers offer their own programmes in technical soft skills focused on ICT 835 graduates, 210 increased income, 110 females

Labour market Analysis

- Two Labour market analysis interventions for post-harvest and tourism are not involving ICT Training
- They were only developed for co-financing and this will be used for another phase of training not binding to GIZ in particular waiting approval
- GIZ developed the curricula for co-financing Output to develop the curricula and this will be used
- NQF level is not specified since post-harvest in Agriculture is considered a short course programme and is approved
- Tourism Programme in “Adventure tourism” is to be accredited by TVSDC and to be approved by Ministry of Tourism
- Next phase of Training National Library

3- Review project outputs and outcomes

TOT

1. HTU has a selection criterion for Trainers being enrolled in TOT course the trainers are from private companies in the industry and they obtain certificate by passing exams and ILM
2. Trainers are all working in industry in private sector
3. RSS using their employees and Princess Sumaya University and experts from ICT centre as trainers
4. Training programme duration from 3 months to 6 months

Training Programs by Training providers partners

1. Ministry of Labour is a policy and advise level and not involved in implementation
2. TVSDC role accreditation of programs. Recommended Training Topics National Sector Skills Council and offer Labour market skills soft skills technical skills and entrepreneurship skills
3. Implementing partners select the students/trainees with IT background is usually a requirement for technical courses
4. Selection of students based on several criteria:
5. Filtering through selection criteria questionnaires for age, speciality, and student not employed
 - a. Registration
 - b. English placement test
 - c. Interviews

4- Plans, challenges, risks in the next steps till the completion of the project

- Not all TPs started on the same time and different batches graduating in different times
- Contact some government agents MOE and MOL was hard
- Luminus offer online training focus on media production encouraging freelance and self-employment, Luminus didn't reimburse students
- Luminus ICT sector to sign MOUs with private sector and they responded with: I don't know the need in six months to accept graduates
- HTU offer hybrid model with some sessions in classrooms to use practical labs
- RSS offer F2F session and help in contact ICT companies they offered Internships 3- 6 months and Usually companies will recruit them after internships are done
- RSS work closely with employers to guarantee job placement and individualized
- 18 out of 300 dropped out from Luminus programme some of which that they received job offers during the training and the condition of the programme that the job placement must happen after the completion of training
- GIZ plans to hire an additional training provider to achieve the target (EFE)

Financial part

GIZ indicated that right now they are at 56% out of 5M and They expect currently at 77% and 12 months are remaining

HTU	Luminus	RSS	Eltizam
176 HTU Students graduates first patch at least 75 have a job one is entrepreneur injaz business incubator 330 in progress	AR/VR Programme graduates self-employments 13 out 22 started their own companies 300 students in total 184 completed the programme 97 out 134	300 participated started in Jan 3 batched Finished in mid-April 297 total students graduated Internships approx. 140 in internship Others 80 in Irbid unemployed 94 in Irbid were trained	100 students ICT 20 in python 80 digital marketing Python finished 10 people working out of 20 80 are undergoing interviews 40 beneficiaries 50% have been employed Committee for employment Visiting companies in Amman asking for jobs

5- Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes

Challenges

1. Challenge of programme registration and approval by MOPIC CCD took them 6 months Recommendation that GIZ to do it on behalf of implementing partner
2. Challenges of the conditions of target group that the students must be unemployed to join the programme while many students were interested but they worked in other fields (not ICT). Age of some students above the age group 18-35 registered and were interested but couldn't enrol because of this constrain
3. Liability for the company to offer vocational and educational technical skills and soft skills
4. Culture and mindset of youth that lacks Motivation and commitment
5. All beneficiaries should have graduated bachelor's degree (STEM graduated)
6. beneficiary turnover is high, they don't see a career path in the first job opportunity

Lessons learned

1. Individualize Recruitment plans
2. Reality of employers asked for higher numbers but hiring rate is lower than expectation
3. Tracer company that tracks employability after 6 months of programme
4. Eltizam Worked with MOL working with each student to personalize the support

6. Logistics and organization of the review including access to target groups and KIIs

Tools 2 and 8 already done (online survey and self-filing form)

Tool 3- Students GIZ will provide All the list of students with criteria included

Interviewing students will be online on the phone or F2F when possible

Tool 4- TVSDC, Nawal Qutub, SSC

Tool 6- RSS, Luminus, HTU, Eltizam

Confirmed on Wednesday: with 4 providers Luminus 9:00 AM, HTU 9:30 AM, RSS 10 AM, Eltizam 11 AM

Tool 7- 5 employers for each

7- Recommendations to the Nexus programme's next phase and for the MTR:

- Many job opportunities for remote work in international companies hybrid or remote
- Feature success stories for students from same batches to motivate others
- Females work harder and many from areas close to Amman don't mind commuting to work but in other governances it will be more difficult
- Employers' preferences to hire males instead of females
- GIZ like the involvement of Youth in the design of project

Elements for improvement

- Increase involvement of ICT companies provide Incentives to provide private sector
- Study Labour market need
- Assess the needs for employers
- Some ICT companies supported to have more trainees
- Final implementing body for objectives and country programme of embassy
- Duration of the programme should be longer
- Establishing start-ups and supporting them beyond training
- Involving business incubators in design of business planning and financing support
- Having different filters and involving implementing partners
- Reimbursements for Partners
- Numbers of students with Disabilities is very low due to registration being very low (4 in total were involved) HTU 1 student, Luminus 2 out 300, RSS had 1 student and dropped

Sustainability recommendation

- Support to private sector Digi skills work on Training providers and private sectors (World bank project)
- RSS work with IPA for ICT development in public sector
- Luminus is currently offering the same programs for self-funded student and sponsored students

Next Steps:

GIZ to send the list of all students for sampling 300 based on different criteria by Monday

Wednesday the meeting with Training providers the implementing partners

Thursday HTU 12 PM with students and employers

Annex A- Agenda

#	Time	Sessions	Objectives	Format	Notes/prepare
1	30'	Opening remarks	Welcome and introductions Present the schedule and objectives of the workshop Presentation of the TI Team	Plenary	TI PPP
2	30'	Review the self-filling form on indicators	Analyse results and common understanding of key challenges	Discussion in plenary	The filled forms
3	60'	Review project outputs and outcomes	Analyse the results of the on-line survey. Learn and discuss the project implementation in the specific country context	Discussion in plenary	The filled form the latest monitoring report
4	60'	Plans, challenges, risks in the next steps till the completion of the project	Understand the key issues the project has to pay attention in the remainder of the implementation	Discussion in plenary	Next annual plan or and plan till end of project
5	30'	Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes	Considering the project contribution to the achievements of the Nexus programme	Discussion in plenary	
6	15'	Logistics and organisation of the review including access to target groups and KIIs	Planning of the review	Discussion in plenary	MTR plan updated
7	30'	Recommendations to the Nexus programme and MTR	Provide the participants an opportunity to contribute to the MTR and to express their views on improvements Understanding the next steps of the MTR and to provide feedback	Discussion in plenary	List of recommendations
8	15'	Closing of the workshop	Participants provides feedback on the workshop	Wrap up by TI Chart	Workshop evaluation “what went well, what can be improved” chart

Title: Partners for good workshop for Youth JO Level Up project

Date: 21st November 2022 Time: 9 am- 2 pm

Participants		
Partners for good	Luminus college	Advance consulting (AC) implementing partner training provider for Agriculture
4	2	2

1- Opening Remarks

TI presented the Agenda of MTR and MOFA and that the project started in different times and presented Nexus objective and Indicators of the programme. The Youth JO Level up project spent one year in planning and implementation in August. The selection of Youth JO Level up places more emphasis for self-employment and entrepreneurship.

2- Review the self-filling form on indicators

Partners for Good (PFG) already filled the self-filling form tool and online survey as an indicator which were done by the project team. PFG presented their project targets and outcome and current situation in the two sectors Tourism and Agriculture.

