

**YOUTH  
ENTREPRENEURSHIP  
DEVELOPMENT** | **برنامج تعزيز  
الريادة الشبابية**

**YOUTH EMPLOYABILITY SERVICES IN THE WEST BANK**

***Assessment, Analysis and Recommendations***

**AUGUST 2011**



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## PREFACE

Young people in Palestine today face tremendous challenges securing productive work: schools do not adequately prepare young people for the realities of the modern workplace; job training programs often do not result in meaningful opportunities to learn and practice new skills in a workplace setting; and the employment fate of young people is often dependent on social connections rather than open competition resulting in job placement. Although these are daunting issues, many Youth Serving Institutions (YSI) in Palestine are dedicated to helping youth overcome these challenges.

This report was conducted in the summer of 2011 at the request of the International Youth Foundation's USAID-funded Youth Entrepreneurship Development (YED) program and is the first of several practical contributions that YED will develop under its overall mandate to improve employability and entrepreneurship opportunities for young Palestinians by partnering with relevant institutions across the public, private, and civil society sectors. Through strong partnerships with local Palestinian organizations, the YED program develops and implements quality, results-oriented, and sustainable initiatives that build on international best practices for the Palestinian context to address the needs of Palestinian youth. At the heart of this initiative is an approach that empowers Palestinian YSIs and strengthens their capacity to enable them to best serve Palestinian youth to start their enterprises or become more employable.

Through broad stakeholder engagement and during in-depth discussions with organizations participating in the YED Capacity Strengthening Process, IYF discovered that there was little agreement on the meaning of certain important employability concepts, and organizations have generally implemented employability programs with varying levels of comprehensiveness and success. Thus, we identified three essential elements of youth employability—Career Guidance, Internships and Apprenticeships, and Job Placement—that required significant research and analysis, which was the impetus for this report.

This report not only provides a clear synthesis of findings on these three topics based on extensive desk and field research, but more importantly, provides useful and practical advice for organizations with a youth employability mandate. YSIs addressing employability issues will find this report to be a user-friendly guide when designing and implementing such programs. Ultimately, we feel that serious consideration of the findings and recommendations in this report can lead to more comprehensive, effective, sustainable youth employability programming.

IYF would like to thank ABC Consulting and the authors, Mr. Henry Richards and Mr. Waddah Abdulsalam, who applied systematic and strategic research, data analysis, and writing skills to produce this report, which can be used either as a comprehensive guide across different elements of employability or can be used as a standalone document for each of the three employability topics.

The richness of this report could not have been possible without input from nearly 300 individuals and companies that contributed information, knowledge, and perspectives through stakeholder interviews, focus group discussions, online surveys, and phone surveys. These contributions have been invaluable to ground the findings and recommendations of this report in the realities of the Palestinian context, and we thank the participants of these interviews, discussions, and surveys for their time.

Enjoy the report.

Dr. Mohammed AlMbaid  
IYF/Palestine Country Director

# EXECUTIVE SUMMARY

## Introduction

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This report has been compiled at the request of the International Youth Foundation (IYF) to examine the situation of employability services in the West Bank in 2011. In particular, it looked at career guidance services, internships and apprenticeships and job-placement services. During the course of the enquiry, a number of additional factors arose. This report is a compilation of those findings with a completely practical outlook. The findings and analysis draw on the broad spectrum of interviews, phone and online surveys and background research, as well as the practical experience of the researchers. The result is not an academic or statistical study, but rather a practical tool which can be used by IYF's Youth Entrepreneurship Development (YED) program and its partners to help identify good practices and avoid the typical problems faced in this sector. It also provides broader recommendations which may be of interest to other stakeholders seeking to address some aspect of the youth employment challenge in Palestine.

The first three sections of the report cover three areas of interest for the YED program: career guidance, internships and apprenticeships and job-placement services. These are covered in a simple way from four perspectives. First it provides a simple understanding of what is meant by the terminology. This is followed by a brief summary of the existing services that were identified in the research. A list of recommendations is then provided in the most tangible manner: 'dos and don'ts' – good and bad practices to adopt and avoid respectively. Finally, a brief analysis of stakeholder roles is provided, identifying priorities for each stakeholder in each service area.

Section four brings together several cross-cutting strands that arose during the course of the enquiry and were identified as particularly important challenges to address. Recommendations have been made under each area, although further research and consultation may be necessary to develop more detailed recommendations in these areas.

Finally, the report concludes by considering overall priorities for the YED program, particularly considering the gaps it should seek to address to create a long-term impact.

Overall, the report provides some useful insights into the field of employability in Palestine. It is a complex picture, made so by the volatile economic (and political) context, the challenges in common with the rest of the world in adjusting to a more globalized environment and the prevalence, or even dominance, of external donors in Palestinian society. The report cannot explain the whole picture and it cannot offer solutions to these entrenched problems; however, the recommendations provided are very much informed by the experiences identified by the research. The YED program has an opportunity to make a significant long term impact on the employability situation in Palestine and it is the hope of the authors that they adopt these recommendations and are able to realize their objectives.

## Summary of Findings

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With regard to career guidance services, the assessment found a limited number of career counseling services, a variety of career days, work-place visits and a job-shadowing program aimed at career guidance. The principal career guidance service should be counseling, whether individual or group. Where a formal service was found, it was newly formed and counselors lacked the necessary resources and training. No particularly good case studies were identified upon which services can be modeled, and the key learning point is that more services are required with better resources and better training for providers. Unsurprisingly, most youth who participated in the survey and focus groups reported using friends and family for career guidance. Such informal advice is vital but often uninformed or biased in some way, making it less effective. Otherwise, career guidance is almost an incidental consequence of career days, work-place visits and job-shadowing. These are implemented by a variety of organizations but none are part of continuous or sustainable programs.

With regard to internships and apprenticeships, a problem was encountered in the definition and meaning of these types of on-the-job training. They have been categorized in this assessment into training placements, graduate internships and job-creation internships (explained in section 2.1). Training placements are common and are arranged by universities and colleges (or by students directly) as part of courses. Quality varies and some students have a great experience while others face big problems. Graduate internships are less common but increasingly offered by employers as ways to try out employees or contribute to the community. A number of NGO programs have focused on graduate internships but tend to focus on high potential students. These yield a high post-internship employment rate but limited impact in comparison to similar students. Other NGO programs focus on job-creation for economically and socially marginalized groups, but these do not use post-internship employment levels as their principle measure of success so are less effective.

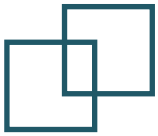
Considering job-placement services, a mixture of for-profits, NGOs, educational institutions and government provided services are operating. Job days are high potential events which are typically run by NGOs and educational institutions, although also more recently by the new government one-stop-shops. They are difficult to provide effectively and rarely meet the expectations of both job-seekers and employers. One online job-board, provided for-profit, is sustainable and reliable, indicating that a for-profit model may be possible in the West Bank, as is common around the world. Job-matching and recruitment services are lacking while problems with employers recruitment practices are commonly identified by youth as a major barrier to finding a job.

Finally, a number of other factors and challenges arose which are of interest and relevance. These included the market for services, in particular job placement which can be considered to be high potential, the imperative for sustainability in the field of employability services, the nature of skills needs among youth, the benefits businesses seek in exchange for involvement and the human resource management problem. These factors are, perhaps, better suited for interventions other than the YED program or for longer-term consideration.

## Summary of Key Terminology

These terms are used in the report but are not easily translated to Arabic. It is important to build a common understanding of these terms between all implementing partners prior to any implementation.

Phrase / Term	Explanation
Aptitude	A term indicating the mixture of skills, knowledge and natural ability required for a particular job. A high aptitude for a job means the person is well suited to the job.
Career	A career can be defined as the sum of all your professional activities. In other words it is all the jobs you have in your lifetime. A career is not just a job though. It might include other professional activities: small businesses, freelance work and education.
Career Day	An event aimed at connecting employers and job-seekers so that employers can find out more information about available skills and backgrounds and job-seekers can find out more about available careers and get tips on how to get a job.
Job Day	An event aimed at matching job-seekers with employers. Both should expect to find or offer jobs during the event. Such an event must be extremely well planned and targeted, not simply an open invitation to any employer/job-seeker who is interested.
Internship / Apprenticeship / Training	Different forms of on-the-job training that involve work in a specific sector and vary depending on age, educational level and skills of the trainee/intern/apprentice.
Work Ethic	A good work ethic means working hard, carefully, effectively and working honestly. Can also be described as diligence or conscientiousness.
Business Acumen	This is the instinct for business and work. It contributes to good decision making and creativity in work. Some people have good business acumen naturally, while others can learn it through experience.
Soft Skills / Transferable Skills / Cross-cutting skills	Skills which are useful in every job, such as communication skills, or time-management.
Technical Skills	Skills which are specifically required for one job, such as financial skills for accounting or knowledge of AutoCAD for architects.



## **1. CAREER GUIDANCE SERVICES**

1.1 What are Career Guidance Services?

1.2 Overview of Existing Services

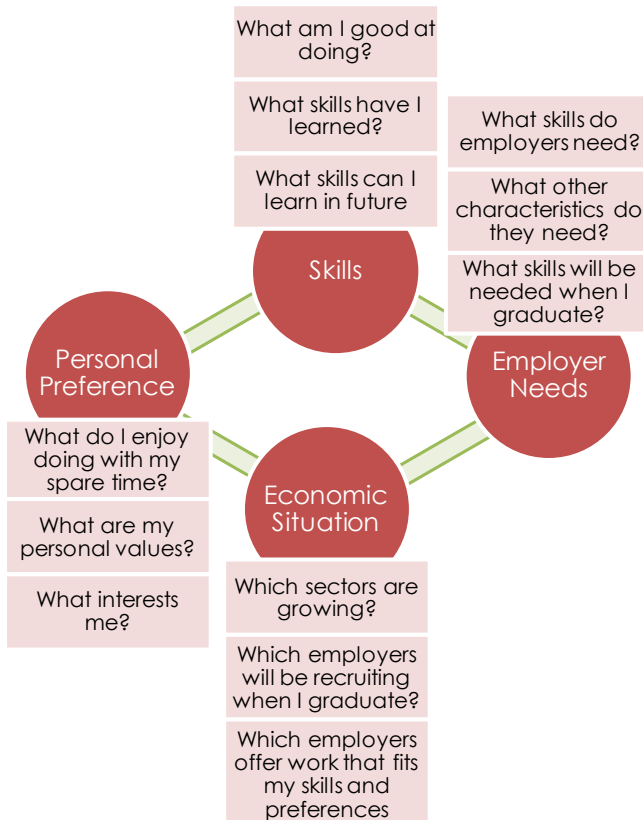
1.3 Key Success Factors for Implementing Organizations

1.4 Tips for Implementing Organizations: Dos and Don'ts

1.5 Stakeholder Roles

## 1.1 What are Career Guidance Services

Career guidance services are most simply described as those services that help someone make decisions and choices about their career. Career decisions occur repeatedly between the ages of 14 and 29 and they normally combine economic predictions and employer needs with personal preference and skills. Ideally, career guidance would help young people make these decisions by answering questions like these:



### What is a 'Career'?

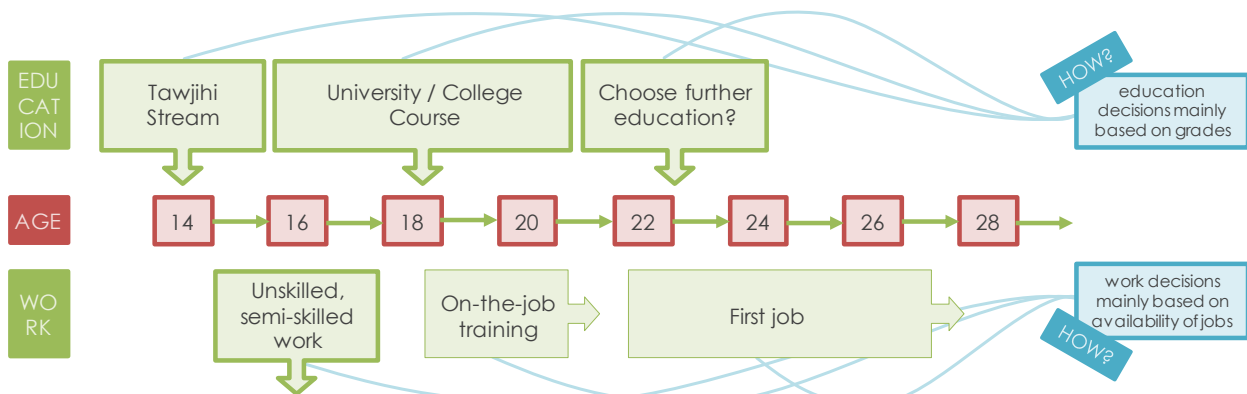
A career can be defined as the sum of all your professional activities. In other words it is all the jobs you have in your lifetime. A career is like a ladder, each job is a rung on the ladder and by managing the jobs well, you can keep moving up.

