



INJAZ

ENGAGING THE PRIVATE
SECTOR FOR GREATER
YOUTH EMPLOYABILITY
IN JORDAN

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INJAZ

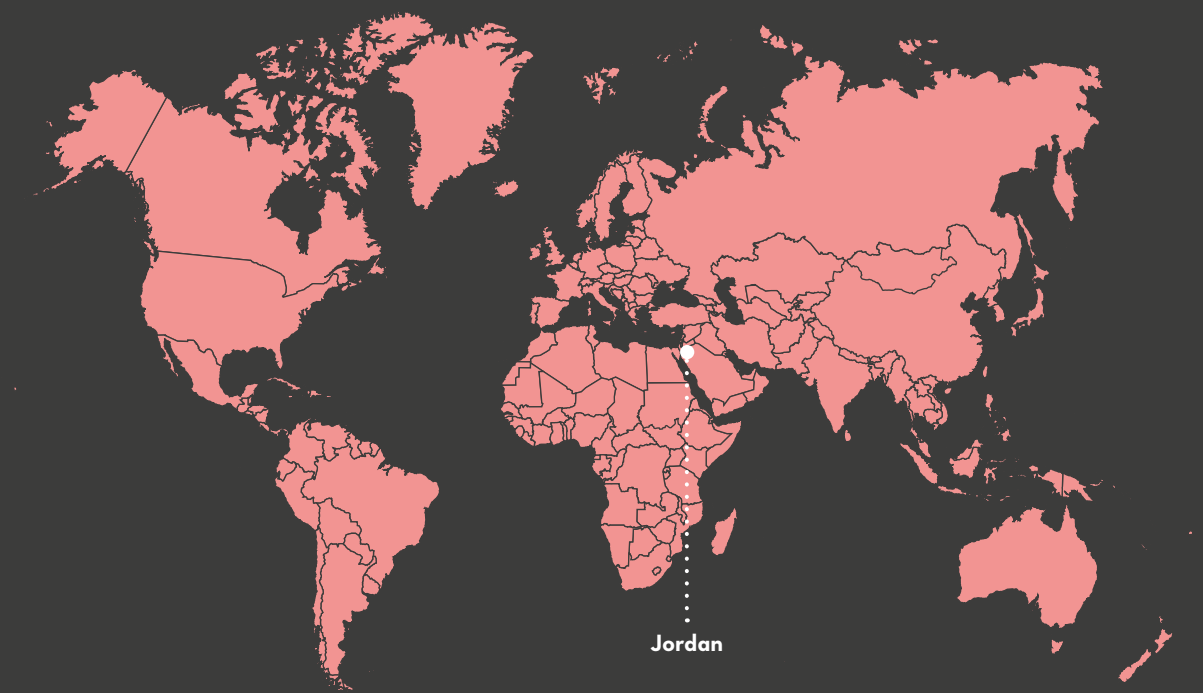
ENGAGING THE PRIVATE SECTOR FOR GREATER YOUTH EMPLOYABILITY IN JORDAN

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INJAZ at a glance

EDUCATION LEVEL:

Postprimary



LOCATION:

Jordan (across all 12 governorates)

FOCUS OF INTERVENTION:

Financial literacy, work readiness, and entrepreneurial training program aimed at youth in secondary schools, universities, community colleges, and various social institutions

INTERVENTION OVERVIEW:

INJAZ (1999–present), an independent Jordanian nonprofit organization specialized in youth empowerment, links the public, private, and civil society sectors to bridge the skills gap between the educational system and the changing needs of the labor market. Its demand-driven programs serve youth from grade 7 to university level and after graduation, with relevant and unique content and activities that improve students' and youth's financial literacy, communication, interpersonal skills, ethical leadership, teamwork, and creative thinking skills. For older youth in colleges and universities, youth centers, and vocational training institutes, the majority of INJAZ's programs provide direct links to real-world opportunities and support for them to gain work experience or otherwise develop their professional and entrepreneurial skillsets. Through an operating agreement, INJAZ initially used the curriculum of Junior Achievement, but it has since developed its own independent curriculum to better meet the needs of local students and local businesses. INJAZ engages volunteer trainers from both the public and private sectors to teach its courses; volunteers teach one hour per week for six to eight weeks every fall and spring semester, depending on the nature of the course.