- Tourism: 4 Months of TVET Training in tourism, and the first Tourism batch 93 students will be graduating in early January.
- Agriculture: Increased employability by 82%, the percentage was put based on that the training covers the technical part. Knowledge Gained; a 4 weeks agriculture training, 17% of the students who graduated from the second cohort in Agriculture got enrolled in a long new term training program. 2 out of 24 are employed. and Indirect: reached by this question did you share any information/skills/knowledge with anyone.
- Soft skilling programme is an online and offline programme the E-learning platform foundation skilling programme conducted online. Main topics: Entrepreneurial skills, Job readiness and soft skills and focused groups and involving partners employers Output One per sector Soft skilling programs (3) Foundational skilling and training curriculum

3- Review project outputs and outcomes

- Tourism Curricula developed June received content from GIZ for skilling by Luminous Tourism curriculum was developed by GIZ Focused more on Hospitality to be embedded in their curricula
- Agriculture developed by AC was an output from the GIZ project and adjusted to a training. Cedric from the AC added: Training providers in agriculture presented the development of curricula and implemented by different parties.
- What is the organization's mandate? The organization needs to create a post-harvest curriculum. During the application round, the proposal was still being written, but the curricula had not been written. To obtain the fund, we needed to ensure that we had a high impact. As a result, ensure that the students find work. Compare and contrast who had the

mandate. We made the decision to expand our reach into the sector and ensure that youth are employed.

- Achieve and secure project funding to ensure high-impact insurance to increase youth participation and employment in agriculture. Creating flexibility in the inception phase to make the best out of the program.
- National data training base to check if I'm working according to a certain curriculum and I need to make sure that the research I made is saved somewhere. Integration of policies not to duplicate work or work in similar projects.
- The post-harvest sector is a very small niche of the sector, with only 5- 10 jobs available each year.
- GIZ is in charge of the Postharvest curriculum. It was a good curriculum with a wider reach including management, marketing, soft skills, and hydroponics are some of the other modules available to have a better chance of employment.
- Streamlining should avoid duplication AC adapting the used flexibility to adapt to changing circumstances MLA was a base on many activities NSSC were involved in the development
- Luminous GIZ machine operator private sector and SSC develop curricula and develop with government to occupy students
- We need from the donor to look at this as a national policy and studies and research to be open for everybody and can be used as updated curricula that can be used by different projects. Can be accredited or not.
- This can be done by the national centre of education and TVSDC Enrolled in the employability program
- Receive evaluate foundational training finalize it and enrol in further foundational training
- The outcomes 2 onward the development of entrepreneurship skills from scratch for the bootcamp 300 out of 1500 Bootcamp and Expand and support the development of this skills to qualify youth
- Bootcamp ICT skills to be linked with tourism 100 students working on 60 project, 400 students in tourism sector (we are not going to face double sampling with the GIZ ICT project)
- Conducted a NSSC workshop for the demand and needs in Tourism sector
- Advance consulting offer TAT, Agriculture Fruits and vegetables Kicked off recruitment in September
- Mika from AC added, Qualifications related to the activities in the first part 1) Evaluate the applications 2) Training 3) The assessment is based on the after the foundation of training phase not based on the employment
- The implementation was delayed due to the proposal's late acceptance and the fact that they couldn't find open-source curricula and had to design their own. They have a curriculum under the soft (foundation) skills umbrella, but not under the entrepreneurial umbrella, according to Luminus.

4- Plans, challenges, risks in the next steps till the completion of the project

100 are IT students or graduates from Luminus

645 youth applied through online call for application

Using the existing employment projects with MOL

Cohort criteria for Agriculture training BSc. Agricultural engineering or experience in Agriculture
Empowerment of youth in this approach to help student research companies where they want to work.

Parameters differ according to cohorts, for every call for application that they have.

Contacted Aman to collaborate on applying the cohort by next year and to give us

They practice in the following locations:

Jordan valley/NARC/ Jordan Cooperative corporation/ Back house centre market

They are not blind to reality on the ground; rather, they act in accordance with reality.

Service providers are 9 The results are not ready for this approach

5- Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes

Cohort with orphan youth missing skills design soft skilling to jump

Agriculture and hydroponics

JCC reduced requirements to start a cooperative rather

Mushroom, Papaya and dragon fruit

Compensation for transportation: 4 JD per training day

6- Logistics and organisation of the review including access to target groups and KIIs

Students' interviews planned

- 90 under training
- 24 graduated already
- So far, no disabled beneficiaries have enrolled in the program.
- Sampling will not be done because the number is 125 students so far undergoing training and graduated

7- Recommendations to the Nexus programme and MTR:

1. Starting a project that doesn't depend on other projects deliverables
2. Extension of the programme (free extension) When you draft and write a proposal, reality is always more complicated. Application deadlines are short.
3. Internal and government approval, as well as ministerial approval. Giving applicants time to implement Reality on the ground Risks applicants and implementers connect to each project available in the country
4. Training providers want more time for projects design and preparation
5. Private sector mobilization
6. Project coordinator focus on trainer central focal point at embassy to push private sector to know contacts for employers in private sector
7. Focus on the countries employability and opportunities and role of private sector

8. There's a high national employment percentage but no opportunities
9. Cooperation with embassy flexibility
10. Donors sort out and facilitate a process for country agreement to start the NGO
11. National database to have access to a database of training programs and curricula
12. Part of employment recruitment and matchmaking during the project annual matchmaking events that are scheduled for the new year

Closing of the workshop

TI Team summarized the workshop results and thanked all service providers and PFG team members for their participation and waiting for contacts for stakeholders' beneficiaries and employers

Annex A- Agenda

#	Time	Sessions	Objectives	Format	Notes/prepare
1	30'	Opening remarks	Welcome and introductions Present the schedule and objectives of the workshop Presentation of the TI Team	Plenary	TI PPP
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4	60'	Plans, challenges, risks in the next steps till the completion of the project	Understand the key issues the project has to pay attention in the remainder of the implementation	Discussion in plenary	Next annual plan or and plan till end of project
5	30'	Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes	Considering the project contribution to the achievements of the Nexus programme	Discussion in plenary	
6	15'	Logistics and organisation of the review including access to target groups and KIIs	Planning of the review	Discussion in plenary	MTR plan updated
7	30'	Recommendations to the Nexus programme and MTR	Provide the participants an opportunity to contribute to the MTR and to express their views on improvements Understanding the next steps of the MTR and to provide feedback	Discussion in plenary	List of recommendations
8	15'	Closing of the workshop	Participants provides feedback on the workshop	Wrap up by TI Chart	Workshop evaluation "what went well, what can be improved" chart

Workshop Report

The workshop took place in Bujumbura on 14 November 2022. Participants in the workshop represented the following organisations:

Participants				
CREOP-Jeunes	AFORGER	INFINITY GROUP	CEMAC	SPARK
2	2	2	2	4

I. Introduction

TI started the workshop by explaining the objectives of the Nexus programme: to contribute to inclusive sustainable development, the aim of this fund is to achieve the following interconnected results (outcomes) among young men and women:

- a) empowerment through increased skills;
- b) increased opportunities for economic participation, including employment and self-employment

By concentrating on connecting skills development with job opportunities in an integrated manner, young men and women will be supported to find a decent job, take control of their lives, and build better prospects for themselves, their families and their communities.

The purpose of the MTR is to assess the achievements of various projects in a selected number of countries towards reaching the Nexus objectives.

II. Presentation of activities of the project

1. After a presentation of the participants the activities of the project are presented which are:

- Coaching;
- Capacity strengthening of young entrepreneurs
- Identification of the needs of SME's
- Training of youth in professional competencies
- Training in business plan development
- Searching positions of internship for youth.
- Job creation through professional internships

2. The objectives and success indicators of the project « AKAZI KEZA »:

A. Objectives:

- Contribute to sustainable development
- Increase competencies and capacities
- Create opportunities for setting up a business
- Strengthen employability
- Create job opportunities for youth

B. Success indicators:

- number of youths trained
- number of youths employed
- number of youths assisted

III- Review project outputs and outcomes

The project shared a number of results achieved so far and these were discussed with the team. TI raised a number of questions regarding the context of the project.