A career is not just a job though. It might include other professional activities: such as small businesses, freelance work and education.

The current mix of numerous industries and sectors creates a complex and difficult labor market for young Palestinians to navigate. In the future, this complexity will increase as the shift towards a human resource based economy continues and individual specialization increases.

The education system in Palestine includes a number of key decision-making points for youth. These decisions, starting in grade 9 or 10, have a significant impact on their later options, particularly given the rigidity of the system which makes shifting to an alternative pathway difficult.

Education is typically followed by or includes a practical training opportunity, although not for all specializations. Finally, despite this long preparation, due to the economic situation, the availability of first jobs for fresh graduates is limited and without good recommendations and possibly connections there is little chance of getting into a job related to their specialization. Many young people may simply take whatever job is available.



## 1.2 Overview of Existing Services

In general, career guidance services in the West Bank are fragmented and largely informal. Educational institutions have rarely taken the initiative and while new services are being established, there is still a lack of coverage and depth to services.

Career Guidance Activity	Example	Details
<b>Counseling</b>	School-based counselors	They have received some training from GIZ and have the support of the MoEHE. They are normally trained social counselors taking on additional responsibilities. School teachers or professors also provide some counseling.
	University-based counseling	Counseling has been provided in the past by Sharek through career units in Birzeit and Al-Quds (Abu-Dis), but the universities have been reluctant to take responsibility for these services. An-Najah provides some level of counseling through its Alumni unit. Most counseling is informal through professors.
	One Stop Shops	Government labor offices have plans to provide extensive support to job-seekers including guidance.
	Informal (friends and family)	The majority of counseling is done by friends and family. 'Self-counseling' is also reported by youth using internet resources.
<b>Career Days aimed at Career Guidance</b>	Operated by universities and colleges, or NGOs like Sharek and Welfare Association	Career days offer some level of career guidance and employer engagement that can help with career decisions. At present, they are mainly focused on job-matching and do not take advantage of the career guidance opportunities. Parents of high school students in grades 9 and 10 come to the school and talk about their careers and jobs. Parents are a willing group who can expand career awareness and can provide tips for students.
<b>Workplace Visits</b>	Organized by NGOs like Injaz and Sharek	Visits offer a chance to see a workplace and find out about a more diverse set of careers options. They also help employers communicate their skills needs. Injaz focuses on high-school students, while Sharek focuses on university students.
<b>Job Shadowing</b>	Injaz (as a career guidance activity)	Job shadowing is a chance to experience a job without the risks to the employer of letting an inexperienced person do the work. These experiences tend to help younger students make clear decisions about their work preferences.

## 1.3 Key Success Factors for Implementing Organizations

### 1. **Provide career counseling continuously throughout education**

Good career guidance, as demonstrated above, cannot be a one-off intervention. It is not sufficient to present a list of careers and ask young people to choose one. Key career decisions are made regularly between the ages of 14 and 29 so a continuous service is essential as preferences and the economic situation evolves. An ideal service would follow each young person through their education, helping them adjust and refine their choices so that they have the necessary skills and experience to start their career in a job which exists. Providing advice at only one stage will have very little impact or value.

### 2. **Ensure services are provided using sustainable mechanisms**

Establishing services for a 2 or 3 year project period may have some positive impact on those advised during that time-period, but the problem will very quickly re-emerge. More than in other employability interventions, sustainability must be central to the approach with interventions for career guidance. Financial sustainability is particularly challenging and arguably a secondary consideration in some development sectors. For career guidance, however, financial sustainability must form a central component of the strategy for establishing a service. Experience with Sharek has shown that establishing and building up a service and *then* seeking to hand it over to an educational establishment is not effective as it creates a false expectation that the role of the educational establishment does not extend to providing this service. Ideally, therefore, the educational establishment must be the provider of the service from the start. One strategy may be to provide infrastructure and knowledge resources, while the educational establishment provides the service.

#### **What options exist for those not in the education system?**

There are four main options For young people out of education:

1. Return, complete and extend education (particularly for those who did not complete Tawjihi)
2. Access career counselling in the former education institution
3. Access forthcoming services in government employment one-stop-shops
4. Truly excluded groups will require dedicated services

### 3. **Prioritize cooperation among stakeholders**

Effective career guidance services must have cooperation at their core with involvement of educational institutions (including high schools, colleges, centers and universities) and employers. They must also engage youth to remain relevant and work with private sector associations, ministries and donors, as well as any other NGOs with activities in this field. Each of these 'stakeholders' have a role to play in the provision of services and no single one can provide a complete service for all youth.

### 4. **Knowledge of labor market and economy**

Regarding the four key considerations for career decisions (personal preferences, skills, economic situation and employer needs), the first and second are easily covered, but the economic situation and employer needs require more specialized knowledge. Without this knowledge, career guidance will fail to prepare young people for the realities of the labor market.

## 1.4 Tips for Implementing Organizations: Dos and Don'ts

<p><b>Do not</b> duplicate existing work with career counselors backed by MoEHE/GIZ.</p>	<b>Counseling</b>	<p><b>Do</b> consider investment in career counselors based in educational institutions as a priority for career guidance.</p> <p><b>Do</b> accompany training, provision of information and facilities with advocacy in university administrations on the value and importance of career counseling.</p>
	<b>Career Awareness</b>	<p><b>Do</b> consider investment in better understanding of a broader range of specialized careers and more specialization among students.</p>
	<b>Job shadowing (as a career-guidance service)</b>	<p><b>Do</b> provide job-shadowing to high-school students for around one week, part-time.</p> <p><b>Do</b> provide more than one job-shadowing opportunity per student, possibly up to a maximum of three or until a career is identified.</p>
		<p><b>Do</b> engage employers in planning the program and set clear expectations.</p>
	<b>Work-place visits</b>	<p><b>Do</b> include work-place visits in the mix of options for career guidance.</p> <p><b>Do</b> adjust the experience for different age-groups, with older students requiring a focus on professions and skills-required, with younger groups focusing on the environment and work ethic.</p>
		<p><b>Do</b> engage employers in planning the visit program and set clear expectations.</p>
	<b>Employer engagement and signaling</b>	<p><b>Do</b> ensure increased engagement of employers through each of the standard services and any other innovative services created.</p> <p><b>Do</b> build and increase the number of mechanisms available for employers to signal their needs to educational institutions and students.</p>
		<p><b>Do</b> advocate among university leaders for greater engagement of employers in all sectors.</p>
	<b>Parent career days (not observed)</b>	<p><b>Do</b> create a pilot parent career day program aimed at 9th and 10th graders.</p> <p><b>Do</b> ensure that the parent career day is supported as part of a program of career guidance services, including skills and advice.</p>
		<p><b>Do</b> ensure that schools have full ownership of the parent career days.</p>
<p><b>What are parent career days?</b></p> <p>Parents of high school students in grades 9 and 10 come to the school and talk about their careers and jobs. Parents are a willing group who can expand career awareness and can provide tips for students.</p>	<b>Innovative Methods</b>	<p><b>Do</b> investigate and develop innovative methods of career guidance (see appendix A.8 for suggestions).</p>
	<b>Outreach</b>	<p><b>Do</b> work primarily through educational institutions to deliver career guidance services.</p> <p><b>Do</b> collaborate with innovative outreach services like Souktel and existing online services like jobs.ps.</p>
		<p><b>Do</b> support organizations and institutions to create or enhance databases and tracking mechanisms.</p>
	<b>Monitoring</b>	<p><b>Do</b> set measurable outcomes which take account of the working potential and background of targeted service-users and measure success in comparison to a control group with similar backgrounds.</p>

## 1.5 Stakeholder Roles

The key stakeholders for career guidance are educational institutions (schools, colleges, and universities). These institutions have sufficient contact and time with students to provide effective and continuous career guidance. While other groups have a role to play, no other has a sufficiently deep relationship with the youth.

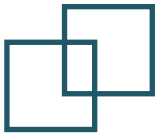
Educational institutions are, however, facing deep problems ranging from funding to teaching quality. To some extent, there is recognition of the career guidance role but it is apparent that there is insufficient capacity and a need for training and investment to establish the services. There may also be a need to convince the relevant authorities of this role.

### **Innovations in Career Guidance**

- Radio call-in show
- Career helpline
- Mobile career service and library
- Parent career days

(More detail is provided in appendix A.8)

Stakeholder	Career Guidance Priority Role in the Context of IYF's YED program
Youth serving NGOs	Provide opportunities for youth to develop themselves and become more active and employable. Provide some innovative pilot services including services to out-of-school youth.
Youth	Play an active role and work hard to acquire the necessary skills for the chosen career path.
Employers	Participate in events increasing awareness about diverse career opportunities.
YED program	Provide well targeted funding for innovative pilot services and services targeting marginal groups, while providing technical assistance to universities and avoid creating dependency.
<b>Educational institutions (schools, colleges and universities)</b>	<b>KEY STAKEHOLDER</b> Provide continuous and effective career guidance including events and counseling from counselors who have received specific training in career counseling.
<b>Private sector service providers</b>	Provide training in skills like interview skills, CV writing and content and succeeding at work.
<b>Government institutions and ministries</b>	Invest in career guidance services in schools and colleges (MoEHE) and employment one-stop-shops (MoL) and put pressure on universities to invest in career services.



## **2. INTERNSHIPS AND APPRENTICESHIPS**

2.1 What are Internships and Apprenticeships?

2.2 Overview of Existing Services

2.3 Key Success Factors for Implementing Organizations

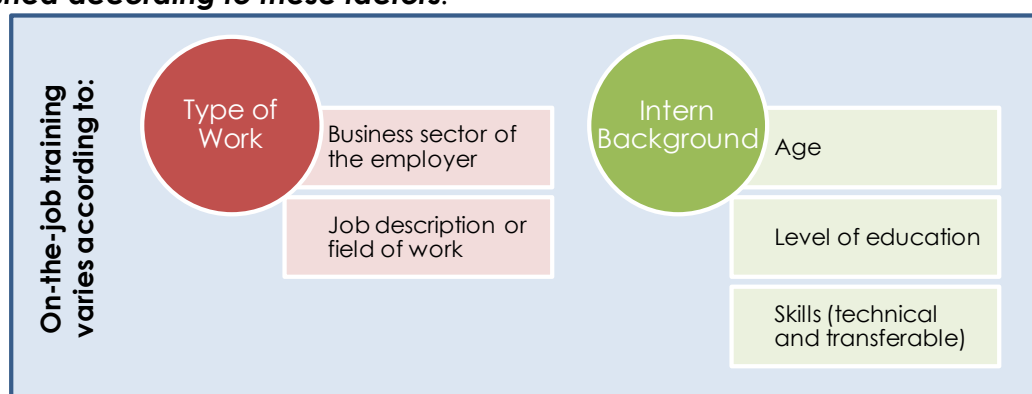
2.4 Tips for Implementing Organizations: Dos and Don'ts

2.5 Stakeholder Roles

## 2.1 What are Internships and Apprenticeships?

Both internships and apprenticeships can be considered a type of 'on-the-job training' involving both work and structured training. The objective of both is to complement academic knowledge with practical skills, thus enabling the intern/apprentice to start work. The distinction between them is normally based on the type of work performed, with an apprentice learning a 'trade' from an expert as part of a vocational qualification and an intern learning a 'white-collar job' forming part of an academic qualification.