TYPE OF LEARNING MEASURED:

Social, financial, and entrepreneurial skills

COST:

Three phases of funding over 15 years provided by the U.S. Agency for International Development to establish INJAZ (\$4.9 million), to scale up its programming (\$5.5 million), and to support its sustainability strategy (\$10 million). Financing is now sustained through donors and an endowment created through yearly contributions from INJAZ's Board of Trustees (\$10,000 from each member each year).

SIZE:

Direct reach—By 2015, 1.2 million youth. *Indirect reach*—27,309 corporate volunteers.

IMPACT:

Unemployment—INJAZ's graduates had an unemployment rate of 19 percent compared with the national rate of 32 percent. About 13 percent of INJAZ's graduates waited up to one year for a job, compared with 70 percent of the nation's unemployed. *Volunteers*—A cadre of 3,170 volunteers deliver 2,501 sessions yearly, forming the largest network of committed volunteers in Jordan today. *Expansion*—INJAZ was successfully integrated into the formal secondary school curriculum of all 12 of Jordan's governorates.

Background

Although the Middle East and North Africa (MENA) region's economic growth during the years 2013-14 registered at 3 percent, the region has the highest unemployment rates in the world, particularly among youth 15 to 24 years of age (World Bank 2016b). In Jordan, for example, steady economic growth has not led to job growth. Only 40 percent of the total workforce (ages 15-64) is economically active, with unemployment rates in rural areas dramatically higher than those in cities (IFAD n.d.). The official youth unemployment rate (ages 15-24) increased from 30 percent of the total labor force in 2010 to 34 percent in 2013 (World Bank 2016a). And for women, despite the fact that 76 percent of young women jobseekers have a secondary diploma or higher, unemployment among women is about

three times more than that of their male counterparts (IFAD n.d.).

According to Shereen Mazen of the Jordanian nongovernmental organization (NGO) Labour Watch, a major reason for Jordan's high unemployment rates is the "lack of coordination between the needs of the market and majors taught at universities" (Abuqudairi 2015). Even though the Jordanian education system is considered to be among the best in the region, young people are graduating without the appropriate skills required to secure jobs or to succeed in them (IFAD n.d.). In addition to this skills gap, limited access to training and career advancement and gender-based occupational segregation further constrain youth employment opportunities.

The growth of INJAZ

Responding to this struggle of a growing youth population paired with limited job opportunities, INJAZ (Arabic is إنجاز, meaning "achievement") was established in 1999 as an extracurricular afterschool activity under Save the Children with \$4.9 million in funding (over five years) from the U.S. Agency for International Development (USAID). In 2001, INJAZ was formally launched as a Jordanian NGO under the patronage of Her Majesty Queen Rania Al Abdullah. In partnership with Junior Achievement (JA), which had already been operating in 123 countries, INJAZ received the

rights to use JA's curricula in return for a yearly fee. USAID continued to support INJAZ for two additional 5-year phases of programming, with a grant of \$5.5 million from 2004 through 2009, and a final grant of \$10 million from 2009 through 2014.

During the period of piloting and expanding its programs (2000-02), INJAZ adopted a unique approach to training students by forming partnerships with private sector companies and engaging their qualified staff members as unpaid trainers, or "volunteers," to teach INJAZ programs

at schools and universities. Volunteers committed to teaching INJAZ courses for one hour a week for six to eight weeks every fall and spring semester, depending on the nature of the course. On average, since 2015 a cadre of 3,170 volunteers have delivered about 2,500 sessions yearly. This approach was INJAZ's strategy to minimize costs and to ensure the sustainability of its operations. Schoolteachers in classrooms have the option to support and supplement INJAZ training, but they are not mandated to teach the INJAZ curriculum (see below for more on the role of teachers).

INJAZ's programs are organized into three main units:

1. The INJAZ Skills-Building Program targets secondary school students (grades 7 through 11) in Jordan's public, military, and schools and special education centers under the United Nations Relief and Works Agency. Its emphasis on business and social entrepreneurship aims to develop a range of hard and soft skills (i.e., leadership, communication, organization, teamwork, conflict management, creative thinking, and entrepreneurship) necessary for students to be competitive in the job market and successful in their social and professional lives. Its emphasis on financial education addresses the lack of such coverage in schools. By promoting sound financial habits (i.e., saving and budgeting), the Skills-Building Program aims to empower students to achieve their full potential as informed economic actors. It also provides youth with career guidance activities to explore career interests and aptitudes in applied learning

environments outside the classroom. This "learn by doing" approach also helps students develop real-world skills, while linking youth to volunteer professionals in the field, who act as teachers, mentors, and representatives of the private sector.