Implementation status

Indicators	Target from documentation	Progress reported	Explanation of over or underperformance
Output 1.1: 1800 youth trained in technical skills	1800	514	
Output 1.2: 2200 youth trained in employability skills	2200	1700	
Output 1.3: 1 Job & Business Desk set up, managed and used for internships and jobs Number of internships provided to youth	1 2000	1 877	Challenges: absorption capacity of the private sector is limited; About 60% of internships lead to employment; Companies are not willing to pay for transport costs for interns.
Output 2.1: 450 potential new entrepreneurs trained in business skills	450	280	Challenges: Mindset of the trainees and their clients. Lack of capital; Migration of youth because of marriage, employment etc.; Competition; Destabilisation of SMEs by big companies; Mismanagement of Cooperatives; Businesswomen react not sufficiently to sensibilisation;
The Output 2.2: 150 start-ups established & coached/mentored	150	101	.
Output 2.3: 150 starting entrepreneurs assisted through bureaucratic procedures (helpline, advisory services)	150	94	.
Output 2.4: 100 starting entrepreneurs linked to existing financial institutions for a grant and/or loan	100	56	.
Output 3.1: 600 existing entrepreneurs trained in business skills	600	435	
Output 3.2: 300 existing entrepreneurs coached and/or mentored	300	192	
Output 3.3: 200 existing entrepreneurs trained in technical skills	200	114	

Output 3.4: 300 existing entrepreneurs assisted through bureaucratic procedures (helpline, advisory services)	300	190	
Output 3.5: 200 existing entrepreneurs linked to existing financial institutions for a grant and/or loan	200	135	
OUTCOME 4: Sustainable incubators well positioned in the business market of Burundi	3	0	
Output 4.1: Incubators management skilled and formally registered Number of incubator staff trained	9	13	
Output indicator 4.1.2: formal governance documents agreed	3	8	

In the discussion with the team the following challenges were mentioned the impacted the results achieved so far:

- There is no government policy regarding internships in Burundi.
- Private sector is reluctant to accept interns.
- Interns face all kinds of costs which makes it difficult for them to do internships. Reason why the project provides some financial assistance.
- The project recruits more candidates for training than there are internship positions
- Absorption capacity is a key challenge
- Conversion from internship to employment is a challenge. Only 60% of interns get a job.
- Companies are not willing to accept certain costs like raw materials used, transport costs, meals etc.
- Sometimes youth don't have the right mindset for an internship or a full-time job
- For youth starting a business the shortage of capital is a key challenge
- There is a wide variety in approaches among different donors which leads to competition and non-aligned approaches
- SME's often finds themselves in a difficult economic position because of competition with big companies

6- Logistics and organisation of the review including access to target groups and KIIs

TI explained that the two enumerators were going to have interviews with youth beneficiaries while the local expert would concentrate on meeting with local organisations and the private sector. He asked for detailed information regarding the beneficiaries in order to plan for the field work. It was agreed that this information would be provided.

Conclusion

The evaluator closed the meeting in thanking all participants for their contributions in the discussion.

Workshop Report

The workshop took place in Bujumbura on 14 November 2022. Participants in the workshop represented the following organisations:

Participants				
BOOSTER-SEC	CNJ	SPONGE	Coaches and trainers	TI
7	2	2	7	4

I. Introduction

TI started the workshop by explaining the objectives of the Nexus programme: to contribute to inclusive sustainable development, the aim of this fund is to achieve the following interconnected results (outcomes) among young men and women:

- a) empowerment through increased skills;
- b) increased opportunities for economic participation, including employment and self-employment

By concentrating on connecting skills development with job opportunities in an integrated manner, young men and women will be supported to find a decent job, take control of their lives, and build better prospects for themselves, their families and their communities.

The purpose of the MTR is to assess the achievements of various projects in a selected number of countries towards reaching the Nexus objectives.

2- Review the self-filling form on indicators

Before the start of the mission the project had extensive communication with TI about the self-filling form which was presented at the workshop and discussed with all participants.

Indicators	Target from documentation	Progress reported	Explanation of over or under performance
1.1.1 # of civil society and private sector actors actively addressing favourable conditions for (self) employment	30	18	On track, planned to reach 20 at the end of 2022
1.1.2 # of civil society and private sector actors of which the capacity to address favourable conditions for (self-) employment is built	30	84	Over performance, for well-functioning regional platforms in three regions it was necessary to train more actors than originally planned
1.2.1 # of multistakeholder platforms implementing regional action plans to promote youth (self-) employment in a sustainable way	3	3	The regional platforms have been set up with action plans whose implementation will continue in the following years with a focus on actions to promote employment and sustainability actions
1.3.1 # of successful dialogue sessions between state actors and regional youth employment platforms	12	8	On track
1.3.2 # of national events and networks in which regional platform actors participate	6	1	Delayed, establishing regional platforms took more time, but overall target still realistic
1.3.3 # of monitoring reports on national youth (self-) employment policies and practices at the regional level.	3	1	On track
2.1 # and % of youth that finished training which can be attributed to activities of Job Booster entity (M/F, IDP)	11.000	5.234	Slightly delayed, but overall target still realistic

2.1.1 # of capacitated CBOs raising awareness on youth employment in three regions	63	48	Under performance, the overall target to capacitate 63 CBOs is not relevant anymore because it is not possible to work in all communes as planned due to the insecurity situation. We plan to capacitate 6 additional CBO's
2.1.2: # of youth, parents, women, community leaders who participated in sensitization meetings on (self-) employment opportunities.	13.000	9.276	On track, we even expect to reach more than planned
2.2.1 # of communication national/regional communication tools developed	12	8	On track
2.2.2 # of communes with mapped business opportunities for youth (with specific strategy for women, IDP, ...)	75	15	Under performance, due to the deteriorated security situation it is not possible to work in all communes as planned
2.2.3 # of youth (M/F) participating in sensitization meetings (selected/not selected for follow-up)	15.000	14.305	On track, we even expect to reach more than planned. Youth are enthusiastic to receive Job Booster services and many of them register for the selection procedure
2.2.4 # of women's groups, farmers' organizations and other associations working with vulnerable people to employment opportunities (self-employment) and promising jobs in the SEC regions reached	65	99	Over performance, there are many (in) formal groups and associations in the three regions, and we would like to reach them all to sensitize a broad range of people
2.3.1 # of adjusted quality demand driven trainings that are offered in the three target regions	10	6	On track, this is based on the need. We do not expect to develop additional trainings.
2.3.2 #Number of MoUs signed with training providers and TVETs to provide quality training to youth	0	30	On track, we continue to work with the 19 training providers/consultants that were contracted in 2021 and we work with at least 11 additional in 2022.
2.3.3 # of training providers strengthened to provide demand-driven training	Based on need	25	On track
2.3.4 # of youth with limited educational background trained on basic numeracy and literacy	1500	1450	On track, we even expect to reach more than planned in 2023, because there is a high demand for this type of training among youth in the target region
2.3.5 # of youth who are enrolled in quality demand driven training	11.000	5.234	Slightly delayed, but overall target still realistic
3.1 # of youth (self-) employed 6 months after finalizing the training (self-employment/employment, M/F)	10.000	2409	Delayed, the contracting, training and coaching process of the first batch took more time as expected. The process is adjusted and more closely monitored since a few months and we expect to reach the overall target as planned before the end of 2023.
3.1.1 % of operational costs that is covered by own income from service delivery	10%	6%	On track. This is reported annually, reported value is from 2021
3.1.1a total amount of contribution for training (XOF) Annual reporting		5000 CFA	
3.2.1 Average amount of income per month of self-employed youth after six months (M/F)		65,824 CFA	This is an estimate
Number of youths having access to credit	250	150	
3.2.5 # of youth entrepreneurs coached towards self-employment (M/F)	10.250	2556	Delayed, the contracting, training and coaching process of the first batch took more time as expected. The process is adjusted and more closely monitored since a few months and we expect to reach the overall target as planned before the end of 2023.
3.3.1 Average amount of income +per month of employed youth after six months (M/F)			
3.3.2 # of successful employment mediations (M/F)	1500	50	Under performance, we experienced that 1) youth prefer to start their own business and 2) due to the security situation there are hardly any opportunities for wage employment. We expect wage employment

			to be lower than originally planned. Instead, we will reach more youth with self-employment
3.3.3 # of youth enterprises supported to mentor young employees and/or on-the-job training	750	4	Under performance, but from 2023 we will integrate this support in the coaching for all enterprises to support dignified employment

Key challenges:

- Because of the security situation the project had to withdraw from some regions where implementation was planned for.
- In these regions both government organisations as well as businesses pulled out leaving a vacuum for support to youth
- Most self-employed youth do not register their company because the registration fee is 45.000 CFA.
- For youth starting a business the shortage of capital is often a key challenge
- The project considers beneficiaries as clients. Every youth entering the programme has to pay CFA 5000. Only the most deprived youth pay nothing.
- The project works with more than 45 coaches. This high number is explained because of the length of the coaching process (6 months) and the regional spread of the project.
- The regional platforms, outcome 1 managed by SPONGE, function well but it is difficult to identify results indicators for their important work. The platforms need financing to further improve their functioning. The plan is to integrate them in SPONGE which is an umbrella organisation of 150 NGO's

Recommendations

- Students from TVET schools have no entrepreneurial skills, this should be integrated in their curricula.
- The project should be extended to the whole country, not just 3 provinces
- People with disabilities should get special attention when it comes to training and self-employment
- Staff is of the opinion that TVET and informal training can go well hand in hand
- Coaching is very important but should be done during a longer period than 6 months.