The meaning for most Palestinian institutions and employers, however, is not distinguishable in part due to the lack of a suitable translation of the terms. On the other hand, a distinction is often made between trainee and intern. A trainee is someone who is principally receiving training in a specific type of work (such as accounting) and may do other work in addition to this. These types of experience are typically course requirements in some courses at universities or vocational colleges. An intern, however, is an employee who is doing a job and may receive some training, but is expected to have the necessary skills and simply lacks experience. Overall, **it is not possible to say there is a common understanding of these terms in the Palestinian context so each experience must be distinguished according to these factors:**

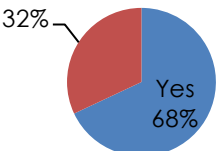
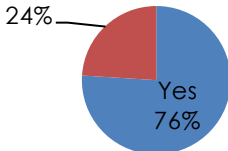


For the purposes of simplicity, three key types of 'internship' will be discussed at various points in this report, particularly when looking at the methodology recommendations in section 2.4. In general, the term internship will be used, as is common in the Palestinian context, to refer to all types of on-the-job training and work experience.

Type	Business sector	Field of Work	Age	Education Level	Aptitude for work
<b>Job creation</b>	Any, more likely to be in NGOs and labor-intensive sectors	Any, as per intern's skills	18-30	Tawjihi or higher, level will dictate which sectors can be considered.	Weak to medium
<b>Graduate internship</b>	Any, particularly growth sectors	Fields relating to graduate specialization	21-28	Completed degree, diploma or technical qualification, although may plan further education.	Weak to medium (NGO programs); strong (employer-led programs)
<b>Training placement</b>	Any, particularly those with technical skills-needs	Fields relating to student specialization	18-23	Normally incomplete degree, diploma or technical qualification, although may be graduate.	Weak to medium (NGO programs); strong (employer-led programs)

## 2.2 Overview of Existing Services

As demonstrated above, three types of internships can be considered the most common. Examples of each of these are provided below. YSIs get involved with each internship type.

Program Type	Example	Work and Intern Background
<b>Training Placement</b> (normally forming a component of a college / university course)	Palestine Technical College (Vocational Training College)	Courses at PTC require a 150-200 hour internship. The type of work varies with the course, for example, design students work with small companies to re-design their branding.
	Birzeit and An-Najah Universities	Some courses include an internship requirement.
	Al-Isra Software	A training program offered students training on relevant skills.
	Treatment and Rehabilitation Center	A regular internship program offers psychology and social work students practical training and work experience to complement their studies.
<b>Graduate Internships</b> (normally run by employers without backing or support)	National Insurance Company	'Interns' are not described as such, but are recruited on a probationary-training period with only a stipend salary and those that perform well may be recruited.
	Massar / Rawabi Foundation	A scholarship program supports students at university. They plan for the students to work as interns during summer holidays and provide placements in the group after graduation.
	Bank of Palestine	An informal internship program operates where a business need exists.
	Results from phone survey of 60 employers	<div> <p><b>Have you ever recruited an intern or apprentice?</b></p>  <p>No 32% Yes 68%</p> </div> <div> <p><b>Would you accept more interns/trainees in the future?</b></p>  <p>No 24% Yes 76%</p> </div>
	Welfare Association	A recently completed program provided internships in a number of sectors through industry associations. Currently, they are seeking hosts for interns using their new matching system. An upcoming program will offer a large number of internships in Jerusalem.
<b>Job Creation Internships</b> (normally run by NGOs or institutions)	Catholic Relief Services	A Gaza-based internship program placing students in NGOs.
	Cash-for-work Programs such as UNRWA's JCP	A number of cash-for-work programs use internships or short training placements with employers to provide a more productive outcome for cash-for-work projects.

## 2.3 Key Success Factors for Implementing Organizations

The following recommendations apply to all internship types:

### 1. Set realistic objectives and clear expectations from the outset

Each stakeholder group has competing objectives and expectations (as illustrated below). The most effective programs will balance these and define these expectations from the beginning. It is particularly important for the implementing organization to identify the type of program it aims to implement, whether focusing on helping disadvantaged groups or increasing employment, as they require significantly different approaches.



### 2. Select the right interns

For programs aiming to increase employment or support employers, interns with an existing high aptitude (all the right skills and a high potential to fulfill the employer's needs) should be targeted. This type of program, however, is not recommended as the impact will be minor in comparison to a control group. For implementing organizations, the priority should be helping disadvantaged groups (based on social and economic factors) and piloting innovative methods.

### 3. Monitor impact using a control group

For all internship programs the use of a control-group monitoring methodology will create a clear understanding of the impact, not by comparing the situation of participants before and after the intervention, but by comparing the participants to a group who has not had any intervention – a control group. This provides a more challenging framework for interventions to measure their impact and avoids creating false positives whereby interns who do not actually need support are selected.

#### How to Monitor a Control Group

- Define the control group as a selection of applicants who were not selected.
- Whenever post-intervention assessments are made of participants, run the same, or a simplified assessment (such as a telephone interview) with the control group.

### 4. Ensure commitment of all stakeholders using incentives

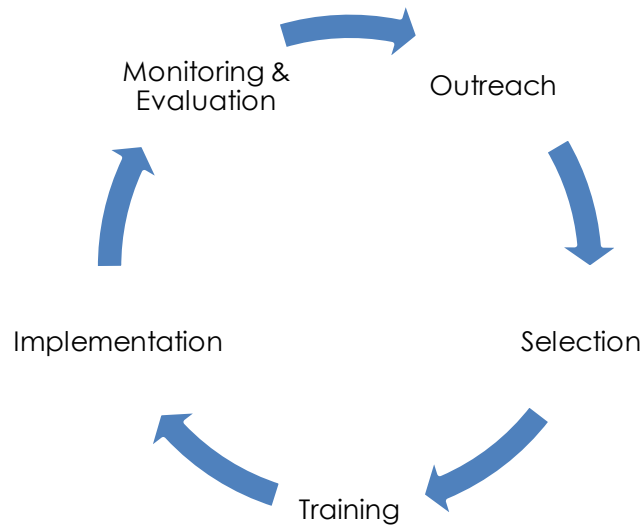
Employers must commit to an agreed-upon job description and training opportunity, while interns must commit to a strong work ethic and applying themselves fully to the job. Commitment is achieved partly through incentives, including, but not exclusively, financial support.

**5. *Ensure engagement and participation from the private sector***

Private sector employers must be heavily involved in the whole process of the internship program; ideally, they should lead the program and develop it into a structured, internal program of their own. Involvement of private sector employers also provides an avenue for post-internship employment, which is rarely possible for NGOs. Careful research should also be used to select employers that anticipate work opportunities within 6 to 12 months.

## 2.4 Tips for Implementing Organizations: Dos and Don'ts

These tips roughly follow the project life cycle under the following headings.



### Outreach

This section covers methods of outreach that are in use or available to contact youth regarding employment opportunities, including internships and apprenticeships.

	<b>Internet</b>	<b>Do</b> use the internet to advertise internships, particularly jobs.ps, which has the highest visitor numbers and a good reputation among youth.
	<b>Facebook</b>	<b>Do</b> use Facebook to promote opportunities. <b>Use</b> Facebook ads as a backup outreach mechanism if insufficient applications have been received.
<b>Do not</b> use other social media unless a clear target group can be reached with it	<b>Other Social Media (such as Twitter)</b>	
	<b>Google Ads</b>	<b>Use</b> Google ads as a backup outreach mechanism if insufficient applications have been received.
<b>Do not</b> work with Souktel for outreach to students at universities or in urban centers where internet access is high	<b>Souktel / SMS</b>	<b>Do</b> assess Souktel's database to determine whether the profile of their users matches the target group of the intervention and whether that target group can be accessed in other ways with a lower cost (such as the internet). In this case, use Souktel to increase the diversity of applications. <b>Do</b> discuss a more strategic partnership with Souktel to explore options to build up their service (see job-placement services) particularly in rural and marginalized areas and for youth without qualifications.
<b>Do not</b> rely on newspapers to reach most youth.	<b>Newspaper</b>	<b>Do</b> consider newspaper advertising as a forum for announcing programs.
	<b>Career Centers and Labor Offices</b>	<b>Do</b> advertise through university career centers and Ministry of Labor Employment One-Stop-Shops. <b>Do</b> consider supporting efforts to build the capacity of other career-education and guidance institutions, in particular university-based centers.

## Selection

This section covers a variety of selection mechanisms that were observed, as well as some additional mechanisms.

<b>Do not</b> overcomplicate the system and do not overspend financially when off-the-shelf systems are available.	<b>Online Application System</b>	<b>Do</b> use an online application system which covers application, monitoring and evaluation. <b>Do</b> consider further research into Welfare Association's online system and the possibility of using it to avoid duplication. DAI also has a system, and CRS has a system in Gaza.
	<b>Traditional Application</b>	<b>Do</b> consider maintaining a traditional application option for marginalized youth.
<b>Do not</b> require recommendations for outreach (in other words, <b>Do</b> ensure anyone can apply with an equal chance of success).	<b>Recommendation</b>	<b>Do</b> use recommendations as part of the validation and latter stages of selection.
		<b>Do</b> take account of social status measures such as family income-level for students without recommendations.
<b>Do not</b> rely on exams for selection, taking account of false-negatives.	<b>Exam</b>	<b>Do</b> consider offering employers the chance to examine employees if there is a clear business need (such as in IT).
<b>Do not</b> necessarily select the candidates with the strongest aptitudes.	<b>Aptitude and Assessment Center</b>	<b>Do</b> incorporate aptitude tests to create a clear picture of applicants' aptitudes (in general and for the specific job). Consider investing in off-the-shelf aptitude measurement tools such as that of SHL Direct (shldirect.com) in partnership with employers.
		<b>Do</b> consider developing a type of assessment center as a pre-interview day filter and training combined. An assessment center is a series of assessed simulations and group interviews designed to identify key personality traits and characteristics.
	<b>Initial Interview</b>	<b>Do</b> provide training to employers on effective interviewing if needed (particularly smaller employers). <b>Do</b> use group / reception method in the case of heavily oversubscribed opportunities.
<b>Do not</b> mix interview-style career days (where employers interview candidates) with awareness-style career days (where candidates walk around and find out about employers).	<b>Second or Final Interview</b>	<b>Do</b> use an 'interview day' event for final interviews in large-scale programs. These bring together pre-selected intern applicants and intern-employers with a pre-determined schedule of interviews for each intern/employer. Invite around 10% more interns than available internships and allow further interviews at the end of the day. This follows a best practice developed by DAI.
		<b>Do</b> ensure privacy for the interviews.
<b>Do not</b> expect to filter more than about 10% of applicants using this method.	<b>Training as a Selection Method</b>	<b>Do</b> try to use training as a selection method (within reason), selecting more trainees than the required number of internships and then allowing a small number not to be selected for internships.
	<b>Ownership by the Private Sector / Employers</b>	<b>Do</b> involve the employer at all possible stages. <b>Do</b> involve senior staff and directors to give credibility.
	<b>Selection of Top Students</b>	<b>Do</b> monitor a control group made up of 'failed' applicants in order to test the true impact of the program.

	<b>Do</b> make part of the selection criteria social-impact related in order to ensure genuine change is made.
<b>Selection Criteria</b>	<b>Do</b> involve the target employer, or at least representatives of the target sector, in the choice of selection criteria for that employer/sector. <b>Do</b> carefully analyze the selection criteria for their impact (for example the impact of 50-50 gender balance may be a lower total employment of participants after six months, but a higher participation of women). The criteria should balance the different objectives of the program as well as account for employer needs.
<b>Business Skills Needs</b>	<b>Do</b> select based on all types of skills: technical, work and personal skills.

## Training

Training is an important part of the internship program so it is considered a separate point on the cycle.

