



# Measuring Results in Syria's SHABAB Project

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**Encourage young  
Syrians to enter the  
private sector**

**Boost entrepreneurship  
amongst young Syrians**

Founded on partnership with



private sector and government

**Equip young Syrians  
with key skills**

**Create a positive  
impression of  
business**



# Know About Business

- ILO Programme
- 100 Hour Entrepreneurship Curriculum
- A-Z how to start a business
- Delivered by trained teachers
- Pilot phase 2006/2007: 19 schools in 3 governorates
- Expansion Phase 2007 to date: 158 schools in 7 governorates
- Officially adopted by Syrian Ministry of Education into national vocational curriculum
- Expansion into universities
- **31,065** beneficiaries to date



# Know About Business

Activities	Outputs	Outcomes	Indvl Impact	Social Impact
<ul style="list-style-type: none"> <li>• Recruit and train team to roll out programme</li> <li>• Partner with Ministries</li> <li>• Select participating governorates, schools, universities and teachers</li> <li>• Adapt materials to local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Team is in place and sufficiently trained</li> <li>• Selected teachers complete training</li> <li>• Curriculum is adapted</li> <li>• Agreement w/ Ministry reached</li> <li>• Programme launched</li> <li>• Programme is monitored for quality</li> <li>• Students complete programme</li> </ul>	<ul style="list-style-type: none"> <li>• Positive attitudes toward private sector work or starting a business</li> <li>• Increase in work experience</li> <li>• Increase in volunteer and extra curricular activities</li> <li>• More internal locus of control</li> <li>• Increase in teacher training skills</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in number of participant start-up businesses</li> <li>• Increase in number of employed participants</li> <li>• Increased employment in private sector</li> <li>• Reduced amount time to finding work</li> <li>• Increased earnings</li> <li>• Increased awareness of work opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in GDP</li> <li>• Enhanced skills amongst non-KAB students</li> <li>• Increased employment amongst young people</li> </ul>



# Know About Business

Outputs	Outcomes	Indvl Impact	Social Impact
<ul style="list-style-type: none"> <li>• Team in place</li> <li>• Teacher training</li> <li>• Curriculum adapted</li> <li>• Ministry agreement</li> <li>• Program launched</li> <li>• Program monitored</li> <li>• Students complete prog</li> </ul>	<ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Work experience</li> <li>• Activities</li> <li>• Locus of control</li> <li>• Teacher skills</li> </ul>	<ul style="list-style-type: none"> <li>• Start-up businesses</li> <li>• Employment</li> <li>• Private sector jobs</li> <li>• Job search duration</li> <li>• Earnings</li> <li>• Awareness of work opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in GDP</li> <li>• Enhanced skills for non-KAB students</li> <li>• Employment rates</li> </ul>
Indicators	Indicators	Indicators	Indicators
<ul style="list-style-type: none"> <li>• Number of ILO certified team members</li> <li>• Number of participating schools, institutes, universities</li> <li>• Number of teachers trained</li> <li>• Number of young people completed programme</li> </ul>	<ul style="list-style-type: none"> <li>• Participant preference for private sector work</li> <li>• Share of interested in starting a business</li> <li>• Share engaged in extra curricular activities.</li> <li>• Average level of internal locus of control.</li> <li>• Feedback from students and admin</li> </ul>	<ul style="list-style-type: none"> <li>• No. of new businesses established participants</li> <li>• No. of participants hired by start-ups</li> <li>• No. of participants in private sector work</li> <li>• Average monthly and hourly wage</li> <li>• Ave. unemployment duration to first job</li> </ul>	<ul style="list-style-type: none"> <li>• GDP growth</li> <li>• Employability rates amongst non-KAB</li> <li>• Unemployment figures amongst youth</li> </ul>



# Assessment of Phase 1

## Assessment Methodology:

- Self-administered before & after questionnaires gathered from 15 schools for 224 participants (115 men; 109 women). No comparison group.
- Four indices were constructed based all survey responses.

The program had a small effect (significantly higher by 3-4%) on:

- Participants' impressions about the role of small business.
- Participants' attitudes towards entrepreneurship.
- Participants' perception about difficulties and obstacles they might face while establishing their own business.
- Participants' self-assessed knowledge about business (highest impact: 14%).
- Estimates were similar for male and female students.
- Changes were mostly larger for general vs. vocational secondary schools.



# Items from Phase 1 Survey

1. Participants' impressions about the role of small and medium businesses  
Business owners are only interested in optimising their profit.  
Entrepreneurs and business owners play an important role in society.
2. Participants' attitude towards entrepreneurship  
I prefer starting my own business more than being employed.  
Even if I have a good idea, I will not take the risk and start a business.
3. Participants' impressions about their knowledge about business.  
Currently, I do not have the skills or abilities to start my business.  
To start a business, all I need is a good idea and sufficient funding.
4. Participants' perceptions about challenges they may face in starting  
To be a successful business owner, you must work harder than most.  
I believe that managing my business will be very difficult.



# Evaluation of Phase 2

## Evaluation Methodology:

- The program group: 6,500 students from 55 vocational schools.
- The comparison group: 1,920 students from 23 non-participating vocational schools located in the same governorates.
- Self-administered questionnaires before the start of the program, after first year and (for schools) at the start and end of the second school year.
- Survey instrument different than phase 1 (some questions were retained).
- Participants were still in school. So, the evaluation used proxy indicators.

## Evaluating Programme Impact:

- Plans to track a sub-sample 2 years after program through phone survey.
- Focus will be retrospective employment histories (status, sectors, wages).



# Items from Phase 2 Survey

Preference for private sector work and/or starting a business.

Entrepreneurial activities / indicators:

1. Participation in extracurricular activities.
2. Participation in volunteer activities.

Locus of control (20 out of 40 questions from the Nowicki-Strickland scale)

1. Are some kids just born lucky?
2. Do you feel that you can change what might happen tomorrow by what you do today?

Connectedness measures (Hemingway):

1. Connectedness with communities, reading and future.
2. Doing well in school will help me get the things I want out of life.
3. I do things outside of school to prepare for my future.



# Challenges in Measuring

1. Attitude changes do not necessarily imply changes in behavior.
2. It is essential to identify good proxies for entrepreneurship in the short run as well as track program impact in the long run.
3. Effective M&E must be balanced against reasonable costs, for example quality issues in using self-administered questionnaires.
4. Importance of a quasi-experimental design, even when selection is not entirely random. Selection criteria should be made clear.
5. Dearth of outcome benchmarks and information about instruments for other countries / programs.
6. No ability to track social impact. There are plans for an eventual national longitudinal survey of youth.



# Rewards of M&E

- Persuasion tool with government
- Assists in appropriate allocation of resources
- Helps clarify priorities
- Modify programme according to findings
- Opportunity to be leader in the region
- Sense of fulfilment- witness results of our effort



# Thank You!

This presentation draws on analysis prepared by  
Leen Al-Habash and Majd Haddad