6- Logistics and organisation of the review including access to target groups and KIIs

TI explained that the three enumerators were going to have interviews with youth beneficiaries. He asked for detailed information regarding the beneficiaries in order to plan for the field work. It was agreed that this information would be provided.

Conclusion

The evaluator closed the meeting in thanking all participants for their contributions in the discussion.

MTR-TI Workshop for CYWEE project

Minutes: The workshop organized by Transition International. The objectives of the workshop were to exchange information of the MTR agenda and experiences of Iftiin Foundation as they are the implementing agency of the CYWEE project.

Date January 09, 2023, Time 9:00 am – 1:00 pm

Participants		
Transition International	Iftiin Foundation Participants	RAAGSAN Consulting participants
1	6	5

1- Opening Remarks

TI opened the meeting using Tool 5 by presenting the objectives and the agenda of workshop for the Mid Term Review MTR.TI also talked about the purpose the workshop that this MTR is not a project evaluation, it is only to know progress against project indicators using self-filing forms, how nexus can be improved, points of attentions to be addressed during the field mission.

Iftiin Foundation explained that they are working currently with different training providers and introduced them in the meeting.

2- Review the self-filling form on indicators

Sagal gave a brief introduction about the project and started by going through the self-filling form submitted by Iftiin Foundation.

Percentage of Employment

- Iftiin explained Percentages of Formal employment or self/informal employment was not in their impact Criteria and there’s six months criteria to follow on job placement this process takes from day 1 to 6 months and this is not yet reported
- Each Training providers offer their own programme in technical soft skills focused on ICT 120 graduates, 70 males, 50 females

Labour market Analysis

- 48 were employed at conclusion of pilot.
- 16 were employed at Conclusion of pilot.
- 169 youth beneficiaries reached at the conclusion of pilot project
- And 29 jobs created for youth
- 93 youth employed at conclusion of the project.

3- Review project outputs and outcomes

1. Building Support System for Youth

2. To improve mental health and social wellbeing (emotional regulation, pro-social attitudes, improved functioning)
3. Training of mental health paraprofessionals
4. Establishment of The Center for Youth Wellness, Employment & Excellence (CYWEE) in City University

Training Programs by Training providers partners

1. Iftiin Foundation is a policy implementation Firm and its mission is to empower youth socially and economically through holistic entrepreneurial, technical and leadership skills development programs.
 - Interpersonal skills
 - Interviews skills
 - Job creatin skills

Challenges, risks in the next steps till the completion of the project

- Mental health issues are endemic in Somalia due to the longstanding conflict,
- Getting a job in Somalia and Somaliland is very hard
- Un Employment
- sedentary lifestyles,
- inadequate mental health screening systems
- Inflation
- Luck of Skills
- Nepotism
- Social Norms
- Did not achieve tangible go

Financial part

Mohamed, the financial manager of the programme at Iftiin Foundation indicated that right now they are at 56% out of 5M and They expect currently at 77% and 12 months are remaining

Key CYWEE Stakeholders

- City University Management
- Iftiin Foundation Management
- Iftiin Foundation Mental Health Supervisor: Ahmed Hassan
- Iftiin Foundation Pilot Project M&E: Sagal Abdulkadir Ali
- 29 CYWEE Male & 28 Female Mentors that conducted job information sessions & mentored youth enrolled in CYWEE Intervention
- Iftiin Foundation Mental Health Supervisor: Ahmed Hassan
- Iftiin Foundation Pilot Project M&E:

4- Plans, challenges, risks in the next steps till the completion of the project

1. In March 2022 when the pilot concluded there was a general hiring freeze.
2. The pandemic also impacted the economy

3. job readiness training, mentorship, and counselling alone was not sufficient for youth to acquire jobs
4. Training youth in a vocation that is highly in demand in the job market, will lead to better opportunities for youth to secure jobs
5. Culture and mindset of youth that lacks Motivation and commitment
6. All beneficiaries should have graduated bachelor's degree
7. beneficiary turnover is high, they don't see a career path in the first job opportunity

5- Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes

1. Individualize Recruitment plans
2. Reality of employers asked for higher numbers but hiring rate is lower than expectation
3. Tracer company that tracks employability after 6 months of programme
4. Eltizam Worked with MOL working with each student to personalize the support

Using Tools for the Project organization of the review including access to target groups and KIIs

During the MTR with Iftiin Foundation, 5 Tools will be used:

1. Tool 3 survey youth beneficiaries
2. Tool 4 KII stakeholders
3. Tool 6 KII service providers
4. Tool 7 KII potential employees
5. Tool 8 Self filing form on progress (which Iftiin Foundation already filled)

Tool 3 - Students Iftiin will provide All the list of students with criteria included and Raagsan together with TI are planning to interview all the 120 beneficiaries.

6- Recommendations to the Nexus programme's next phase and for the MTR:

- To have a mental health system
- The mental health to be a Programme
- Employer's preferences to hire males instead of females
- Iftiin like the involvement of Youth in the design of project
- Encourage local employers to hire youth Registering I

Elements for improvement

- Study Labour market need
- Assess the needs for Youth
- Youth skills be improved
- Training community-based counsellors

Sustainability recommendation

- Support to private sector Digi skills work on Training providers and private sectors (Nexus Programme)
- To Continue the Training so that in the youth get jobs in the future
- Set up Local financial system

- To continue Creating a job for the Somalia and Somaliland Youth Training of mental health paraprofessionals

Next Steps:

Iftiin Foundation to send the list of all students for sampling 120 based on different criteria by Mid of January the meeting with Training providers the implementing partners with students and employers

7. Logistics and organization of the review including access to target groups and KIIs

Annex A - Agenda

#	Time	Sessions	Objectives	Format	Notes/prepare
1	30'	Opening Workshop	Welcome and introductions Present the schedule and objectives of the workshop Presentation	Plenary	
2	30'	Review the self-filling form on indicators	Analyse results and common understanding of key challenges	Discussion in plenary	The filled forms
3	60'	Review project outputs and outcomes	Analyse the results of the on-line survey. Learn and discuss the project implementation in the specific country context	Discussion in plenary	The filled form the latest monitoring report
4	60'	Plans, challenges, risks in the next steps till the completion of the project	Understand the key issues the project has to pay attention in the remainder of the implementation	Discussion in plenary	Next annual plan or and plan till end of project
5	30'	Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes	Considering the project contribution to the achievements of the Nexus programme	Discussion in plenary	
6	15'	Logistics and organisation of the review including access to target groups and KIIs	Planning of the review	Discussion in plenary	MTR plan updated
7	30'	Recommendations to the Nexus programme and MTR	Provide the participants an opportunity to contribute to the MTR and to express their views on improvements Understanding the next steps of the MTR and to provide feedback	Discussion in plenary	List of recommendations
8	15'	Closing of the workshop	Participants provides feedback on the workshop	Wrap up by TI Chart	Workshop evaluation "what went well, what can be improved" chart

MTR workshop for YEEL project- Somaliland

Date: 08th Jan 2023 Time: 9 am- 2 pm

Participants		
Transition international/RAAGSAN	YEEL	Implementing partners
3	8	3

1- Opening Remarks

Participants and opened with introductions and the agenda of the MTR was presented. TI presented about the project purposes and when it started in different times and presented Nexus objective and Indicators of the program. The activities as well as the outcomes of the project were presented.