<b>Do not</b> pay interns while they attend the training	<b>Methodologies</b>	<b>Do</b> , in general, base training on a mutual assessment of employers' and interns' needs. <b>Do</b> utilize a practical, participatory and simulation-focused training methodology. <b>Do</b> engage local trainers, particularly youth trainers, to support their capacity and opportunities, and to create a better rapport with trainees. <b>Do</b> involve the target businesses in the design of training, on a sector-by-sector basis.
	<b>Training on the Job</b>	<b>Do</b> ensure that part of the job-description includes time and 'investment' in the training of the intern. <b>Do</b> consider offering employers a 'bonus' in terms of a higher contribution to the intern salary in return for an in-kind contribution of on-the-job training. <b>Do</b> provide training to employers on how to do on-the-job training and develop skills among interns.
	<b>General Skills</b>	<b>Do</b> attempt to drive reform in universities by supporting new initiatives and advocacy. <b>Do</b> consider initiatives to increase opportunities for students at all levels to engage in 'extra-curricular' activities which are student-driven and therefore develop key skills.
<b>Do not</b> provide training for interns who already have 'strong' aptitude.	<b>Different Internship Types</b>	<b>Do</b> provide more intensive training for graduate internships with the aim of raising the intern's aptitude from weak or medium to strong.
<b>Do not</b> offer communication skills. <b>Do</b> invest in integrating it more effectively into education.	<b>Skills Mentioned</b>	<b>Do</b> train on proactivity.
		<b>Do</b> train on innovation / creativity.
		<b>Do</b> train on critical thinking.
<b>Do not</b> offer English. <b>Do</b> invest in integrating it more effectively into education.		<b>Do</b> train on problem-solving.
		<b>Do</b> design a program focused on changing and improving attitudes.
<b>Do not</b> offer general IT skills like MS Office or ICDL.		<b>Do</b> offer specific IT skills (such as MS Project, Bisan and others), if there is a specific need in the target sector.
		<b>Do</b> invest in integrating IT more effectively into education.

## Implementation

This section covers key elements of the implementation methodology according to three main internship types. Section 2.1 provides an explanation of these internship types, while a brief summary is provided here as a reminder:

- **Job creation:** focused on providing a temporary work opportunity normally in labor-intensive sectors. This type of program can encompass those with incomplete or limited education.
- **Graduate internship:** focused on providing work opportunities and experience that has the potential to become a long-term job for graduates of colleges or universities.
- **Training placement:** focused on providing training which is practical and work-focused, typically to undergraduates and sometimes graduates with a specific technical qualification.

Do not use the same implementation methodology for each internship type.	Internship Type	Do define the internship using five key factors: business sector, field of work, age, education level, and skill level of the intern.
		Do design the implementation methodology in partnership with youth and employers, ideally tailoring each internship exactly to meet the needs of both the employer and the intern.

Note that the following recommendations may not be applicable to all internship types as defined in section 2.1. The main recommendation, as stated above, is to customize each individual internship. This section will specify whether a recommendation is specific to one of the three main types or whether it is general to all types. Types have been underlined in each recommendation for clarity.

Do not engage with employers for <u>graduate internships</u> unless they are able to demonstrate a longer term (at least six months) business need. In other words, if the business cannot demonstrate how they will employ the intern after the internship, do not place a graduate intern there.	Duration (type-dependent)	Do start from the basis of a three-month duration for <u>graduate internships</u> and job-creation, but allow some variation (longer or shorter) if there are justified reasons from the employer's or intern's side.
		Do allow some variation in the duration for <u>training placements</u> according to business need within the boundaries of the law.
		Do ensure duration is agreed in advance of the internship for <u>all types</u> .
		Do set the expectation with <u>graduate interns</u> and <u>job creation</u> interns that their employment will be terminated if they do not meet the business' expectations (as in fulfilled their job description).
Do not allow extension of financial support beyond the agreed limit (if financial support is offered).		

	<b>Job Description</b> (for all types)	<p><b>Do</b> have a clear, well-formulated job description which reflects a clear business need and is set before selection of interns as part of the business needs analysis.</p> <p><b>Do</b> hold both employers and interns accountable for sticking to the job description, and build this accountability into the monitoring and evaluation procedures.</p>
	<b>Payment and Incentives</b> (type-dependent)	<p><b>Do</b> negotiate on an employer-by-employer basis, an employer contribution that is a minimum of 50% of the stipend for <u>training placements</u>.</p> <p><b>Do</b> consider <u>graduate interns</u> as receiving a salary and negotiate as high a contribution as possible from the employer.</p> <p><b>Do</b> consider other incentives such as training and support from employers, opportunities for leadership and the formation of a strong personal network for <u>all types</u>.</p> <p><b>Do</b> utilize careful monitoring for <u>all types</u> to avoid employers 'cheating' the system (see M&amp;E section below).</p>
	<b>Terms / Contract</b> (type-dependent)	<p><b>Do</b> ensure employers provide a contract with equivalent terms to similar employees and a good work environment, particularly for <u>graduate internships</u>.</p> <p><b>Do</b> monitor the contracts for <u>all types</u>.</p> <p><b>Do</b> start from the basis of full-time employment for <u>graduate internships</u> and <u>job-creation internships</u> unless a particular business need is identified.</p> <p><b>Do</b> seek to make <u>training placements</u> full time and meeting a business need.</p>
<b>Do not</b> use location as a proxy for need among either employers or interns.	<b>Location</b> (for all types)	No clear recommendations could be reached as regards any preferred or optimum location. Received conflicting reports linking interns/students work attitudes and ethics to particular areas.
<b>Do not</b> work with employers unwilling to submit to some type of suitability assessment as this demonstrates a negative attitude.	<b>Business Suitability Assessment</b> (for all types)	<b>Do</b> undertake a 'suitability assessment' to judge the employer's capacity to host an intern, including as factors: space and time, commitment, management capacity, experience with interns, reasons for participation, and openness to establishing internal internship programs.
	<b>Business Needs Analysis</b> (for all types)	<b>Do</b> utilize a business needs analysis in cooperation with business associations as early as possible in the selection process for businesses.
	<b>Sector Focus</b> (for all types)	<p><b>Do</b> select sectors and assess employment capacity as part of the preparation for the program.</p> <p><b>Do</b> provide more flexibility for bigger businesses that have a mixture of needs.</p>

## Monitoring & Evaluation

This section covers methods and components essential to effective monitoring and evaluation.

Do not rely on a broad baseline for the measurement of impact, refer to control group.	Baseline	Do consider using an aptitude baseline (testing aptitude in advance of the training) for measurement of the training quality and therefore considering more than the simply the skills provided.
	Aptitude Measurement	Do create a system for measuring aptitude, considering perhaps, purchasing off-the-shelf assessment tools such as that provided by SHL Direct (shldirect.com) and introducing an assessment center-style selection process.
		Do consider investing in aptitude measurement tools in partnership with employers who will make broader use of the tools and try to use IYF's contacts to get discounts on aptitude measurement tools / tests.
		Do measure aptitude before the intervention, after the training and after the internship.
Do not rely on contracts and employer documentation.	Control Group	Use a control group of students comprised of those who applied but were not selected.
		Do ensure the control group, at the point of application, has similar aptitudes for the eventual work allocated to the selected group.
		Do create an incentive for the control group to continue participating in the tracking process.
	Database	Do use a database for at least basic tracking during and after the program. Do assess the capacity of the implementing organizations and tailor the database to suit this capacity.
Do not use un-announced field visits.	Financial Monitoring	Do use official bank statements to confirm reimbursement. Do set clear expectations from the start with employers to prevent cheating.
	Appraisals	Do provide guidance to employers on how to appraise interns, setting the expectation that they are treated in the same way as all other employees. Do agree with employers to share appraisals for monitoring of the project. Do base appraisals on the job description.
	Field Visits	Do try to combine field visits with employer appraisals to avoid duplication of assessments. Do ensure field visits cover both the intern and the employer or line-manager. Do take great care when attempting to address problems directly; ensure the intern and employer have a say in when and how problems are resolved. Do assess compliance with the job description at every opportunity.
	Reporting	Do use an IT system for recording monitoring information (test cost-effectiveness by comparison with overhead and effectiveness of paper system). Do ensure reporting and monitoring is linked to actions and responses to resolve problems quickly.

	<b>Do</b> capture numerical information and unstructured information.
	<b>Do</b> create indicators linked to the job description.
<b>Follow-up</b>	<b>Do</b> ensure the provision of resources for 6- and 12-month post-internship follow-up to evaluate performance.
	<b>Do</b> require implementing organizations and service providers to provide additional services to those participants who do not have full-time work after their internship.
<b>Responsiveness</b>	<b>Do</b> set clear expectations with employers and interns.
	<b>Do</b> ensure each field visit and monitoring form is acted upon in a timely fashion, especially where problems have arisen.
	<b>Do</b> foster the trust of interns and employers by carefully considering appropriate responses and encouraging interns and employers to resolve problems between themselves first.

## 2.5 Stakeholder Roles

The key stakeholders for graduate-internships are employers. For graduate-internships to become a sustainable part of the process of training youth to become effective employees, any initiative must be led and organized by employers. NGOs and other important stakeholders such as educational institutions also have a strong role to play, particularly in training placements and job-creation internships.

The following table is an overview. More details are given on aspects of these roles (particularly for youth serving NGOs and the YED program) in the Tips for Implementing Organizations section (2.4).

Internship / Apprenticeship Program Priority Role in the Context of IYF's YED Program			
Stakeholder	Training Placement	Graduate Internship	Job Creation Internship
<b>Youth serving NGOs</b>	Provide support and guidance to youth participating at all stages of these programs, while monitoring the quality to provide feedback to employers.		Outreach, selection and monitoring of programs
<b>Youth</b>	Seek out training opportunities using personal connections and any other means.	Proactively seek opportunities and prepare for them through developing skills and key aptitudes.	Participation and perhaps peer-mentoring from youth with high aptitudes.
<b>Employers</b>	KEY STAKEHOLDER		
	Seek links with educational institutions and provide effective training programs which meet course requirements.	Establish and maintain structured internship programs.	Host interns and provide a suitable work experience for them.
<b>YED program</b>	Provide support to educational institutions and employers in improving programs while avoiding creation of dependency	Provide support to employers setting up programs while avoiding creation of dependency.	Provide support to youth serving NGOs and target marginalized groups.
<b>Educational institutions (schools, colleges and universities)</b>	Improve linkages between educational institutions and employers to develop better training placement opportunities and improve monitoring and impact-tracking.	Involve employers in course design and link courses with graduate internships.	No major role
<b>Private sector service providers</b>	No major role	Provision of intensive training	
<b>Government institutions and ministries</b>	Push educational institutions to improve monitoring and impact-tracking of course-related training.	Enforce labor laws.	Provision of employment, where appropriate.