2. The INJAZ Entrepreneurship and Employment Program targets university and college students, linking them with veteran entrepreneurs and mentors from the private sector, and engaging them in a range of capacity-building programs in the development and long-term management of social and business enterprises. Students who register their enterprises developed during the program are eligible to receive extended support from the INJAZ Enterprise Development Program, which provides them with critical resources and services. The Entrepreneurship and Employment Program also provides college students with opportunities to gain real work experience through INJAZ's Link2Job, a job and internship placement service. Link2Job also assists college students in preparing their résumés and for job interviews. Students can also benefit from INJAZ's skills development workshops and training sessions, further enhancing their skillsets and employability.
3. The INJAZ Volunteering Unit focuses on institutionalizing volunteerism within the corporate social responsibility programs of many of its over 300 private and public sector partners. This unit also oversees INJAZ's Young Volunteers Day and its social leadership programs,

which engage thousands of children and youth each year in community activities and school improvement projects.

A significant element of INJAZ's programming is its grounding in experiential learning—learning by doing. One anecdote from six students in a boys' school in Zarqa helps to put this in perspective: Asked to explain the most important thing they learned from INJAZ, one student summed it up nicely, saying that his greatest lesson learned “was not from the course itself, but from the experience of starting [a] pastry business” (Ahmed Nayef, interview by Mayyada Abu Jaber, April 13, 2015). Because the students were unable to pay for a trip their class was going on, their INJAZ trainer suggested that they start a small business to raise the needed funds.

A student's mother volunteered to make Arabic pastries for him and his classmates to sell at school. The INJAZ trainer, acting as a sounding board, proposed to the student and his classmates that they could save a small portion of their daily allowance to buy the pastry ingredients and get this project off the ground. After putting \$6 into the project, the students ended up selling the pastries and made \$33, which they divided equally among themselves. Not only did they have enough money for the trip, but also enough profit to invest in another small money-making enterprise. Throughout this endeavor, the INJAZ trainer guided, supported, and encouraged the students while the students learned important lessons in teamwork, managing capital, and business planning (Omar al-Momani, interview by Mayyada Abu Jaber, April 13, 2015).

expanded to other social institutions, including vocational and youth centers, orphanages, and special education centers for youth with disabilities. Today, INJAZ has a network of almost 28,000 corporate volunteers who annually teach more than 40 different INJAZ programs in 208 public and private schools, 41 universities and colleges, 119 youth centers, 29 centers and commissions, 12 orphanages, and 24 centers for youth with disabilities.

A by-product of INJAZ's design and growth has been the formation of Jordan's largest network of committed volunteers (27,309 corporate volunteers between 1999 and 2015) and the advancement of a culture of volunteerism (Huda Obeidat, interview by Mayyada Abu Jaber, April 15, 2015). Though, in its early days, INJAZ struggled to get 500 volunteers, today it