2- Review the self-filling form on indicators

YEEL already filled the self-filling form tool (but not the online survey yet) as an indicator which were done by the project team. YEEL, presented their project targets, outcomes, and current situation of the two sectors: the entrepreneurship training and start-up businesses as well as the job connection for the previously trained youth.

- 1st Outcome: YEEL conducted a research study in the inception phase to assess the needs of the community and the youth including which IDP camps to target and why?
- YEEL targeted 50 youth (27 females and 23 male) from the IDPs and trained them in a 4-month entrepreneurship programme and in a 4-month job readiness program.
- 28 out of the 50 youth were given grants for start-up businesses and 9 businesses were established in 2 to 3 groups of trained youth and 7 of those businesses are still active.
- 18 out of the 22 trained and skilled youths were taken to different potential employers to get jobs even though it was very challenging to conduct the job connections for these youth due to the nepotism and clan dynamics that the employers were also looking the challenges and perspectives that the employers had in terms of the doubts on hiring IDP youth.

3- Review project outputs and outcomes

- The youth beneficiaries were all selected from the IDP camps. The target was 5 IDP camps but YEEL was able to reach 12 IDP camps in total.
- YEEL has engaged individual trainers/experts and freelancer as service providers and did not have any steering committee involved. The project does not have a steering committee and the oversight is managed by the board.
- Some of YEEL staff were also supporting the training such as assisting the training experts.
- 25 trained and skilled youth that YEEL connected to jobs (Tailors, electricians, plumbers, beauticians)
- YEEL realized the previously trained youth by other organizations did not have many skills. YEEL tried supporting them with decoration skills during the soft skills. YEEL made market analysis and found out decoration is in the market especially for women.

- The difficult part was the job connection part for the other groups. Entrepreneurship is working but the job placement is very challenging.
- YEEL confirmed that they involved the employers from the start to know and learn about the programme so that they can support them later. However, it was still difficult to connect the skilled and trained youth to employers as the employers were not confident enough of the youth background and also would rather employ someone they can trust, i.e; their clan or sub-clan members.
- World Bank, EU, UNDP, SCI, and ILO were supporting the national labour policy for the Somaliland MoLSA (Find a copy).
- The policy will support enforcing the job connection with the employers.
- The Ministry of Education accredits the training programs but MoLSA accredits all employment training programs.
- The Ministry of Education signs the certificates but YEEL did not provide accredited certificates.
- YEEL put a lot of effort into the core structure of the project. YEEL monitors the businesses and conducts spot-checks on a monthly basis to assess the progress of the business, the challenges they have and the solutions they have developed for any hick-ups.
- The mental health advisor supported the girls with psychological counselling to discuss their fears and insecurity and what they need. YEEL also recorded the progress and the slow improvement of the girl's confidence and empowerment because of the counselling they received.
- Empowering the girls supported with income earning for the families by working and being confident enough to start their own businesses.
- There were no beneficiaries with disabilities that were enrolled in the program.
- The selection of the beneficiaries was conducted by the camp leaders as they are more familiar with their community members and can select the right youth for the program.
- The selection was made by the camp leaders and they faced many challenges with the selection process as the target number was limited and the community is large in number but they managed to select the beneficiaries based on the criteria they were provided.

4- Plans, challenges, risks in the next steps till the completion of the project

- YEEL proposed to the employers that they will provide skilled and trained youth and requested the employers to make them interns and later employ some of them.
- YEEL is receiving an extension of the programme from the donor as this was a pilot phase.
- YEEL are aiming to focus and concentrate on the entrepreneurship programme including the training and investing in small businesses rather than conducting the job connections for trained youth because it was quite challenging during the pilot phase. The Embassy have approved this proposition by YEEL and will supported accordingly

5- Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes

Achievements:

1. The IDPs are extremely motivated and committed to change their lives
2. The YEEL team are highly qualified and businesspeople

3. The project was able to reach 12 IDP camps rather than the targeted 5 IDP camps.

Challenges:

- Conflict resolution and management of issues related to the IDPs. The camp leaders signed a contract including how they will be able to solve any issues from each camp. The contract also gives the camp leaders the responsibility to handle anyone who will be involved in any embezzlement, corruptions or misconducts.
- The pilot project targeted 50 youth with the goal of providing jobs to all of them for at least 6 months. The realization of the targets for employment and self-employment planned at about 50% in the design of the project was limited by.
 - The low involvement of some key stakeholder like the Ministry of Education in relation to access to regular skills programmes for IDPs.
 - The very limited resources that could be earmarked to pay incentives to the employers to offer internship finalized to the employment of the proposed youth
- The initial targeting of about 75 youth out of which 50 were selected after a joint assessment with the Camps' Leaders, was not sufficient to overcome the issue that some beneficiaries were not committed enough or could not ensure a regular participation, that required an extra follow up effort.
- Delayed payments due to the project by Nexus which had slowed down the pace of the training of youth.
- The expectations of quick employment by youth that considered the 4-month training programme too long and repeatedly requested to shorten it.
- Extra time and targeted support of the mental health advisor was required to gain a youth females' participation and empowerment during the training.
- The business start-ups: the 9 businesses were established by associating the youth in groups. Some of the group members quitted or drop out after starting the business. For example, Midnimo group which had 3 members, after 6 months is left with one member. Two groups dissolved immediately after receiving the grants. Currently 7 business are still operating.
- The competition in the labour market between the local youth and the young refugees from Yemen and Syria who are better skilled and ready to accept any available job and the advantage for the employers that can count on workers willing to accept lower income without paying tax insurance required for national youth.

6- Recommendations to the Nexus programme's next phase and for the MTR:

1. Provide incentives to the youth (stipends) during the internship
2. Provide incentives to the employers to take the youth in internship and apprenticeship
3. Extension of the project life span to increase its impact
4. Increasing the coverage of target groups both IDPs and other groups.
5. Strengthen the communication and awareness among all stakeholders involved in the project
6. Evolve the start-up schemes by focusing more on individual start-ups rather than group start-ups.
7. Strengthen the participation of YEEL in the Ministry of Employment's network and events with the participation of employers

7. Logistics and organization of the review including access to target groups and KIIs

YEEL regularly monitored the employed and self-employed youth throughout the project and tracked them after 6 months from the project conclusion. The situation at the time of the MTR is as follows:

- Out of the 25 youth that were trained on the self-employment stream, 18 are currently employed while 10 are unemployed
- Out of the 25 trained and skilled youth that were supported to find employment through the job connection mechanism in occupations like tailors, electricians, drivers, beauticians etc.
 - 22 were included in internship
 - 18 were placed directly after the training
 - 4 did their job search.
- At the time of the MTR:
 - 3 of those offered internship are still employed
 - 12 of the those directly placed or that found job through individual job search. Are still employed
 - 2 reported they never found employment

Closing of the workshop

TI Team summarized the workshop results and thanked all service providers and YEEL team members for their participation and waiting for contacts for stakeholders, beneficiaries, and employers.

Annex A- Agenda

#	Time	Sessions	Objectives	Format	Notes/prepare
1	30'	Opening remarks	Welcome and introductions Present the schedule and objectives of the workshop Presentation of the TI Team	Plenary	TI PPP
2	30'	Review the self-filling form on indicators	Analyse results and common understanding of key challenges	Discussion in plenary	The filled forms
3	60'	Review project outputs and outcomes	Analyse the results of the on-line survey. Learn and discuss the project implementation in the specific country context	Discussion in plenary	The filled form the latest monitoring report
4	60'	Plans, challenges, risks in the next steps till the completion of the project	Understand the key issues the project has to pay attention in the remainder of the implementation	Discussion in plenary	Next annual plan or and plan till end of project
5	30'	Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes	Considering the project contribution to the achievements of the Nexus programme	Discussion in plenary	
6	15'	Logistics and organisation of the review including access to target groups and KIIs	Planning of the review	Discussion in plenary	MTR plan updated
7	30'	Recommendations to the Nexus programme and MTR	Provide the participants an opportunity to contribute to the MTR and to express their views on improvements Understanding the next steps of the MTR and to provide feedback	Discussion in plenary	List of recommendations
8	15'	Closing of the workshop	Participants provides feedback on the workshop	Wrap up by TI Chart	Workshop evaluation "what went well, what can be improved" chart

NIGER: PROMOTION DE L'EMPLOYABILITE ET DE L'INSERTION ÉCONOMIQUE DES JEUNES (PEMIJ)

MTR-TI Workshop for PEMIJ project

Les réunions préparatoires ont permis de disposer pour les deux régions de Dosso et Tillabéri d'un certain nombre de documents dont : la liste des jeunes bénéficiaires, celle des employeurs, celle des prestataires de services (services de formation et d'appui aux entreprises, chaînes de valeur, etc.) et elle des parties prenantes concernées (personnel clé des ministères, autorités, ambassade des Pays-Bas).