### **3. JOB PLACEMENT SERVICES**

3.1 What are Job Placement Services?

3.2 Overview of Existing Services

3.3 Key Success Factors for Implementing Organizations

3.4 Tips for Implementing Organizations: Dos and Don'ts

3.5 Stakeholder Roles

### 3.1 What are Job Placement Services?

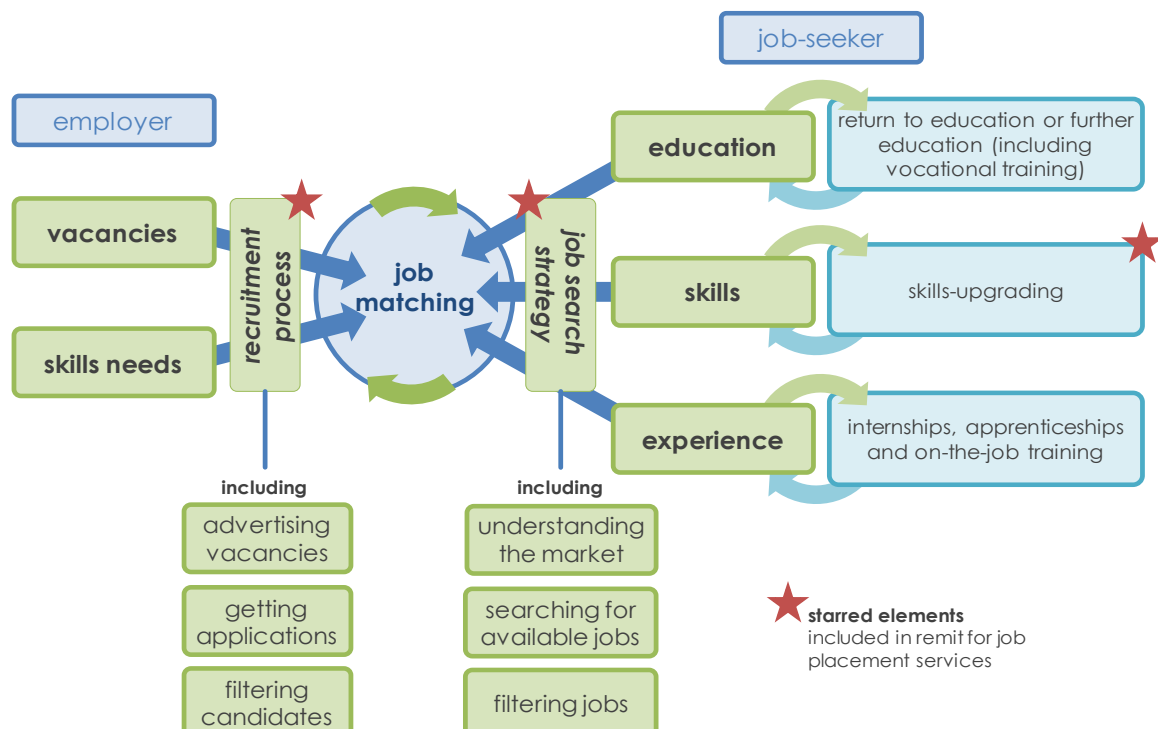
Job placement in the context of this assessment is defined as 'the act of finding a job.' There are four common reasons that job-seekers are *not* able to successfully find a job:

1. Lack of skills
2. Poor job-search strategy or a lack of information about available jobs
3. Poor applications and poor interview technique
4. Discrimination or another non-merit related reason such as a lack of *wastha*.

Job placement services should seek to address these needs. It is important to note, however, that other reasons behind not being able to find a job do exist, but they must be addressed through other more specialized initiatives. In particular, additional education may be vital to someone finding a job, while experience is also a central requirement from most employers and this is addressed through on-the-job training (see 2: Internships and Apprenticeships). The following diagram attempts to simplify the picture and identifies the three key elements within the remit of a job-placement service.

#### The Market for Job Placement Services

In many countries, job placement services are often provided by profit-making companies. Around the world, this sector is worth hundreds of billions of US dollars each year. Employers in Palestine, despite high unemployment, are desperate to find good staff who can help their businesses to grow and compete. Helping them in this process would be a valuable and potentially profitable service.



Note that while skills-upgrading could be considered a separate service or part of career guidance, it is included here to emphasize its importance in getting a job, as well as the timing of the training provided which most likely will coincide with the job-seeking process.

### 3.2 Overview of Existing Services

Job-advertising has traditionally been the domain of the main national daily newspapers and spending on this form of advertising is already high. However, Palestinian youth, today, are more and more likely to turn first to the internet for information about available jobs. In addition to this, private training services are common for skills-upgrading. Few other structured job-placement services exist, although some larger companies are buying services (such as aptitude tests) from international providers and CV distribution services are available from universities. The following table outlines some examples of these services, although it is not comprehensive.

Job Placement Activity	Service Provided (refer to diagram)	Example	Details
<b>Job-advertising and job-boards</b>	employer: advertising vacancies + getting applications	Daily newspapers	Typical adverts cost \$100-200. Newspapers are an important medium for more senior positions or more prestigious companies which want to promote their positions.
	job-seeker: understanding the market + searching for available jobs	Online job boards (jobs.ps)	Around 10 job-boards were identified but only jobs.ps provides an effective service. Jobs.ps is a registered Palestinian company and, since 2008, has around 10,000 visits per day, 33,579 registered job-seekers, 20,799 uploaded CVs, 8,676 posted jobs (monthly average of 241 posts) and almost 900 active employer accounts. It also provides some 'head-hunting' services based on its database of CVs. Job adverts cost \$50 or less with bulk-discounts. Job-seekers do not pay to access the service.
<b>Job-matching services</b>	employer: getting applications + filtering candidates	Souktel	Souktel uses an SMS system to gather mini-CVs and provide job information to job-seekers based on these mini-CVs.
	job-seeker: searching for available jobs	Welfare Association Internship Matching Website	A recently launched custom-built service to match interns with employers. The system accepts intern and employer applications and allows employers to search and pick out interns. The internship stipend is paid for in part by Welfare Association.
		Labor Offices/ One-stop-shops	The MoL labor office service has mainly facilitated permits to work in Israel to date, but is undergoing an investment program and training to develop these as one-stop-shop career and job placement service hubs. They currently report offering job match, resource information, legal advice, guidance to workers in Israel and meetings between employers and students. No statistics are available.

<b>Wastha, favoritism and mediation / recommendations / references</b>	employer: filtering candidates	Informal 'services'	Wastha, which ranges from preferential treatment based on personal contacts to simple recommendations, is extremely common and is accentuated due to the limited size of the labor market. The latter (recommendations) cannot be eliminated and are common in every country. The former (nepotism) is damaging to the employer and may not in fact be so prevalent. Some NGOs also provide informal recommendations or references.
	job-seeker: filtering jobs	University recommendations	Universities provide informal and semi-formal recommendations which help employers to identify stronger candidates.
<b>CV development and distribution</b>	employer: filtering candidates	Some private sector services	Some services appear to exist but are not reputable and it is not clear that they produce good results for paying job-seekers unless they have exclusive jobs which are not otherwise advertised.
	job-seeker: searching for available jobs	An-Najah alumni services	An-Najah has a large unit which supports job-seeking and occasionally provides CVs to employers seeking specific backgrounds. No similar service was reported in other universities.
<b>Skills-enhancement</b>	job-seeker: skills-upgrading	Training companies and NGOs	Training companies offer language and IT skills for fees. NGOs offer training on numerous topics, often for free. Sharek and Injaz bring private sector professionals to provide training to students (of different ages) in their field of expertise.
<b>Job days</b>	employer: advertising vacancies + getting applications + filtering candidates	Universities and specific faculties	Job days run by faculties at universities bring together employers in one particular sector. These days have mixed reputations among students and employers, often being regarded as 'not serious' and not appropriate for job-matching.
	job-seeker: understanding the market + searching for available jobs + filtering jobs	NGOs (e.g., Sharek and Welfare Association)	Job days run by NGOs are much like those run by universities although they may offer training and preparation.
		MoL	The MoL has conducted job days with relatively strong participation and some jobs matched.

### 3.3 Key Success Factors for Implementing Organizations

These factors are intended to focus initiatives on what is anticipated to yield the most impact, as opposed to how existing interventions, which are few, can be improved.

#### 1. Support the for-profit market for services

The primary success factor for supporting job placement for young Palestinians is to support existing private sector service providers and support the establishment of new providers. A key observation by jobs.ps was that visitors to the site return because it is trusted and has been updated daily for the last three years. A key starting point for NGOs and other implementing organizations should be how such for-profit services can be replicated to cover other needed job-placement services. In addition, they can play a key role by monitoring and holding service providers to account, paying particular attention to the need to provide a non-political, equal and fair service to all who seek it.

#### 2. Focus on groups most in need

While the private sector providers mainstream services, NGO programs and government run services, such as the employment one-stop-shops, can focus on filling the gaps for those who lack access to private services and particularly those who lack the so-called 'wastha' that is widely used to gain an initial interview. By focusing on these groups, NGO programs can be more certain of providing services to people who would otherwise not be able to find work.

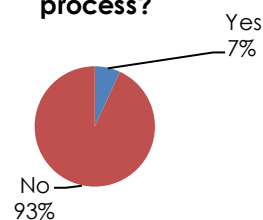
#### 3. Focus on educational reform for skills development

The skills gap between education and work is a major problem for Palestinian youth, while, for employers, the difficulties faced in recruiting fresh graduates with the required skills are equally problematic. A prime example is English language skills, which are poorly taught and yet vital in many sectors. These skills cannot be adequately taught in short trainings and workshops and there is no sense in providing such trainings. Success in upgrading young Palestinians' skills will come from investments in improving education quality in key areas like English language skills. Moreover, work skills like communication, time-management, people management, decision-making and innovation are equally difficult to provide in one-off, time-limited trainings but if built into the methodology of teaching, may lead to a comprehensive change.

#### 4. Support better human resource management among employers

Many employers recognized the need to improve human resource management (HRM). Meanwhile, there is a perception among youth surveyed that employment practices are unfair. Improving HRM capacity requires building better systems for advertising vacancies, getting applications and filtering candidates. It also means improving post-recruitment systems for supporting the development of staff members using training, salary scales and career development. Supporting the development of these systems will make the labor market fairer and improve the performance of newly recruited graduates, thereby improving the perceptions of employers and opening up more opportunities for future graduates.

**Do you think most employers have a fair selection process?**



Source: online survey conducted as part of research.

### 3.4 Tips for Implementing Organizations: Dos and Don'ts

<b>Do not</b> use the term “job day” (يوم التوظيف) unless the activity has a high likelihood of matching job-seekers and employers to find serious.	<b>Job days</b>	<b>Do</b> use job days (events aimed at matching job-seekers with employers) to support job placement, making them sector specific where possible and controlling the environment to ensure it is comfortable for all participants.
		<b>Do</b> use filtering for job days aimed at matching job-seekers with employers (filter job-seekers according to sector-needs and employers according to sectors).
		<b>Do</b> engage the private sector to ensure real recruiters who look at CVs and make employment decisions are present at job days.
<b>Do not</b> use the term ‘career day’ for a job matching event.	<b>Career days</b>	<b>Do</b> develop alternative terminology and clear advertising for ‘career days,’ which are events aimed at connecting employers and job-seekers so that employers can find out more information about available skills and backgrounds and job-seekers can find out more about available careers and get tips on how to get a job [See Career Guidance].
<b>Do not</b> provide mainstream job placement services directly as this stifles sustainable market for these services.	<b>Job boards</b> (online and others) (also refer to internship outreach section)	<b>Do</b> provide support to job placement service providers by monitoring and holding service providers to account, paying particular attention to the need to provide a non-political, equal and fair service to all who seek it.
		<b>Do</b> work cooperation with service-providers to develop new services.
<b>Do not</b> directly offer communication skills, English or general IT skills (MS Office, etc) unless as a self-sustaining service.	<b>Provision of skills-upgrading training</b>	<b>Do</b> attempt to drive reform in universities by supporting new initiatives and advocacy.
		<b>Do</b> consider initiatives to increase the opportunities for students at all levels to engage in ‘extra-curricular’ activities which are student-driven and therefore develop key skills as part of work-skills upgrading.
		<b>Do</b> focus training programs on skills like proactivity, innovation / creativity, critical thinking, problem-solving, changing and improving attitudes, all of which are more difficult to provide.
		<b>Do</b> consider providing sector-specific IT skills where a specific need exists.
<b>Do not</b> provide training on career skills in their own right, but consider them as an addition to other trainings.	<b>Provision of career skills training (job application, interviewing and related skills)</b>	<b>Do</b> push educational institutions to integrate communication skills, English and general IT skills (MS Office, etc) more effectively into education.
		<b>Do</b> engage employers to provide this type of training.
<b>Do not</b> offer or invest in CV distribution services.	<b>CV distribution service</b>	<b>Do</b> push for their provision as a mainstream service for all young people in educational institutions.
	<b>Matching services and recommendations</b>	<b>Do</b> consider additional research into more targeted forms of recruitment agency models and the possibility of instigating private sector services in this internationally successful market.
		<b>Do</b> consider investment in a recommendation service provided by universities or a private provider. Such a service would interview and identify candidates and help

<b>ons</b>	to identify suitable jobs for a fee, payable, perhaps on successful matching.
<b>Web-based work</b>	<b>Do</b> consider providing training courses for freelance work through internet sites like 'elance.com.'
	<b>Do</b> provide training on working remotely, which is becoming an essential skill in any case.
<b>CV Enhancement Opportunities</b>	<b>Do</b> position 'extra-curricular' activities as opportunities to enhance a CV, building relevant experience and skills.
	<b>Do</b> develop a better understanding among employers of the benefits of 'extra-curricular' activities in terms of experience and skills.
	<b>Do</b> invest in accreditation or certification of voluntary experience working with private sector employers, to distinguish between participants in youth development programs.
	<b>Do</b> look at other aspects of the YED program (such as service/learning) as CV enhancement opportunities and ensure that CV and personal development opportunities are incorporated into those components.