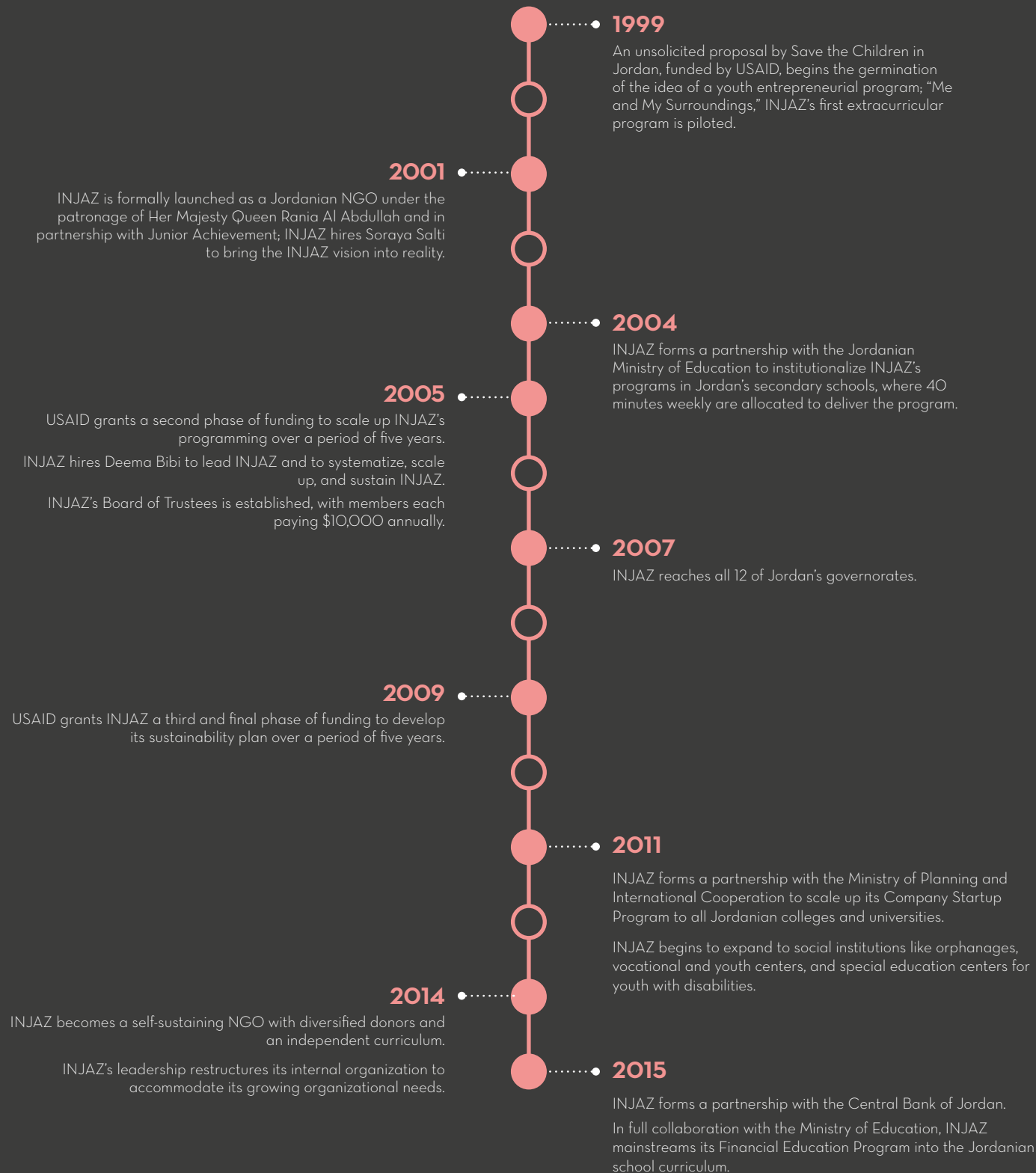
annually engages 3,170 volunteers, many of whom are repeat volunteers. This change is largely due to the fact that INJAZ graduates who have entered the private sector want to give back to INJAZ as volunteers, as well as due to INJAZ's ability to mobilize volunteers according to their passion for their work. Beyond volunteering to teach, private sector employees and their companies support INJAZ by adopting schools, sharing information and data, and providing employment and internship opportunities to graduates. Specifically, a USAID study of 18 private sector companies involved in INJAZ found that 17 percent of companies participate in INJAZ through school adoption, 7 percent by employing INJAZ graduates, 17 percent by hosting field visits, 50 percent by offering training services, and 10 percent through job shadowing (USAID 2012).

Impact and evidence of success

Although INJAZ's long-term impact on youth employment opportunities, civic engagement, or life skills has not yet been fully documented, an internal study based on a random sampling of INJAZ graduates measured its impact on youth employment. INJAZ found that its graduates had an unemployment rate of 19 percent, compared with the national rate of 32 percent. About 13 percent of graduates had to wait up to a year for a job, compared with 70 percent of the nation's graduates. INJAZ's positive track record and reputation for reversing unemployment trends in Jordan have given it a competitive edge—and, of particular importance, people throughout the country believe in it.