Par ailleurs, un chronogramme a été élaboré et retenu pour le mois de janvier 2023 ainsi que des termes de référence relatifs aux nécessités de logistiques pour les déplacements de Niamey aux deux régions et à l'intérieur de celles-ci de la meilleure façon qui soit afin d'atteindre tous les groupes cibles de manière efficace.

L'équipe TI a également préparé avec l'appui du chef de projet et de ses collaborateurs l'échantillon aléatoire pour pouvoir réaliser les entretiens appropriés et face à face ou éventuellement par téléphone dans les deux régions de Dosso et Tillabéri, avec (i) au moins 374 jeunes hommes et femmes bénéficiaires du PEMIJ dans les deux régions de Dosso et Tillabéri, pour lesquels il est prévu l'outil 3 ; (ii) un minimum de 80 informateurs clés (KII) (soit 40 parties prenantes, 20 prestataires de services, 20 employeurs et représentants du secteur privé) au moyen les outils 4, 6, 7.

Au cours de l'atelier, les données et informations déjà reçues pendant la phase préparatoire et de pré-cadrage et indiquées ci-dessus ont fait l'objet des préoccupations et de la nécessité d'avoir les interlocuteurs cibles en présentiel. L'équipe TI n'a aucun élément de l'enquête (sondage) en ligne avec certaines structures (outil 2) et réalisé depuis le siège de TI.

Participants	
PEMIJ	Partenaires de mise en œuvre
4	2

1- Opening Remarks

Le chef de projet a ouvert la séance pour les salutations d'usage et pour signaler les excuses du représentant du Ministère en charge de l'EFTP. Chacun des participants s'est ensuite présenté. Il a également indiqué qu'il a jugé pertinent et utile de faire participer les responsables régionaux du projet PEMIJ, venus de Dosso et de Tillabéri.

Prenant la parole à son tour, l'expert national a présenté l'objectif et l'ordre du jour de l'atelier pour l'examen à mi-parcours. Il a attiré l'attention des participants sur le fait que la mise en place de l'équipe du projet datant de janvier 2022 (donc moins d'une année), l'évaluation n'est pas réellement à mi-parcours pour PEMIJ. On parlera plutôt d'évaluation / accompagnement, même si les critères d'évaluation de projet restent en l'espèce valables. Cette intervention a permis d'aborder quelques clarifications notionnelles, voire conceptuelles et indications méthodologiques. Ainsi des notions comme celle de structure faïtière donnant souvent lieu à des conflits de positionnement ou de leadership au point d'annihiler les efforts consentis et les énergies mobilisées ainsi que, par conséquent, les objectifs et les résultats attendus. La confusion notionnelle peut influencer l'établissement des listes des personnes à rencontrer pour la collecte des données et fragiliser, si on n'y fait pas attention, les résultats

et analyses statistiques. Quant au concept d'autonomie, celle des apprenants au cœur du PEMIJ, bien que cela soit nécessaire, il ne sera pas suffisant pour toute politique nationale prenant en compte les difficultés des jeunes en matière d'emploi et, de façon plus globale, d'accès à l'autonomie, de concentrer tous les efforts sur le couple compétences-emploi. Car pour accéder à l'emploi et à l'autonomie, un jeune a besoin de mobiliser différents types de ressources et d'accompagnements, auxquels il a peu ou pas du tout accès. Or, les contraintes qui l'enveloppent et l'entravent se renforcent l'une, l'autre, dans un parcours de combattant qui semble le réduire au fatalisme. Les problèmes de santé qui peuvent l'étreindre, les difficultés d'accès et d'accessibilité à un logement locatif propre ou aux moyens de transport qui le découragent chaque jour, le sentiment d'être l'oublié au bord de la rue de la vie ainsi que, souvent, l'absence d'une ressource donnée constituent un blocage et empêchent le jeune de valoriser celles dont il dispose. Encore faudra-t-il intégrer la question cruciale de la référencement des niveaux de compétences et de qualifications afin de donner aux plus aptes et volontaires des apprenants des perspectives de parcours de formation qui puissent renforcer leurs motivations. Il est incontestable que le développement des compétences techniques et professionnelles peut lever ou tout au moins contribuer à réduire ce blocage et permettre aux jeunes de franchir la barrière et d'engager un parcours d'insertion, qui sera plus ou moins long et difficilement linéaire. On sait aussi combien et comment l'indicateur de liberté, c'est-à-dire combien et comment les questions relatives aux libertés individuelles (liberté d'expression, de croyance, le droit d'association, d'organisation et l'autonomie des individus) contribuent grandement à l'autonomie visée.

2- Review the self-filling form on indicators

Le document présenté et projeté par PowerPoint a été rempli sur la base des indicateurs qui entrent dans le cadre de la planification de mise en œuvre et qui, à l'évidence, ne peuvent être renseignés au stade actuel. L'analyse des concepts d'autonomie des jeunes et des emplois le plus souvent disponibles a permis de relever qu'il existe une inactivité très préoccupante face à un emploi informel (taux d'emploi informel : 91,3%, en 2018 au Niger). En effet, il est devenu une sorte de normalité qui s'impose au fil du temps, pendant que le secteur formel paraît parfois difficile à différencier de cet informel.

Programmes de formation par des partenaires fournisseurs de formation

Le Ministère de l'Enseignement Technique et de la Formation Professionnelle est un niveau de politique et de mise en œuvre la volonté des autorités de développer l'enseignement et la formation techniques et professionnels afin de créer les conditions d'insertion professionnelle et d'employabilité des jeunes. Sa position de partie prenante mérite d'être renforcé par des voies et des démarches beaucoup plus pertinentes. Cette volonté des autorités de faire du sous-secteur de l'EFTP un levier de croissance et de développement socio-économique s'est traduite surtout par la forte augmentation du nombre d'établissements d'EFTP, entre 2010 et 2017 (le nombre d'établissements a été multiplié par plus de 11, passant de 34 à 389) sans que soient pris en compte tous les paramètres de fonctionnalité, de qualité, de viabilité et soutenabilité des dispositifs mis en place. Il faut noter que 389 établissements et centres créés (textes réglementaires de création) ne sont ni tous construits ni tous équipés.¹

La question des programmes de formation reste un axe majeur du ministère mais ce processus est inachevé.