### 3.5 Stakeholder Roles

The key stakeholders for job-placement services are private sector providers. They are the best placed to provide sustainable services and the market does have opportunities for profitable businesses. Other stakeholders will be best placed seeking ways to support and strengthen these providers and their services, rather than offering alternatives. In particular, this should include monitoring and holding service providers to account for minimum standards, such as the provision of a fair and equal service to all users.

Stakeholder	Job Placement Priority Role in the Context of IYF's YED Program
<b>Youth serving NGOs</b>	Motivate youth to adopt a positive attitude to work; support the development of innovative job-placement services with a focus on monitoring and holding service providers to account; push for educational reform.
<b>Youth</b>	Work hard, be creative and take a lead.
<b>Employers</b>	Improve human resource management to better develop fresh graduate recruits.
<b>YED Program</b>	Provide support to private sector service providers to broaden and improve services, avoiding direct funding or investment.
<b>Educational institutions (schools, colleges and universities)</b>	Focus on educational reform for skills development.
<b>Private sector service providers</b>	<b>KEY STAKEHOLDER</b> Provide a diverse set of profitable and effective services.
<b>Government institutions and ministries</b>	Invest in the capacity of one-stop-shop employment offices and push educational reform for skills development.



## **4. MINI-BRIEFS ON KEY CHALLENGES FOR EMPLOYABILITY INTERVENTIONS**

This section is a compilation of key challenges raised in the previous sections, highlighting the challenges or risks and possible mitigation mechanisms.

4.1 Markets for Services

4.2 Sustainability Issues

4.3 Skills Needs among Youth

4.4 The Business Benefits Factor

4.5 The Human Resource Management Problem

## 4.1 Markets for Services

With respect to services, in particular, job-placement services, a small number of private sector providers currently compete with grant-funded providers. Implementing organizations seeking to improve the services available must consider, at the outset, the impact their programs will have on the market for services in order to avoid harming those markets.

<b>Challenge:</b>	The nascent market for employability services is hindered by grant funded services which create an expectation of free provision where it is not sustainable while marginalized groups remain underserved.
<b>Mitigation:</b>	<ul style="list-style-type: none"> <li>▪ Focus grants on marginal groups which markets have failed to reach.</li> <li>▪ Consider innovative mechanisms such as granting to service users rather than service providers to create incentives for markets and build a culture of paid-for services (where appropriate).</li> </ul>

## 4.2 Sustainability

Sustainability of each employability component is a key challenge given the severe donor-dependency in Palestine. High quality services and innovative mechanisms have been established using grant support, only to wither and shrink as grant funding ends. For new programs, sustainability should be the primary 'lesson learned' from the previous experiences.

	<b>Career Guidance Services</b>	<b>Internships &amp; Apprenticeships</b>	<b>Job Placement Services</b>
<b>Challenge:</b>	Career guidance requires a continuous service from age 14 to 25 to be effective. Existing services are extremely patchy and almost all rely on grant funding.	Grant funded, structured programs have been run with some success but few employers are willing or able to build effective internal programs so they remain grant-dependent despite the opportunities for employers to take a larger role.	Private sector providers are sustaining their services, while grant-funded services rarely last beyond the initial project or investment.
<b>Mitigation:</b>	Educational institutions must lead career guidance services and must realize their responsibility to get their young people into their first job.	Employers must lead internship and apprenticeship provision and develop the ability to convert an intern/apprentice into a valuable employee.	Private sector providers must lead the provision of job-placement services with grant-funded services targeting marginal groups.

### 4.3 Skills Needs among Youth

A gap in the skills employers need and the skills youth offer upon graduating from universities and colleges is repeatedly raised by employers as an issue. In fact, the particular skills required are not clear and in many instances, it is not technical skills relating to the specialization required for the job that are lacking, but a broader set of work skills, attitudes and 'exposure.' In contrast, Palestinian employers noted an increasing preference for employees educated abroad, implying that graduates of local universities and colleges are less able to compete even in local labor markets. The root cause of this problem is the inability of the Palestinian education system to instill key skills and attitudes that are most useful in a work environment. Meanwhile training programs for more tangible skills like IT, languages, and communication are common and the key aptitudes that employers are now looking for are rarely provided.

<b>Challenge:</b>	Fresh graduates from Palestinian universities and colleges are rarely able to demonstrate the key aptitudes that employers require and that will make them successful in the workplace. These aptitudes include, at a minimum, a strong work ethic, creativity and innovation, pro-activeness, problem solving and leadership.
<b>Mitigation:</b>	<ul style="list-style-type: none"> <li>▪ Focus grant-funded programs on these 'difficult' topics, investing sufficient time and resources into a high quality of training.</li> <li>▪ Avoid more tangible topics which can be provided for by existing mechanisms.</li> <li>▪ Research and advocate for changes in the education system which will yield these skills without the need for additional training.</li> </ul>

### 4.4 The Business Benefits Factor

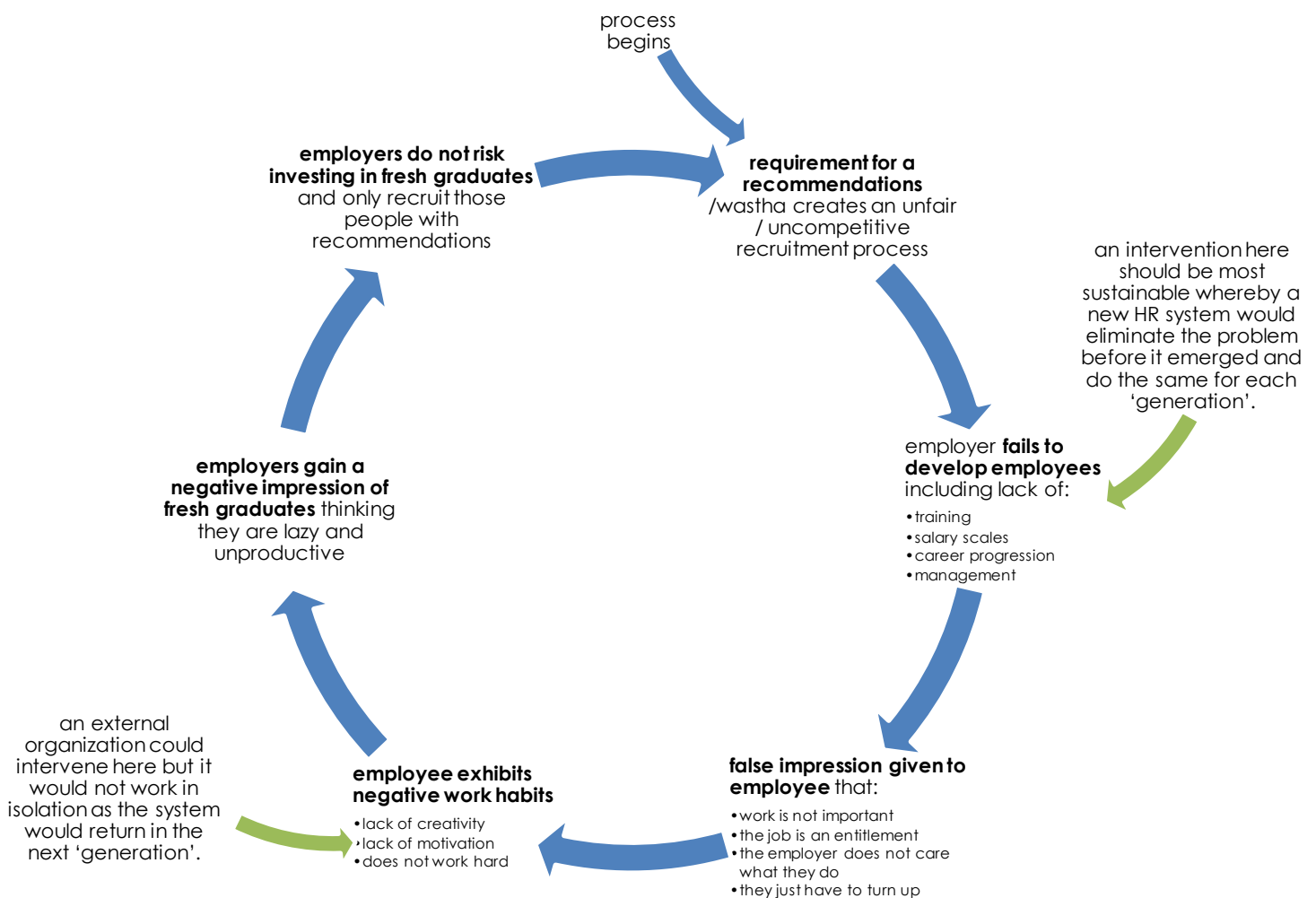
Businesses will get involved in the provision of employability services if there is a potential benefit for them. While businesses are easily persuaded of the public-relations and community benefits of events for children, using the same terms to persuade them to provide or support employability services has limited scope. Employers could provide services like career advice, training on sector-relevant skills, providing internships and apprenticeships (non-grant-funded), attending career events and advising educational institutions.

To persuade them of the benefits of being more involved in providing these services, more tangible benefits are required and further research into these would be helpful. The starting point would be to identify the value to businesses of a talented employee who is able to do the job with minimum supervision, uses initiative and solves problems, takes the lead and acts decisively. Businesses which realize the value of this talented individual will be prepared to invest time and resources in the employability services which help develop him or her. INJAZ has been able to present this argument successfully, in large part thanks to its global network and demonstrated experience in other countries.

<b>Challenge:</b>	Businesses must be persuaded of the value of investment in employability activities which eventually bring about improvements in the quality of fresh graduates and a direct improvement to their profitability
<b>Mitigation:</b>	<ul style="list-style-type: none"> <li>▪ Further research is required into the potential benefits to Palestinian businesses.</li> <li>▪ Civil society must become more adept at communicating these benefits to businesses.</li> <li>▪ A business-led consortia of recruiters is required to push universities and to bring on board a larger number of businesses to view human resources as an investment and employability activities as the best target for that investment.</li> </ul>

## 4.5 The Human Resource Management Problem

The present lack of human resource management expertise in Palestine has two clear impacts. First that recruitment processes are informal and subject to discrimination or unfair practices as illustrated at the first stage of the cycle below. Second that businesses lack the capacity to develop new employees into productive members of their teams.



<b>Challenge:</b>	A feedback loop seems to have taken hold in which many employers fail to develop newly recruited graduates, and many of these new recruits fail to work hard or make significant achievements.
<b>Mitigation:</b>	<ul style="list-style-type: none"> <li>▪ Support for businesses investing in human resource management would help to break this cycle.</li> <li>▪ Develop a business-led consortium of recruiters.</li> <li>▪ Train students on how to succeed in the workplace.</li> </ul>



## **5. CONCLUSIONS & RECOMMENDATIONS**

5.1 Employability Services

5.2 Gaps Suitable for YED's Consideration

5.3 Stakeholder Roles

## 5.1 Career Guidance Services: Short and Medium Term Interventions

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Career guidance services are arguably the most influential and important employability service and also form a part of the YED program mandate. They are defined in this report as services that help young people to make career-decisions, including education decisions. The key is a focus on decision-making and the fact that young Palestinians are not well informed about opportunities, employer needs, limitations and barriers they will face, and career pathways. The lack of systematic, sustainable and continuous career guidance services is leaving young Palestinians with qualifications they cannot use and seeking whatever job they can get. Given the priority in the latest National Development Plan for a human resource based economy, nothing is more important than improving the decisions young people are making and helping them to improve their working prospects.

In the short-term, two interventions should be considered by the YED program and its partners. First, is the creation and piloting of innovative approaches to career guidance (some suggested in appendix A.8) to fill the gap in services for youth currently making important decisions. Second, is the provision of career guidance to those who face the greatest difficulties.