In its first year of operation, INJAZ graduated 613 students from 30 schools in different governorates in Jordan with the assistance of 70 volunteers. Within three years (in 2002), INJAZ's programming had been successfully integrated into Jordan's formal school schedule, meaning that INJAZ's curricula was being implemented by its volunteers during official school hours using the vocational education class time once a week. By 2007, INJAZ was reaching lower- and upper-secondary school and university students at public, private, and military schools, as well as schools administered by the United Nations Relief and Works Agency, across all 12 of the country's governorates. In 2012, INJAZ

Timeline of key events



Key drivers behind scaling impact

How did INJAZ help to address youth unemployment and the skills gap in Jordan? According to Deema Bibi, INJAZ's CEO since 2005, what made INJAZ successful was that it was never a single solution but rather a methodology. Its strategy was to pilot, test, enhance, and scale up only those programs that had proven to have a large impact based on criteria identified by their monitoring and evaluation protocols. In this way, resources

were not lost on scaling up risky programs, and INJAZ could ensure that its programs met its overall vision: to both inspire and prepare young people to succeed in the global economy. Thus, the story of how INJAZ scaled up its entrepreneurial training program across the region was as much a story of multistage growth and strategic positioning as it was a story driven by private sector engagement, visionary leadership, and local champions.

Engaging the private sector

A key aspect of INJAZ's model was its leveraging of the larger business community in its programming. INJAZ's private-public alliance—or its partnership with the public, private, and nonprofit sectors—was motivated by more than INJAZ just seeking the cash contributions of companies interested in engaging in corporate social responsibility. Instead, private sector partners are involved on many different levels, adding value to INJAZ's programming by transferring their business knowledge and skills to students as mentors, investors (in young entrepreneurs), donors, and inspirational leaders. For instance, during the scholastic year 2014-15, INJAZ's Skills-Building Program deployed more than 800 volunteers to implement 8,412 sessions in schools around Jordan (Muhannad al-Jarrah, interview by Mayyada Abu Jaber, April 6, 2015).

However, it was not always easy engaging volunteers in INJAZ. One of the biggest challenges in the beginning was finding sufficiently qualified

volunteers, because the culture of volunteering in Jordan had existed through charities, not through the field of education. Moreover, it was difficult to align partners with INJAZ's "staged intervention platform," a model guided by the belief that a long-lasting impact was achievable only by starting programming for youth at a younger age and continuing through the university level. Partners wanted to invest in youth who were closer to the job market (i.e., college-age students) to see quicker returns. But according to INJAZ's CEO Bibi, teaching 15-year-olds the skills they need to succeed in the global economy is too late, not to mention college-age students on the verge of entering the world of work. The long-term impact of teaching youth employment skills is "way better when starting at a younger age" (Deema Bibi, interview by Mayyada Abu Jaber, April 9, 2015). Part of INJAZ's task since its inception, and a key to its growth, has thus been raising awareness within its private sector partners of the

importance of starting early. Over time, INJAZ's partners began to see the value of investing in INJAZ school programs. In 2012, 53 percent of INJAZ's partners were supporting its secondary school programs, 17 percent were supporting its community college programs, and 30 percent were supporting its university programs (USAID 2012).

Since its inception, INJAZ has trained more than 27, 000 unpaid volunteers from the private sector to implement all its programs and to complement the formal schooling system's vocational offerings. Volunteers have not only helped to reduce expenses, but have also brought a level of energy, commitment, and authenticity to the program. Volunteers teach both the hard and soft skills that are important for employment in their industries, drawing on their own successes and failures in the workplace. Also, according to one member of INJAZ's Board of Directors, volunteers enjoy being affiliated with INJAZ. The INJAZ team's passion for its work helps to mobilize large numbers of volunteers on a yearly basis, many of whom are repeat volunteers. To help ensure the sustainability of INJAZ's operations, INJAZ packaged its programs in ways that made it more appealing to the private sector to not only help sponsor its programs in schools but also to adopt schools and programs as their own (i.e., fixing infrastructure).

One of the challenges of having such a large cadre of unpaid volunteers is the variability in quality. Volunteers come to INJAZ with a range of relevant training experience; some have years of teaching and training experience, while others are fresh graduates who

teach in ways similar to the standard lecturing methods of their own teachers. Internal research suggested that the impact of each INJAZ class depended heavily on the volunteer's ability to interpret the curriculum and to present it appropriately to the class, as well as the volunteer's ability to control the classroom. Internal research also found that the training of volunteers in INJAZ methods was highly inconsistent, as was the amount of time volunteers spent planning classes. Thus, to help ensure a greater and more consistent impact on students, INJAZ's leaders recognized the need to standardize volunteer engagement by doing more rigorous mandatory training before the start of the volunteer's classes.

