

SAUDI ARABIA

Population: **28,830,000** | Income Level: **High Income** | Policy Decisions: **National** | Level of Career Development Initiatives on Scale of 1-5: **2**

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EMERGING TECHNOLOGIES

Please describe how technologies are CURRENTLY used to support workforce preparation, placement, and development policies for young people in your country.

Currently, technologies are being used to:

- Collect and compile labor market data for multiple purposes
- Provide affordable training on various Career Education & Development (CED) topics
- Facilitate communication between all labor market participants

The National Labor Gateway (NLG) is a government initiative to create a central access point for all participants in the Saudi labor market, including employers, citizens, government entities and service providers (universities, schools, CED service providers etc.). NLG is a nationwide initiative and is expected to substantially improve labor market efficiency through facilitating communication between labor market participants and centralizing labor market data.

The scope of NLG includes six major components:

- Training
- Real-time reporting on labor market dynamics
- Labor market program management
- Citizen educational and employment records
- Gateway for all labor market participants
- Matching job seekers with employers

Top 3 Barriers for Youth Employment:

1. Disconnect between jobs available and education received.
2. Lack of soft-skills.
3. Lack of motivation or disengagement from youth.

With support from the Saudi government through the Human Resources Development Fund (HRDF) the 'Doroob' web portal was launched in 2014. Doroob is a web portal offering Saudis free access to a selection of MOOCs and e-learning courses. These courses cover a broad range of career education topics from self-discovery and assessment to specific skills like CV writing and interview preparation. Additionally some of the courses offer training on soft-skills including interpersonal skills and communication.

Collaboration options are currently being discussed by the Ministry of Labor and NLG particularly regarding data-sharing and shared web portal functionality. Doroob also presents considerable opportunities to create synergies, especially sharing MOOCs and e-learning courses so that courses already developed by either party can have greater reach through both the Doroob portal and the planned CED portals.

How does the use of technology connect with existing structures or provisions of career guidance?

Technology will be leveraged in three major ways:

- Expand reach of the services planned
- Enhance effectiveness of service delivery
- Improve communication and management of the CED system in Saudi Arabia

Technology products – specifically mobile devices – have a high penetration rate in the Saudi population, with particularly high rates of adoption and utilization by youth. To capitalize on this, a comprehensive and cohesive set of technology based services is currently planned and will be launched by the Ministry of Labor in Saudi Arabia. This will target the entire population, including students at all levels of education, influencers (e.g. teachers, parents and career education practitioners), employees, job seekers and inactive adults.

Five major components of the CED technology services are planned for launch in Saudi Arabia:

- **Career Information database:** A centralized Career Information database to provide accurate, up-to-date and transparent CED content and labor-market information to Saudi citizens and service providers
- **CED online portals:** Development of an ecosystem of CED websites targeting all citizens. Each website will be tailored to a specific target group, both in terms of content and style of communication. Gamification mechanisms will also be introduced to the portals to enhance the user experience and appeal to the target market



EMERGING TECHNOLOGIES

Continued...

- **Interactive digitized content:** Creation of rich CED content (e.g. video, game-based learning) that will be stored and organized in the Career Information database and accessible through the online portals
- **Crowd-sourcing platform:** In order to leverage the power of crowds, an online platform where Saudi citizens can share information about their education and career experiences (e.g. a Wikipedia for jobs) will be developed
- **Remote career counseling:** This will ensure that all Saudis, including those living in rural areas, have access to career counseling services

Saudi Arabia puts emphasis on using game-based learning and gamification in the delivery and provision of CED. We reached out to over 50 service providers with experience in game development, and varying levels of expertise in CED. We will leverage existing CED game-based learning products through translation and cultural adaptation, as well as develop customized products to suit the Saudi context more closely.

The development of effective game-based learning products requires extensive collaboration between game development experts and CED experts that have a deep understanding of the Saudi context. This poses a challenge; through engaging with game-based learning providers, we have found that the best game developers have very little or no CED expertise and the best CED service providers have little to no game development expertise. Additionally the vast majority of CED experts and game developers are not local and so do not have a deep understanding of the Saudi context. These challenges can be mitigated with a well managed collaboration effort between the best game developers, CED experts and local experts to develop and launch high quality engaging games that teach CED concepts and achieve very specific behavioral changes.

What are the challenges your country faces related to Emerging Technologies?

Saudi Arabia faces three main challenges relating to the use of technology in CED:

- Adoption of technology by the older generation
- Limited number of local technology experts
- Target group access to high speed reliable internet connections

Various technology CED services are planned to target “influencers” such as parents, teachers and guardians that have a significant influence on educational and career choices of individuals. Targeting older generations with technology intensive services poses challenges in both product trial and adoption since in Saudi Arabia older generations do not use technology in their day to day life as intensively as the younger generation. To address this challenge a comprehensive marketing campaign, including marketing of CED services to each target group, will be launched. This campaign includes influencers as a discrete segment to be targeted. Targeted marketing to this group can promote technology adoption.