Considering the medium-term, educational institutions have the longest relationship with most young Palestinians, although those who drop out of or have been failed by the system are an exception and must either re-enter education or use job-placement services to access work. This close relationship makes educational institutions, including schools for ages 14-18 and universities and colleges for post-18 students, particularly well placed to provide career guidance services. Educational institutions also commonly have certain available resources like space, time, and to varying degrees, expertise. Two clear problems are faced, however, which should form a focus for interventions in the medium term:

1. Educational institutions lack the notion of responsibility for the future work situation of the students in their care. This leads to a low-priority for career guidance and consequently a lack of resources and focus.
2. Staff who are given responsibility for career guidance are not provided sufficient training and do not necessarily have the expertise to provide informed career advice.

## 5.2 Internships: Short and Medium Term Interventions

The YED program mandate clearly commits it (and by extension, its partners) to certain actions in the short term. In particular, '600 young people will complete meaningful internships,' provides a tangible short-term goal. Internship programs have been relatively common in the West Bank over the last three to four years. A number of sizeable grant-funded programs with mixed outcomes have been implemented, while universities and colleges facilitate on-the-job training internship as part of their course requirements and employers provide formal and informal opportunities for fresh graduates to gain experience.

This report has made a distinction between three broad types of internships: training placements, graduate internships and job-creation internships. This is an artificial categorization which is defined in section 2.1. It is the conclusion of the authors that NGOs should only implement job-creation internships directly. That is to say, that only those programs aimed at improving livelihoods of the most economically and socially marginalized young people through a short, paid work experience should be led, managed and directly facilitated by NGOs.

The reasoning is clear: sustainable, if highly problematic, systems exist for the provision of graduate internships and training placements. Graduate internships are offered by a variety of employers, including companies and non-profits, while training placements are very common for certain specializations and courses at universities and colleges (especially vocational training colleges). For these internship types, interventions should avoid the use of grant-funding to avoid distorting the natural provision by employers and educational institutions. This is not to say, however, that such programs are perfect; there is a substantial role for a number of initiatives aimed at four key barriers:

1. **Insufficient quantity of graduate internships:** working to encourage more employers to provide graduate-internships and to build them into their recruitment systems.
2. **Insufficient quality of all internships:** too many internships (whether graduate-types or on-the-job training) fail to achieve the basic objectives of developing work skills and improving employability. Failings from both the intern and the employer are common and this brings into question a broad range of issues relating to the education system and employment practices.
3. **Poor monitoring and impact evaluation:** few internship programs, particularly those run by employers or educational institutions, assess the ongoing quality of internships and so are unable to respond to problems that commonly arise. Meanwhile, there is little understanding of the impact of these internships, which renders providers unable to adapt and improve the programs for the future.
4. **Poor follow-up:** both employers and internship-facilitators regularly fail to follow up and maintain a connection with the intern, meaning that the intern may struggle to convert the useful work experience into a long-term career proposition.

The YED program and its partners may choose a job-creation internship program in the short-term, but should not disregard the opportunity to make a more sustained impact through actions aimed at overcoming these four barriers. The recommendations in section 2.4 can be used to inform either directly implemented programs of the job-creation type or as tools to help improve interventions led by employers and educational institutions.

### 5.3 Job Placement Services: Medium and Long Term Interventions

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The YED program has expressed a clear interest in job placement services. Such services are defined in this report as including employer-focused services facilitating the recruitment strategy, job-seeker focused services facilitating the job-search strategy and skills upgrading to address some of the skills gaps that prevent young people getting jobs.

These services, in other countries, are typically offered by private sector providers and there are indications that such a model would work in the Palestinian context, including the existence of a small number of profit-making services and the fact that job advertising in newspapers alone may amount to around \$1-2 million per year. Grant-funded initiatives, in contrast, have not demonstrated an ability to transition to sustainable funding models.

In the medium-term, the YED program and its partners are best advised to focus on how successful, sustainable models like jobs.ps can be replicated to cover some of the gaps in job-placement services. One clear factor that the authors have encountered is that grant-funding should be avoided as a means to start new job placement services, or at least a mechanism such as a repayment requirement should be employed to retain the entrepreneurial nature of a new service. The exceptions are government-funded employment one-stop-shops, which promise to offer a wide range of useful services and should be sustained principally through government revenues in the long-term. YED and its partners should find that supporting these one-stop-shops is a valuable investment in the medium term.

In the long-term, the vital challenges include:

- Reforming the education system; and
- Addressing the lack of high quality human resource management among employers.

Most employability interventions avoid these longer-term needs due to their complexity and the difficulty of convincing relevant stakeholders to make needed changes. Positive signs were observed, however, among universities, colleges and employers, indicating that a desire for improvements does exist but has not yet permeated sufficiently. YED and its partners should not shy away from creating components of their interventions aimed at pushing this process of change and reform forward more quickly and more extensively.



## **APPENDICES**

A.1 Methodology

A.2 Background research and sources

A.3 List of Stakeholder Interviews

A.4 Focus Group Locations

A.5 Online Survey Overview

A.6 Phone Survey Breakdown

A.7 Overview of Online Job Boards

A.8 Innovative Methods in Career Guidance

## A.1 Methodology

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The research team used three key approaches to build a picture of employability services in the West Bank in 2011.

An initial desk review informed the research process, providing a detailed understanding of existing knowledge and research into this field. It is notable, however, that such research is still limited in the Palestinian context. There is a particular need for an improved understanding of the optimum roles of key stakeholders and significantly more research into the actual impact of employability programs.

The desk research provided the basis for the field research which sought to take a snapshot, rather than establish a comprehensive understanding of the situation. In this light, a sample of stakeholders in each group was taken. Where possible, those stakeholders were chosen on the basis of the potential interest they posed for the enquiry. Some issues arose, however, due to the limited timeframe available and the availability of the relevant people. The field research methodology comprised of a series of in-depth and semi-structured interviews. With respect to youth, a number of informal interviews were conducted as well as three formal focus groups.

In addition to the field research, two further primary research methodologies were used: a phone survey of small and medium sized businesses and an online survey of students. Though the sample sizes gathered were not statistically significant they provided an indication and a valuable insight into a broader spectrum of opinions and experiences.

The final step was a considerable analysis of the information received and collected including some further consultation with the YED program to gather their input.

## A.2 Background research and sources

The following background research was conducted:

Date	Title	Notes on Relevance	Author(s)/Funding
Apr 2011	National Development Plan 2011-13 (Establishing the State Building our Future)	National Development Plan indicating priorities, plans and intended investments from the Palestinian Authority for the next 2 years.	MoPAD
Mar 2011	Youth Employment Action Plan	Sharek Youth Forum overview and comprehensive situation analysis / problem analysis combined with recommended actions and policies.	Sharek Youth Forum
2010	UNRWA Cash for Work Project / Job Creation Programme Overview and Evaluation	This two-page summary overview gives bullet points on the large UNRWA cash for work project which is probably the largest employment creation / assistance project in the oPt. Although not exactly the same, it has similarities which provide interesting insights	UNRWA
Nov 2010	Active Labor Market Programs For Youth: A Framework to Guide Youth Employment Interventions	This provides overviews of some evidence-based implementation interventions and methodologies including skills-training and broader employment services. References are useful. It has a variety of concrete and evidence-based good practices from around the world.	World Bank Employment Policy Primer
Nov 2010	PNA National Employment Strategy	Policy context	MoL / PNA
Jul 2010	Non-Public Provision of Active Labor Market Programs in Arab-Mediterranean Countries: An Inventory of Youth Programs	An overview of relevant and similar programs	Diego F. Angel-Urdinola, Amina Semlali, Stefanie Brodmann / World Bank
Apr 2010	Labour Markets Performance and Migration Flows in Arab Mediterranean Countries: Determinants and Effects (Egypt, Palestine, Jordan, Lebanon, Syria)	This paper is prepared for the EU – it has some information on job creation needs in the Palestinian territory, it also has some policy analysis and summaries of active labor market programs	Mashreq / EU
Apr 2010	Assessment Of The Youth Sector In West Bank And Gaza	USAID research assessment of youth sector with specific regard to employability.	JBS International / USAID
Mar 2010	BizCLIR: For The Palestinian Economy Commercial Legal and Institutional Reform Diagnostic of the West Bank	Context on employing workers including legal regimes and relevant institutions	BizCLIR / USAID

2009	EFE (PEFE) Annual Report 2009	Contains information on the PEFE Jobs for Hope project which was a reportedly successful demand-driven (employer demand) job placement/internship program	PEFE / EFE
Dec 2009	Putting Middle East Youth to Work: Partnering with Business to Turn a Youth Tsunami into an Asset U.S. Global Engagement Program, Global Ethics Forum Video Highlights	Interesting remarks and comments on successes of EFE model ( <a href="http://www.carnegiecouncil.org/resources/video/data/000364">http://www.carnegiecouncil.org/resources/video/data/000364</a> )	Ronald Bruder, Jasmine Nahhas di Florio
Dec 2009	Determinants Of Job-Search Success For Recent University Graduates In The West Bank And Gaza Strip	A rather academic paper following from the previous one and developing the statistics using econometric models and academic frameworks.	Garry Sotnik – Birzeit CDS
Nov 2009	Islamic Relief Palestine External Evaluation - Cash For Work Project	This evaluation report is for a specific cash-for-work project in Gaza. While the circumstances and objectives are different, some of the methodologies are similar.	Funded by Disaster Emergency Committee
Apr 2009	Graduates And The Job Search: Research Brief #1–	Statistical overview based on Birzeit students. No evaluations of programs or activities.	Garry Sotnik / Birzeit CDS
2008	Supporting Youth at Risk A Policy Toolkit for Middle Income Countries	Overview of 'Promising Approaches' and good practices; Factors for success	Wendy Cunningham, Lorena M. Cohan, Sophie Naudeau, Linda McGinnis / World Bank
Oct 2008	Career Guidance In The oPt: Mapping The Field And Ways Forward	Contains a relatively comprehensive assessment of employability actions in 2008. In particular it has identified some promising actions which should be followed up on and some gaps which should be re-assessed. It also highlights some existing services which should be assessed and evaluated for good practices and lessons learned.	Ronald Sultana / UNESCO
Oct 2007	A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory	An overview of programs, good practices and lessons learned based on the 'Youth Employment Inventory' a World Bank database of youth interventions.	Gordon Betcherman, Martin Godfrey, Susana Puerto, Friederike Rother and Antoneta Stavreska
Oct 2007	Training in the Field Project Evaluation	Evaluation of relevant program	ABC Consulting / Sharek
n/a	DAI Success Stories – Palestinian Apprenticeship Program Celebrates 61 More Graduates	A press release / PR statement with valuable insights into the running of the Employment General Program	DAI / USAID
n/a	Souktel Annual Report	Overview of relevant program	Souktel

### A.3 List of Stakeholder Interviews

Date of Interview	Stakeholder	Names of Interviewees
14/06/2011	Souktel	Lana Hijazi
14/06/2011	Leaders	Shadi AL Atshan
14/06/2011	iPhase	Odeh Qurah
15/06/2011	Injaz	Randeh Salameh & Hisham Akawi
15/06/2011	Welfare Association	Urib Abed Al-Samad, Mahmoud Nazal & Ghasan Amayreh
15/06/2011	Bazinga	Mohammed Al-Khateeb
15/06/2011	Jobs.ps	Amjad Hamarsheh
16/06/2011	National Insurance Co.	Reina Hazboun
16/06/2011	Bank of Palestine	Raya Yusuf-Sbitany
16/06/2011	Palestine Technical College	Asem Ebaid & Ikhlas Shabaneh
19/06/2011	Isra Software Development	Husam Dweikat
19/06/2011	Safa Dairy Products	Basem Abed
19/06/2011	Al-Qasr Hotel	Awwad Hamdan
19/06/2011	An-Najah National University Alumni Unit	Dr. Jawad Fatayer & Rafa Daraghme
20/06/2011	DAI	Said Abu Hijleh
20/06/2011	TVET League (+PFI)	Ayman Isbeih
2/06/2011	Sharek Youth Forum	Maha Smoom, Hazem Abu Hilal, Sahar Othman, Sufian Mushasha
21/06/2011	Massar Group / Rawabi Foundation	Nisreen Shaheen
22/06/2011	Wataniya	Rami Hasan
22/06/2011	Reach	
07/07/2011	Birzeit University	Sawsan Abdul Jabar
07/07/2011	Ministry of Labour	Asef Said