To ensure the recruitment of qualified corporate volunteers, INJAZ now implements a Volunteer Management Cycle, which starts with the recruitment and matching of volunteers based on set criteria, depending on each program's requirements. All volunteers are then trained before embarking on their assignments, either through in-house training, one-to-one training, or a Content-Based Orientation Training, which familiarizes volunteers with the material that they will deliver and best practices for engaging students. To capitalize on the experience and resources of committed veteran INJAZ volunteers, the Volunteer Management Cycle also includes a retention plan.

Another challenge of INJAZ's volunteer model has been the involvement of schoolteachers in the planning of INJAZ programming and in the decisionmaking process that goes into launching INJAZ's programs in schools. Currently, teachers'

roles have been limited to controlling the behavior of students in INJAZ classes and to coordinating the arrival of volunteers in the class. Because the teacher's role in INJAZ classes has included little beyond supporting the volunteer, teachers have not received any form of training from INJAZ. Yet teachers have begun to ask for greater involvement in INJAZ sessions, and in some cases for a more active role instructing the class alongside the INJAZ volunteer. INJAZ's leadership recognizes that involving schools and teachers more deeply would help to ensure greater sustainability for the

Leveraging visionary leadership

Much of INJAZ's scaling-up success lies in its leadership. After INJAZ was registered as an independent NGO, recruiting a visionary social entrepreneur to actualize the idea was paramount. Hiring Soraya Salti, a prominent Jordanian businesswoman, was instrumental in raising the visibility of INJAZ as one of the country's leading youth employment organizations. By building many strong partnerships with the private sector, Salti helped move INJAZ from having 10 volunteers to hundreds of volunteers. And by emphasizing the piloting, testing, and enhancing of INJAZ's programs, her leadership resulted in the mainstreaming of INJAZ's secondary school skills-building programs into the Ministry of Education system.

Salti left INJAZ in 2004 and was hired by JA to establish and head its MENA regional office, which is now known as Injazal Arab.¹ At the same time, a second visionary social entrepreneur, Deema

program, given that teachers, compared with the private sector volunteers, have a much higher level of commitment and desire for their students to succeed. In addition, involving teachers has been important for localizing INJAZ's activities, as teachers have the most acute understanding of their school and its students' needs and could help select INJAZ's courses and develop its curriculum. This has also had the added benefit of allowing INJAZ to avoid implementing courses that did not meet the needs of specific schools or were above or below the level of students.

Bibi, was hired to systematize, scale up, and sustain INJAZ. Drawing on her strong business skills and experience working in the private sector, Bibi recognized that a traditional NGO would not be sufficient to reverse the youth unemployment trends in Jordan, specifically, and the MENA region, generally. Instead, there was need for a social enterprise that would inspire and prepare Jordanian youth to become productive members of society and to accelerate the development of the national economy. Thus, Bibi wanted to develop INJAZ's programming so that it would be more relevant to the market and to life in general. Her goal was to get INJAZ to break out of the traditional style of education, which according to her "evaluates you on how much you can memorize, [which] limits your creativity and puts you in a frame" (Deema Bibi, interview by Mayyada Abu Jaber, April 9, 2015). With this goal in mind, Bibi worked with new partners on the content and design of the curricula

to raise youth employability skills, and on delivery methods and hands-on programs that would better engage and connect with youth.

Bibi's growth strategy was to expand INJAZ in both reach and impact. This meant not only increasing the number of programs or the number of schools and countries where INJAZ operated, but also scaling up a way of thinking: the idea of training youth to

Leveraging local champions

In addition to INJAZ's internal leadership, rallying the support of key national figures and stakeholders has been equally important to the organization's growth. For starters, Her Majesty Queen Rania's early support of INJAZ was instrumental in providing INJAZ with credibility and access to a wider network. The governmental King Abdullah II Fund for Development also gave significant support to INJAZ, serving as the umbrella organization under which INJAZ operates in universities. Additionally, government support, specifically INJAZ's partnership with Jordan's Ministry of Education, has been crucial for scaling up the secondary school skills-building program. Given the ministry's role in institutionalizing and accrediting programs in schools, this partnership was important for moving INJAZ from its position as an extracurricular after school program into a mainstream program offered during school. Similarly, in 2011, the Ministry of Planning and International Cooperation became another key partner in helping INJAZ

be entrepreneurs and to think outside the box. To do so, she strengthened the organization's foundation by building its institutional capacity and financial sustainability. She put in place systems and procedures so that INJAZ could operate independently, and she worked hard to foster a committed and engaged board (see below). Within three years of her arrival, INJAZ had reached all 12 of Jordan's governorates.

expand into Jordanian colleges and universities.