Given the need for cultural adaptation in the development of technology products, using existing technology is sometimes challenging particularly because the developers of those technologies are not local. Saudi Arabia has a unique culture and so it requires highly customized products which create the need for extensive collaboration between technology experts and locals in all phases of development from conception to implementation. We envision an extensive collaboration effort to tackle this challenge. This will involve careful management and coordination between local experts with a deep understanding of the Saudi context and technology experts.

One advantage technology provides is wide reach, however high speed internet is not always readily available due to service coverage and affordability. This creates the challenge of developing technology products that will function for both slow and high speed internet connections, adjusting the experience according to the connection speed. This challenge will become less pronounced with the expansion of internet coverage and the gradual improvement in affordability, but in the short term reaching remote areas will pose a challenge.



WHY ROI MATTERS

Please describe how the value and impact of policies for workforce preparation, workforce placement, and development of young people is assessed (if at all) in your country.

The Ministry of Labor has many policies and programs targeting workforce preparation and placement, including large-scale employment support, the 'Mini Jobs' work experience program (see Q16), the world's largest job nationalization program (see Q16), job placement centers and the 'Female Employment in Retail' initiative. These programs are still in their early stages, but already there is evidence of their impact, measured by looking at changes in nationwide employment data. For example, labor market participation has increased (notably among women and the young), unemployment has fallen, and the number of Saudis working in the private sector has increased. Measurement of this type of impact generally follows a KPI approach.

There is currently no precise value measurement of policies in place, but the Ministry of Labor CED team would be very interested to hear more about how other country participants measure the value (in fiscal terms or otherwise) of policies for workforce preparation and placement. The Ministry of Labor has partnered with Harvard Kennedy School to design evidence based policies, and with MIT to leverage big data to analyse behavior and trends. The partnership with MIT is an intentional move towards developing the Ministry's understanding of the way people use government services related to workforce preparation.

Proof of return on investment in CED is crucial for validating continued investment. The Ministry intends to use the ELGPN Lifelong Guidance Policy Cycle approach to offering CED, where monitoring and evaluation is conducted on new policies and services, informing future investments in or changes to CED initiatives. Currently the value and impact of services for CED are assessed, and this will be discussed in the next section. However, the value and impact of CED policies cannot be assessed at this time as an official CED policy is not yet in effect, though the CED National Standards, which are currently being finalized and endorsed by different governing bodies, will be a form of policy to be enforced.

How is the value of career guidance provision in supporting such policies measured?

- The value of career guidance in the 'Fast Track' program is currently measured through use of the Kirkpatrick model
- The value of career guidance in the longer term CED program will also use this model, with adjustments to the 'results' level to include 'Macro behavior-change KPIs'

The Ministry of Labor established a CED 'Fast Track' program to achieve immediate and tangible impact, extract learnings quickly from offering CED services, and help national providers build capacity to further deliver CED services in the long term. The Fast Track currently has eight service providers offering services predominantly to students. The value and impact of the Fast Track services are assessed on all four levels of the Kirkpatrick model (Satisfaction, Learning, Behavior, Results) as well as a base service delivery output level.

To take the 'learning' level as an example, this is tested in the following five areas:

- Self discovery
- Career value (removing stigma of certain occupations, instilling value of lifelong career)
- Employability skills
- Career exploration (including planning and goal development)
- Job-seeking preparation

The assessment of the five levels is carried out through both self assessment conducted by the service providers, who complete set reports on each level of the model, and quality review (including drop in visits, participant interviews, and mystery shopping) conducted by the Fast Track administrative team at the Ministry.

At the results (impact) level, thirteen KPIs are used to measure social and economic impact of Fast Track initiatives. Selected examples are:

- High-school graduation rate
- Post-secondary enrollment rate
- Internship participation rate
- Average duration between graduation and full-time employment

While this system is currently used to measure the success of the Fast Track, this model will be scaled up and replicated for longer-term CED initiatives, supported by a baseline study from which to measure change.



WHY ROI MATTERS

Continued...

Furthermore, 'Macro behavior-change KPIs' will be used for the longer-term CED program, focused on measuring behavioral change. A behavioral segmentation study is currently being concluded, so that impact of CED initiatives can be measured by tracking, for example, how many people shift from 'segment x' to 'segment y' over time.

It is also intended that existing student counselors, talent teachers, (teachers in selected schools who teach soft-skills to students in one 'activity class' per week) and others who provide services related to CED but outside the Ministry's purview will be integrated into the long-term CED system, so the impact of the whole system can be comprehensively measured.

What are the challenges your country faces related to measuring Return on Investment (ROI)?

The Kingdom of Saudi Arabia faces a number of challenges to measuring the return on investment in CED initiatives. These include:

- The large size of the program and number of initiatives
- Limited availability and low quality of data
- Human capacity
- Large number of stakeholders and service providers

The proposed CED program under development by the Ministry of Labor is a very large program, with a number of initiatives targeted to the entire population of KSA.