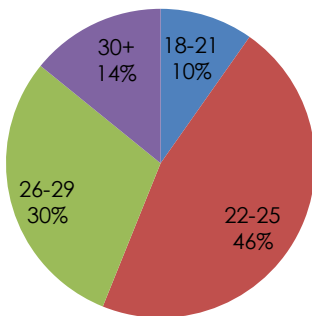
### A.4 Focus Group Locations

Date of Focus Group	Location	Number of Attendees
19/06/2011	Nablus: An-Najah University	21
21/06/2011	Ramallah: Sharek Youth Forum	12
28/06/2011	Hebron	15

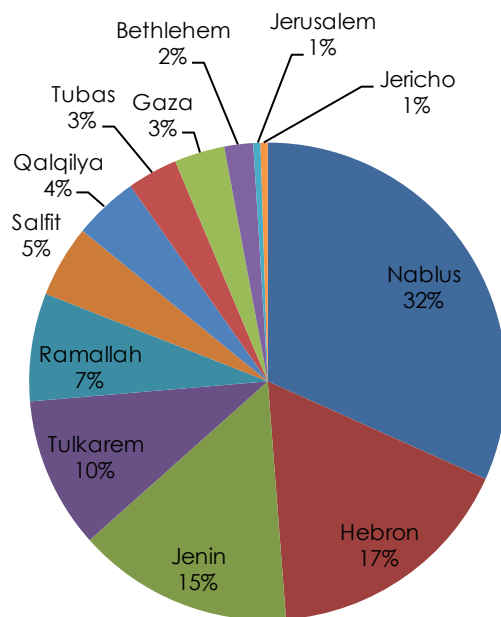
## A.5 Online Survey Overview

A total of 220 respondents filled in at least part of the survey, with 138 completing it. Respondents originated from around the West Bank and a few from Gaza. The survey was promoted through An-Najah's Alumni Email List, Sharek Youth Forum, and in the focus groups. The survey covered a wide range of issues relating to employability and required approximately five minutes to complete.

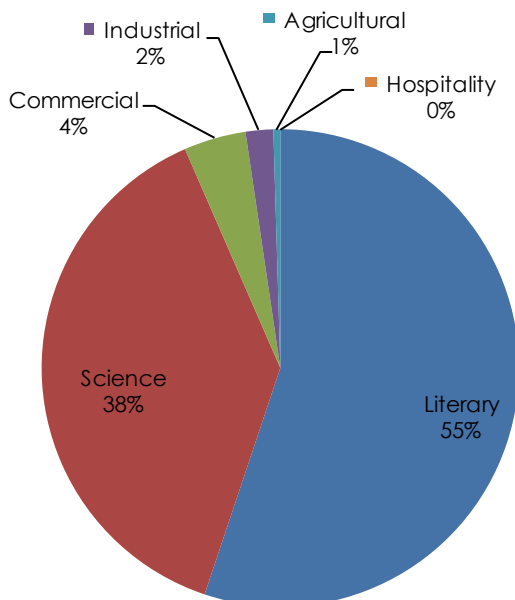
**How old are you?**



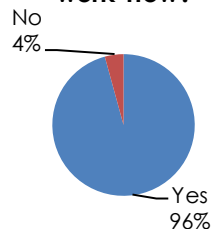
**What district are you from?**



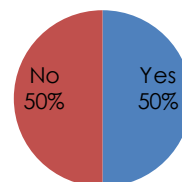
**Which Tawjihi stream were you in?**



**Are you looking for work now?**



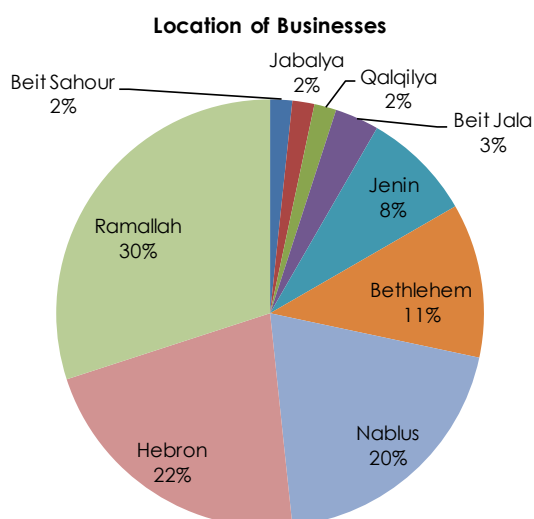
**Have you ever had a job?**



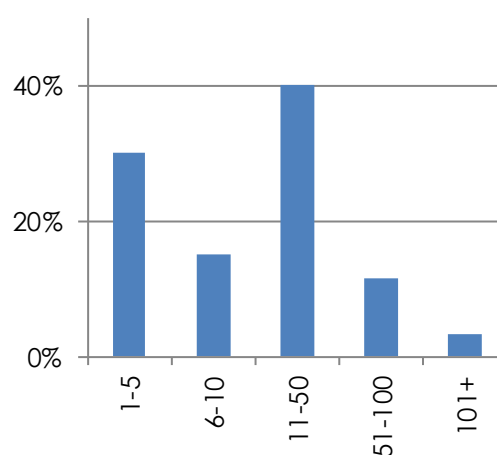
## A.6 Phone Survey Breakdown

The phone survey focused on a selection of small and medium sized businesses with available contact detail. The survey lasted 2-3 minutes and covered basic details of the businesses employment practices, interest in internships and usage of employability services.

Cities	#
Ramallah	18
Hebron	14
Nablus	12
Bethlehem	7
Jenin	4
Beit Jala	2
Beit Sahour	1
Jabaliya	1
Qalqilya	1
<b>Total</b>	<b>60</b>



**How many employees do you have?**



The businesses contacted for the phone survey were:

Institution/ Company name
Abu Sharakh Food company
Al-Amana Factory
Al Aqsa Center for X-rays
Al Barghouthi Co
Al Ferdaus For Mineral Water
Al Ghanem For Cleaning
Al Karmel Agriculture Co.
Al Mashreq for Insurance
Al Masri and Shaheen Trading Co.

Al Mohtaseb for car parts
Al Natsheh Co. for trade and industry
Al Qaser Hotel
Al Razi Hospital
Al Tamimi Medical Devices
Al wafa for Insurance
Al Yasmine Co.
Al Yasmine Hotel
Alexander Hotel
Alhadi for the manufacturing of doors and investments
Arab Co. for Devices and Medical Equipments
Arab Tourism Agency
Arja Textile Company
Beit Sahour Factory for cardboard boxes
Best Eastern Hotel
Bravo
Centre of Planning and Urban Development
Colors for painting and publishing
Crystal Sekorat Modern Glass Company
Darna Restaurant
Diarna Co. For real estate development and investment
Global Environmental Services Co.
Hadad Tourist Village
Hadara International Co. for office equipment and general trading
Health Care Union Committees
Ibn Al- Haytham Medical optics
Ibn Al Haytham Pharmacy
International Warehouse Co.
Juneidi Trading Company
Mada The Music Therapy Center
Manufactures Paper Co.
Masar for real estate investment
Milano Restaurant
Morgan Co. For Water Technology
National Glass Factory
National Leading Co.
Nestle co.
Palestine Insurance Company
Pickles Abu Obeida and his sons
Rukab Ice Cream
Sahem co.
Sharabati Brothers for Trade and Industry
Shawer
Shrayem Company
Shweiki for Public Undertaking

Sinokrot for Food Supplies
Super Nimer Industrial Investment
Techno Copy
Union of Women Committees for collective action
United World Insurance
Yara's production and broadcasting and television

## A.7 Overview of Online Job Boards

Jobs.ps combines a high reputation ranking and visitor numbers with a relatively high quality of job adverts, a well-structured site and daily or more than daily updates. There is no other comparable site for jobs in Palestine.

Site	Alexa Palestine Ranking	Content
<a href="http://www.najah.edu/ar/page/2073">http://www.najah.edu/ar/page/2073</a>	19 (najah.edu)	Daily or more updated lists of scanned job ads (3-5 per day)
<a href="http://jobs.unrwa.ps">http://jobs.unrwa.ps</a>	53 (unrwa.ps)	UNRWA Jobs
<a href="http://www.jobs.ps">http://www.jobs.ps</a>	78	Daily or twice daily updated lists of job ads (5-10 per day)
<a href="http://ps.opensooq.com/search/?c2id=4">http://ps.opensooq.com/search/?c2id=4</a>	159 (opensooq.com)	Lists of jobs - about 5-10 per week.
<a href="http://www.pal-stu.com/">http://www.pal-stu.com/</a>	179 (pal-stu.com)	User-posted ads, uncategorized and undated
<a href="http://paljobs.blogspot.com">http://paljobs.blogspot.com</a>	1765	Scanned newspaper ads with regular updates but a recent slowdown
<a href="http://www.palstar.net/content/category/6/22/40/">http://www.palstar.net/content/category/6/22/40/</a>	2,594	Daily updates using scanned ads from the newspaper
<a href="http://www.mubawab.ps/وظائف">http://www.mubawab.ps/وظائف</a>	3,051	Limited but regularly updated list of jobs
<a href="http://shoghlanly.moheet.com/">http://shoghlanly.moheet.com/</a>	not ranked	Numerous jobs posted daily across Arab countries
<a href="http://www.wzayef.com/jobs/120258">http://www.wzayef.com/jobs/120258</a>	not ranked	Weekly updated lists of jobs
<a href="http://arabhr.com/view_country_jobs/ps/في-وظائف-فلسطين/">http://arabhr.com/view_country_jobs/ps/في-وظائف-فلسطين/</a>	not ranked	Job ads mostly from Saudi Arabia
<a href="http://www.paljob.net/">http://www.paljob.net/</a>	not ranked	Ads have not been updated since 2009
<a href="http://www.shababgate.ps/web/portal/jobs">http://www.shababgate.ps/web/portal/jobs</a>	not ranked	RSS feed from jobs.ps
<a href="http://www.tvet-pal.org/job_app.aspx">http://www.tvet-pal.org/job_app.aspx</a>	not ranked	No information on the site

## A.8 Innovative Methods in Career Guidance

Career guidance is a service in particular need of innovation, although the following approach works for other services, including job-placement. Innovations can be in two main areas:

- Delivery mechanism
- Outreach mechanism

Innovations should realize at least one of three key goals:

- Reduce costs
- Increase sustainability
- Improve coverage of difficult-to-reach groups.

### Suggested Interventions

Intervention	Innovation Type	Goals realized	Description
Radio call-in show	Delivery and outreach	<ul style="list-style-type: none"> <li>▪ Reduce costs</li> <li>▪ Improve coverage</li> </ul>	A show featuring a variety of career guidance information and a regular call-in feature for counseling (backed up by referrals to other services). Features could include regular labor market updates, recruitment adverts from employers (providing some funding), success stories providing role models and journalistic investigations into institutional failings or poor quality services.
Career helpline	Delivery and outreach	<ul style="list-style-type: none"> <li>▪ Improve coverage</li> </ul>	A phone number is set up for people to call and access career counseling including tips of where more comprehensive services are available and how to access other services.
Mobile career service and library	Outreach	<ul style="list-style-type: none"> <li>▪ Improve coverage</li> </ul>	Vehicles stocked with take-away and borrow resources and manned by trained career counselors visit villages and underserved areas. While in the village, they provide individual and group career counseling as well as access points for job-seekers to use the internet to find jobs.
Parent career days	Delivery	<ul style="list-style-type: none"> <li>▪ Increase sustainability</li> </ul>	Parents of high school students in grades 9 and 10 come to the school and talk about their careers and jobs. Parents are a willing group who can expand career awareness and can provide tips for students.