Finally, INJAZ's Board of Trustees, which comprises representatives of well-established local and international companies and organizations, was also important for both INJAZ's programs and the organization's financial future. As key private sector stakeholders, the trustees have provided valuable insights into the local business and political environment, contributing to the better design of INJAZ's programs, making stronger connections and linkages for students to the world of work, and providing more opportunities for mentorship or investment in students' start-up companies (Omar al-Nimri, interview by Mayyada Abu Jaber, April 6, 2015). The 50 CEO-level Board members also contribute to INJAZ's sustainability by making a contribution of \$10,000 each (about 7,000 Jordanian dinars), a practice that started in 2005 and has helped significantly in growing the organization.

Establishing a long-term view of growth and financial sustainability

INJAZ's journey of growth and sustainability was 15 years in the making, supported by three 5-year phases of funding by USAID. Indeed, USAID's long-term financial commitment was instrumental in enabling INJAZ to work toward its current level of financial sustainability. After its first phase of funding was complete, INJAZ began a 10-year process of planning for its own financial sustainability. Part of this strategy was the growth of its Board of Trustees and a new governance structure for its Board of Directors. As mentioned above, the trustees make yearly contributions to INJAZ's endowment, which today largely supports INJAZ activities and operation. This kind of engagement was new for INJAZ, as its founding Board of Directors had been nonpaying members of the private sector. Another part of INJAZ's financial sustainability strategy was to establish an interim Fund Development Unit within INJAZ that was dedicated to raising funds from new sources by engaging a variety of local and international institutions and companies. This ultimately allowed INJAZ to diversify its scope of work, as it also entailed researching and designing new programs that would allow INJAZ to create more funding resources and expand its target groups.

Learning through self-evaluation

Self-evaluations throughout the scaling-up process enabled INJAZ's leadership to steer the organization in new directions when needed, or in some cases move it back to its original

In strategizing a vision for INJAZ's growth, its leaders were thus prepared to make significant organizational changes and develop new approaches to accommodate the program's impending independence. This ranged from integrating and adapting auditing systems and knowledge learned through its 15-year financial partnership with USAID into its own system (Muhannad al-Jarrah, interview by Mayyada Abu Jaber, April 6, 2015); to building on its partnership with JA in order to design its own curriculum that better met the needs of local youth, local markets, and local businesses; to even restructuring its own internal organization to meet its growing organizational needs. For instance, beyond establishing a Fund Development Unit to ensure INJAZ's stability during its period of transition, the leadership also expanded INJAZ's single program unit into four separate units (corresponding to its four programming areas), and consolidated its operational units into a larger Support Unit. The new Support Unit hosts the Partnership Unit (formerly the Fund Development Unit) to manage INJAZ's new Board of Trustees and its growing regional and international partnerships, as well as the Quality Control Unit to oversee INJAZ's strategic shift to focus on the quality of its programming and not just the quantity of its students.

design. For example, INJAZ began running programs equally in both boys and girls schools in Jordan.² Over time, however, INJAZ's programming began to favor girls' schools; the vast majority

of its students were female, and INJAZ's volunteers preferred to work in girls' schools, where they found themselves to be more effective. However, recognizing that the low participation rate of females in the labor force stemmed in part from the negative attitudes held by Jordanian boys and men toward female employment, which itself was intricately related to the disenfranchisement of boys and men with the labor market, INJAZ's leaders decided that the organization needed to refocus its attention to increasing the number of boys' schools in its programming to match that of girls' schools. According to Bibi, boys in Jordanian society were becoming increasingly disconnected and harder to inspire to step up to the challenges of the labor market. So, in her words, "If you empower the females and build their capacity but at the end of the day their father, son, brother, husband, or cousin prevents them from becoming educated or working, what is the point of empowering the women?" (Deema Bibi, interview by Mayyada Abu Jaber, April 9, 2015). As a result, INJAZ returned to its original model and began to run courses equally in girls' and boys' schools.