3- Review project outputs and outcomes

		Février 2022	30 novembre 2022	Observations
Pour la région de Dosso	Mise en œuvre avec l'avantage d'être dans la dynamique de consolidation des acquis de FOPROR	Démarrage des activités dans les 12 SIFA, ainsi que les 2 CFA et les ateliers privés avec l'apprentissage tutoré	6 401 jeunes sur les 3 050 prévus pour l'année 2022, soit 177,56% de réalisation dont 977 ont achevé la formation au 30.11. 2022 pour une provision de 1 550, soit un taux d'achèvement de 64,32%.	Ces actions de formation et les différents appuis seront orientés vers les domaines prioritaires en synergie avec le projet PROMEL. Les filières ciblées sont : la pomme de terre, l'arachide, le riz et le poisson
Pour la région de Tillabéri	Identification des sites d'intervention sous la houlette du Conseil régional, qui constitue l'étape importante pour le déploiement des différents dispositifs de formation et d'insertion des jeunes	Soit sept (7) communes (Imanan, Tondikandia, Tagazar, Namaro, Kourtey, Hamdalley et Youri) retenues pour accueillir les dispositifs de SIFA, CFM et PF/EOJ. Orienter les appuis du projet dans les métiers porteurs favorables à l'employabilité et l'insertion économique des jeunes. Il s'agit des filières de : pomme de terre, riz et poisson	des conventions de partenariat signées avec CCPHN, FUCOPRI et RPPT, ont permis de mettre en formation 600 jeunes, dont 400 jeunes à Tillabéri et 200 jeunes à Dosso. A la suite d'une étude réalisée dans le domaine de l'artisanat, 38 jeunes en apprentissage tutoré au sein de 10 ateliers privés dans les communes de la région de Tillabéri. Lancement de l'apprentissage dual en janvier 2023 en collaboration avec la fédération nationale des artisans du Niger (FNAN).	Le domaine de BTP et de l'hôtellerie restauration ont été également ciblés, comme domaines porteurs d'emploi et de revenus pour les jeunes des deux régions Prévisions : BTP : 100 jeunes en apprentissage tutoré, 500 jeunes en stages professionnel et 100 jeunes en contrat de travail pour le 1er emploi. Hôtellerie et restauration : 500 jeunes en apprentissage tutoré, 200 jeunes en stage professionnel et 100 en contrat de travail pour un premier emploi. Conventions de partenariat avec six grosses faitières dans les filières agricoles et pour des actions de formation des jeunes (Confédération Coopérative Paysannes Horticole Niger (SCCOP-CA CCPHN) et le Réseau des producteurs de pomme de terre (RPPT) pour la filière pomme de terre ; la Fédération des Unions des Coopératives des Producteurs de Riz (FUCOPRI) et le Groupement d'Intérêt Économique les Rizeries de la Vallée (GIE-RIVAL) pour la filière riz ; la startup agricole Agrikom pour le maraichage et l'Union Dabari pour la filière poisson).

Le tableau 2 récapitulatif ci-après résume les principaux résultats quantitatifs atteints par indicateur (situation des bénéficiaires au 30/11/2022)

Dispositif	Cible 2022	Jeunes formés			Jeunes en cours de formation	Commentaire
		F	G	Total		
SIFA	1200	586	331	917	345	Il s'agit ici des formations de 4 mois sur site et 4 mois sur l'exploitation Familiale du jeune. Au mois de décembre 2022, il y aura une vague de 270 jeunes qui vont achever leur formation ; ce qui nous fera un total de 1 187 formés, soit 98,92% de réalisation en fin d'année 2022.
FIP	350	60	0	60	330	30 jeunes vont achever leur formation en décembre 2022 et les 300 restants en fin février 2023 ; ce qui nous fera un total de 90 formés en fin 2022, soit un taux de 25,71%. Ce retard sera rattrapé en février 2023.
Perfectionnement	300	0	0	0	100	En plus de 100 jeunes en cours de formation, 275 nouveaux jeunes sont indéfiés et débiteront leur formation en décembre 2022 pour finir en mars 2023 ; ce qui amènera à un effectif de 375 formés, soit taux prévisionnel de réalisation de 125%.
Apprentissage dual	280			0	289	Il s'agit des formations de longue durée (étalées sur 13 à 18 mois), la fin des formations est prévue au 1er semestre 2023, soit un taux prévisionnel de réalisation de 103,21%
Apprentissage tutoré	150			0	237	Il s'agit aussi des formations de longue durée (12 mois en moyenne), la fin est prévue en février 2023, soit un taux prévisionnel de réalisation de 158%.
CFM	2750			0	5250	Il s'agit des formations de cycle de 2 ans. Le projet apporte un appui technique et en équipement et matière d'œuvre pour améliorer la qualité de la formation des jeunes et favoriser leur employabilité. Les résultats seront largement atteints d'ici la fin de la phase.
Total	5030	646	331	977	6551	Le taux d'achèvement actuel des formations est de 19,42% et celui des jeunes ayant intégrés la formation passe à 149,66%. La faiblesse du taux d'achèvement s'explique surtout aux formations qui démarrent en novembre- décembre et qui s'achèvent en février-mars 2023. Le taux sera donc nettement rehaussé pour avoisiner les 100% au 1er trimestre 2023.
Accès des jeunes à une offre de formation orientée marchés	<p>L'essentiel des formations prévues en 2023 pour les jeunes seront en lien avec les marchés identifiés par les études et analyses réalisées en 2022. Il s'agit notamment des domaines de l'agriculture (filières pomme de terre, poisson, riz, arachide, lait et maraichage), du BTP et de l'hôtellerie et restauration ; Ces différentes formations seront mises en œuvre par les faitières identifiées avec l'appui de l'équipe de Projet, sur la base de l'approche faire-faire ;</p> <p>Les faitières appuieront également les jeunes formés pour leur mise en relation avec les entreprises et autres commerçants grossistes dans le cadre de la commercialisation de leurs produits ;</p> <p>Des conventions de collaboration fixeront ainsi le cadre des interventions et les engagements des parties prenantes.</p>					
Favoriser l'employabilité des jeunes	<p>Des activités seront menées en collaboration avec les entreprises « employeurs » dans un esprit de partenariat gagnant-gagnant ;</p> <p>Les entreprises partenaires bénéficieront ainsi d'appuis (techniques, équipements, formation, etc.) de la part du projet leur permettant d'accueillir des jeunes en stage ou pour embaucher des jeunes diplômés au sein de leurs entreprises avec un contrat CDD de minimum 6 mois ;</p>					

	Ceci permettrait aux jeunes d'acquérir une première expérience leur permettant de bien se positionner sur le marché de travail.
Inclusion financière des jeunes	Des jeunes motivés, formés à travers les différents dispositifs de formation bénéficieront d'un appui coup de pouce de la part du projet, leur permettant de démarrer une 1ère activité ou de renforcer leur auto-emploi ; Les jeunes qui désirent des appuis plus conséquents seront mis en relation avec les institutions financières de la place pour bénéficier des crédits ; Dans le même ordre d'idée, le projet prévoit en 2023 d'organiser des formations en éducation financière au profit des jeunes en auto-emploi pour une meilleure gestion de leurs activités.

4- Plans, challenges, risks in the next steps till the completion of the project

L'évolution du contexte sécuritaire et son influence sur la mise en œuvre du projet a été rappelée tant sur le plan national que sur le plan des régions d'e mise en œuvre du PEMIJ, notamment dans la région de Tillabéri, ainsi que l'atteste le rapport d'avancement du PEMIJ du 30 novembre 20223 « *En conséquence, sur les 13 départements que comptent la région de Tillabéri, le PEMIJ s'est concentré sur les 5 départements qui ne sont pas durement impactés par l'insécurité. Il s'agit des départements de Kollo, Balleyara, Filingué, Tillabéri et Say. Cette position du PEMIJ évoluera en fonction de l'évolution du contexte sécuritaire. Pour le moment, dans un souci de durabilité, les acteurs (à commencer par le Conseil Régional) sont d'avis à ce que le projet concentre ses activités dans les zones épargnées par l'insécurité en attendant l'évolution du contexte. Toutefois, afin de ne pas exclure les personnes les plus vulnérables et les plus impactées par cette insécurité, le projet veillera, dans la mesure du possible, à proposer des formations mobiles et de courte durée aux jeunes des départements les plus affectés, en s'appuyant notamment sur les acteurs locaux qui sont sur place. La région de Dosso, est quant à elle faiblement touchée par les agissements des GANE, avec une certaine accalmie sur le plan sécuritaire. Généralement, les GANE se limitent à attaquer les forces de défenses et de sécurité.* »⁴

PEMIJ, dans son analyse des risques et mesures d'atténuation, indique que la probabilité de leur survie est moyenne. Encore faudra-t-il que, selon les conditions qui leur sont propres, les parties (partenaires) visées, voire non visées à soient invitées et encouragées à utiliser toute méthode disponible et appropriée pour élaborer des risques énoncés et à les hiérarchiser ; ces parties devraient être également encouragées à fournir, dans la mesure où leurs moyens le leur permettent, des informations sur les programmes ou actions et les mesures mises en œuvre ou prévues qui concourent à l'atténuation des risques visés.

Ladite analyse des risques et mesures d'atténuation se présente comme suit :

³ Rapport de diagnostic « élaboration d'une stratégie pour que l'effectif des apprenants de l'EFTP atteigne 40% de ceux du post primaire en 2021 au Niger » (Niamey, août 2019)

⁴ Rapport d'avancement du PEMIJ du 30 novembre 2022 et autres sources : Forum sur la sécurité et la cohésion social, 2022, Rapport OCHA, 2021, <https://www.aa.com.tr/fr/afrique/niger-579-%C3%A9coles-ferm%C3%A9es-%C3%A0-cause-de-lins%C3%A9curit%C3%A9-dans-la-r%C3%A9gion-de-tillaberi>. Conseil régional, 2022, compte rendu de la réunion du cadre de concertation entre le conseil régional et les communes de la région Tillabéri

Risques identifiées	Probabilité	Mesures d'atténuation
Importation massive et non contrôlée de certains produits agricoles des filières ciblées par le projet au niveau des régions de Dosso et Tillabéri, peut affecter les stratégies locales développées par le PEMIJ avec les faitières, avec comme conséquence, effondrement des prix et/ou mévente, qui occasionnerait le découragement et le désengagement des jeunes producteurs formés.	Moyenne	Les faitières en synergie avec d'autres partenaires s'emploieront dans le plaidoyer auprès de l'État pour mieux organiser les filières
Non-respect des engagements contractuels énumérés comme contrepartie dans les tableaux de co-financement par les faitières.	Moyenne	Suivi rapproché des conventions de collaboration signées avec les faitières pour conditionner la poursuite des contributions financières de PEMIJ au respect des engagements pris.
Non-respect des engagements contractuels de la part des producteurs ou des faitières pour la vente de la production en quantité et qualité requises.	Moyenne	S'assurer que le producteur est bien imprégné des clauses contractuelles avant d'engager le contrat. Prendre en témoin les parents des jeunes producteurs et les autorités locales (chefs traditionnels, maires) pour la signature du contrat.
Désistement du jeune à exercer le métier dans lequel il a été formé, par manque de moyens financiers	Moyenne	Mettre l'accent sur le choix du jeune, la motivation du jeune doit être un critère primordial. Mettre l'accent sur la synergie avec d'autres partenaires pour faciliter l'accès au capital en faveur des jeunes formés.

5- Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes

Au cours de ce semestre écoulé, la mise en œuvre du programme a connu quelques difficultés, dont les plus importantes sont :

Difficultés	Solutions
A Tillabéri : La situation sécuritaire difficile a restreint la zone d'intervention de projet. En effet, sur les 13 départements que compte la région de Tillabéri, le PEMIJ ne pourra intervenir durablement que sur les 5 départements. Il s'agit des départements de Kollo, Balleyara, Filingué, Tillabéri et Say. Cette position du PEMIJ évoluera en fonction de l'évolution du contexte sécuritaire.	SwissContact envisage de toucher les localités affectées par l'insécurité, telles que Ayorou, Filingué et Ouallam avec des formations mobiles, de courte durée, en s'appuyant notamment sur les acteurs locaux qui sont sur place.
Le manque de terres propres appartenant aux mairies, devant servir à l'installation des SIFA et CFM a retardé le démarrage des travaux d'infrastructures à Tillabéri.	Les communes ne disposant pas de terres propres, il a fallu aux maires de négocier durement avec les paysans propriétaires terriens.
Dans la région de Tillabéri toujours, les terres mises à disposition par les maires pour implanter les SFMA, présentent pour la plupart un sol lessivé et une nappe d'eau profonde (plus de 30m de profondeur)	Le projet doit mettre plus de ressources pour enrichir le sol et plus de budget pour des forages au niveau des SFMA de Tillabéri

L'obtention des exonérations auprès de l'administration fiscale est une démarche fastidieuse et prend énormément du temps, ce qui n'est pas sans répercussion négative dans la mise en œuvre du projet puisque les véhicules prévus pour les missions terrain sont obtenus seulement en fin novembre 2022.	Plaidoyer auprès des administrations. SwissContact est membre de l'OIREN qui fait un plaidoyer auprès des autorités compétentes car toutes les ONG sont concernées.
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Leçons apprises

SwissContact s'appuie sur l'approche DSI (développement du système inclusif) comme principe de travail et qui s'inscrit dans la durabilité des interventions, nécessitant de faire une analyse de contexte, des acteurs et de marchés. Ces différentes analyses ont pris plus de temps que prévu, notamment à Tillabéri qui constitue une nouvelle zone d'intervention de SwissContact. En outre, une autre leçon apprise, les ateliers diagnostics organisés avec les faitières, qui sont les professionnels des filières ont permis de cerner mieux les besoins du marché pour orienter l'offre de formation des jeunes, leur permettant ainsi de réussir leur insertion économique de façon efficace.

6- Recommendations to the Nexus programme's next phase and for the MTR:

Recommandation en matière de durabilité

- Une stratégie de communication plus pertinente est nécessaire pour plus de lisibilité, de visibilité, de compréhension commune des enjeux et des défis, de planification dans la mise en œuvre du PEMIJ pour une meilleure implication des différentes cibles visées, voire pour inspirer d'autres acteurs d'autres régions sur les questions des compétences et de l'emploi des jeunes.
- La nécessité d'intégrer la question cruciale de la référencement des niveaux de compétences et de qualifications afin de donner aux plus aptes et volontaires des apprenants des perspectives de parcours de formation qui puissent renforcer leurs motivations.

7. Logistics and organization of the review including access to target groups and KIIs

Outils 2 et 8	PEMIJ	Déjà réalisés (sondage en ligne et formulaire d'auto-déclaration)	OK
Outil 3 -	Bénéficiaires	Les entretiens avec les apprenants se feront avec le logiciel Survey CTO	OK
Outil 4	Parties prenantes		OK
Outil 6	Prestataires de service	SIFA, CFM, CFA, TUTORÉ, LES JEUNES AUTO -EMPLOIS, ...	OK
Outil 7	Secteur privé / Employeur		OK

Afin de mettre à la disposition de l'équipe d'enquêteurs des conditions et moyens adéquats, un accord est intervenu entre SwissContact Niger et le cabinet TI, pour tenir compte du contexte, notamment d'insécurité. Ceci a permis d'établir un plan d'intervention selon des modalités différenciées.

Perspectives

Le projet envisage son avenir de façon extrêmement méthodique et son développement se décline selon des modes différenciés, notamment en fonction des zones d'intervention. Les perspectives se dégagent, entre autres comme suit :

- L'élaboration des conventions avec les acteurs de chaînes des valeurs retenues, qui déterminera l'exécution des différents plans d'actions ;
- Les appuis coup de pouce (en équipement et matériels de travail) en faveur des jeunes en auto-emploi identifiés dans les 2 régions ;
- Le démarrage des formations en apprentissage tutoré et les préparatifs pour le lancement de l'apprentissage dual à Tillabéri ;
- Le démarrage des actions de formation en FIP et perfectionnement, en lien avec les chaînes de valeur identifiées.

Annex A - Agenda

#	Time	Sessions	Objectives	Format	Notes/prepare
1	30'	Opening Workshop	Welcome and introductions Present the schedule and objectives of the workshop Presentation	Plenary	
2	30'	Review the self-filling form on indicators	Analyse results and common understanding of key challenges	Discussion in plenary	The filled forms
3	60'	Review project outputs and outcomes	Analyse the results of the on-line survey. Learn and discuss the project implementation in the specific country context	Discussion in plenary	The filled form the latest monitoring report
4	60'	Plans, challenges, risks in the next steps till the completion of the project	Understand the key issues the project has to pay attention in the remainder of the implementation	Discussion in plenary	Next annual plan or and plan till end of project
5	30'	Lessons learned, challenges and key achievements relating to Nexus Skills Programmes outcomes	Considering the project contribution to the achievements of the Nexus programme	Discussion in plenary	
6	15'	Logistics and organisation of the review including access to target groups and KIIs	Planning of the review	Discussion in plenary	MTR plan updated
7	30'	Recommendations to the Nexus programme and MTR	Provide the participants an opportunity to contribute to the MTR and to express their views on improvements Understanding the next steps of the MTR and to provide feedback	Discussion in plenary	List of recommendations
8	15'	Closing of the workshop	Participants provides feedback on the workshop	Wrap up by TI Chart	Workshop evaluation "what went well, what can be improved" chart