INJAZ's curriculum development offers another illustration of how the organization benefited from the process of self-evaluation. Though it originally believed that the same curricula could be successful in schools across the board, INJAZ soon realized that different schools had different curricular needs based on the type of students and the level of skills present. Furthermore, INJAZ's existing curriculum, which it had received the rights to use from JA, was too limiting and generic. It failed to properly meet the growing and changing needs of students in both public and

private school settings. A combination of monitoring and evaluation and organizational introspection led INJAZ to develop different methods of delivery (i.e., short programs and workshops), based on the varying needs of schools, and to increase its number of partnerships with different curriculum providers throughout the world to help diversify and localize their curricula. Thus, in 2014 INJAZ decreased its initial dependence on JA curricula in order to focus on program diversity and relevance to address the needs of Jordanian youth and changes in the Jordanian business market. By the time INJAZ completed its final phase of USAID funding in 2014, INJAZ was ready to operate independently of JA programming.

INJAZ's introspection and self-evaluation, combined with its vast wealth of knowledge and experience vis-à-vis its volunteer base and private sector partners, have endowed it with an ability to adapt. Specifically, INJAZ has been able to adapt its programs, or rather its methodology, to various levels of resources and geographic differences within the country. This ability to adapt will become especially important as INJAZ comes head to head with increased competition, the result of a saturated NGO market with organizations doing similar work as INJAZ to address the needs of the recent wave of refugees into Jordan. With increased confusion among businesses and stakeholders regarding where their investments and commitments should go, INJAZ's adaptability—as well as its visibility and established credibility—will be essential to maintaining a minimum threshold of impact and the next chapter of its growth (Omar Agha, interview by Mayyada Abu Jaber, April 8, 2015).

Lessons learned

- INJAZ's *multiphased strategy for growth* enabled the organization to establish itself and to grow in calculated steps, beginning with its inception and then moving into a period of piloting and testing and later mainstreaming; followed by a period of systematizing its internal systems, processes, and procedures; and finally establishing sustainability as a financially independent NGO.
- The organization's *15-year relationship with USAID* was instrumental in this multiphased strategy for growth. Additionally, INJAZ learned from USAID's know-how, especially its auditing systems, and modeled its own systems after them, which was essential in setting up the organization for its later financial independence and long-term sustainability.
- Following the pattern of *pilot, test, enhance, and scale up*, INJAZ could focus its scaling-up resources on only those programs that had a proven impact.
- The initial support given by *local champions* like Her Majesty Queen Rania Al Abdullah was instrumental in providing INJAZ with credibility and access to a wider network.
- INJAZ benefited from the *long-term, visionary leadership* of two social entrepreneurs, who helped raise its visibility as one of the country's leading youth employment programs and guided its growth, scaling up, and increasing reach and impact.
- INJAZ *leveraged the business community's participation*, training more than 800 volunteers from the private sector to teach its weekly entrepreneurial program. This not only helped to reduce the cost of hiring additional teachers, but the participation of private sector companies also brought a higher level of energy, commitment, and authenticity to the program. This level of involvement by volunteers from the private sector also had its challenges, particularly with regard to the standardization of volunteer engagement and the involvement of regular school teachers in INJAZ's classes.
- INJAZ's leadership was prepared to *restructure the organization* in order to accommodate its growing needs and to ensure stability as it transitioned into a self-sustaining organization. This included the recruitment of a Board of Trustees—whose responsibilities included a large financial contribution and enabled INJAZ to establish a trust fund to sustain the organization financially—the expansion of program units, and the creation of departments specifically tasked to oversee partnerships and quality control.
- *Self-evaluations* enabled INJAZ's leadership to make necessary course corrections, while also remaining relevant and adaptable to the local needs of schools. This meant reevaluating its assumptions from time to time, as well as rethinking whether its existing partnerships continued to align with its organizational and programming needs.
- INJAZ's initial *partnership with Junior Achievement (JA)* was integral to INJAZ's expansion. However, while the operating agreement allowed INJAZ to implement some of JA's programs for an annual fee and provided INJAZ with a quality curriculum, JA's programs and curriculum were limited and generic. Thus, it was necessary for INJAZ to explore further program sources and to design its own curriculum in order to remain relevant to the needs of local students and local businesses.
- The *experiential learning* element of INJAZ's programming has had the most impact on student learning, especially in developing students' financial literacy and entrepreneurial skills. Through experimentation, INJAZ has developed a number of delivery methods, including short programs, workshops, internships, and other project-based learning opportunities.

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Endnotes

1. INJAZ formed a partnership with Injaz al Arab to implement some JA programs in Jordan and supported Injaz al Arab throughout the region by transferring knowledge, translating JA curricula, and training staff.
2. All elementary, middle, and high schools in Jordan are single sex, with the exception of a few private schools that allow mixed classrooms.

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