One key challenge is to establish a comprehensive impact tracking system to capture all data points that may prove useful in measuring return on investment in the future. It is also extremely difficult, if not impossible, to calculate return on investment on particular initiatives, as the social and economic impact of one initiative cannot be isolated given that randomized control trials are not possible (nor desirable) with CED. The impact of the CED program as a whole will be measured, and thus the return on investment will be for the whole CED program.

A considerable challenge for KSA is the limited availability and low quality of existing data. While a number of entities are establishing systems for the collection, storage and analysis of labor market relevant data (ranging from individual education records to industry- or national-level information on labor supply and demand), this is a work in progress. Once data is collected and held, accessing the data on an ongoing basis requires establishing significant collaboration and trust between entities which will take time. A further data challenge is the lack of a comprehensive baseline study from which to compare any change in outcomes (as mentioned in Q13). This is planned for the long-term CED program.

Given the large size and scale of the CED program, targeting the entire KSA population, the program has multiple stakeholders and will engage many service providers. This presents a coordination challenge in general, as well as for collaborating to measure return on investment.

Finally, in order to measure the return on investment, KSA will need to increase its human capacity to carry out this assessment. Availability of skilled professionals in this field is limited.

2015 International Symposium Goal:

“ Investigate areas of future collaboration through networking with other countries to participate in enhancing and improving CED systems nationally and globally”



ENGAGING EMPLOYERS

Please describe the formal and informal roles and mechanisms that employers play/participate in to support workforce preparation, workforce placement, and development of young people in your country.

Engaging employers, especially in the private sector, is critical to the success of the CED initiative. Here we outline the involvement of the private sector through the use of 4 lenses.

I. Governance:

We aim to have private sector representatives on the board of the entity responsible for CED.

II. Funding:

We will encourage companies in Saudi Arabia to channel their Corporate Social Responsibility (CSR) budgets and efforts into CED initiatives, by providing sufficient communication channels, guidance and awareness of how to participate and contribute.

III. Resources:

We aim to engage HR executives and professionals in KSA to support CED by providing career information resources and share their experiences and networks.

Example: The Saudi HR club in Jeddah consists of a group of HR professionals working together to promote knowledge, encourage development and best practices, and network with fellow professionals. HR leaders discuss compelling challenges, utilize breakthrough thinking and identify strategies for collaborative solutions.

IIII. Service delivery:

CED aims to cover different target groups across all age ranges, from cradle through career.

Employer engagement should be customized as per the specific needs of each group:

Primary & Secondary Education:

Engaging employers with students in schools aims to instill the value of a career, enhance the students' career readiness, share knowledge and information, and engage them in practical experience.

This is planned through different methods including:

- Guest lectures
- Career-focused field visits
- Job shadowing opportunities
- Career days

TVET and higher education:

- Guest lectures
- Career fairs
- Career Services Management System (CSMS): a platform connecting employees with tertiary students and institutions to provide career information and communication channels. This allows employers to post vacancies, view students' profiles and schedule interviews.
- Mentorship program: voluntary alumni mentorship program

Job seekers & inactive adults:

- Job Placement Centers (JPCs) engage with employers to obtain available vacancies, match suitable candidates and provide locations for interviews.

Employees:

- Develop incentive schemes for the private sector to play an active role in the CED ecosystem.
- Encourage employers to establish their own internal career development policies.

Additional existing employer engagement channels:

On-the-job training (OJT) is an initiative which engages employers through two main programs:

- Joint training programs combine time in the workplace and in-class training.
- On-the-job private-sector training for youth and other new employees occurs in the workplace under a contract between the employer and trainee

Doroob:

See page three for further details about this initiative. Doroob engages employers through an e-coaching platform, where they coach trainees, students and others.



ENGAGING EMPLOYERS

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Mini-jobs:

See page four, for details about this initiative.

Example: Large companies including Al Shaya, Aramco and L'Oreal launched large-scale initiatives to train, empower and upskill Saudis, as well as provide them with practical on-the-job experience, to later be employed in roles within those companies. They were partially sponsored by the government and were able to leverage OJT, the HR club and mini-jobs to execute those initiatives.

What policies exist, if any, to support employer engagement? Please refer to occupational and labor market information, work experience, interventions in education and training institutions, and career guidance.

Nitaqat – Saudization:

Nitaqat is a program established in Saudi Arabia and designed to evaluate and classify establishments into Nitaqat ranges according to the achieved nationalization percentage of employees (Saudization). It compares companies to those in similar size and rewards those hiring more Saudis.

The governmental Saudization policy seeks to force the private sector to hire more Saudis, to establish a priority for hiring the domestic workforce rather than relying on market forces and incentives.

Nitaqat classifies each private sector company in one of four bands based on the proportion of Saudis in its workforce (Saudization rate). The bands range from platinum for the best performers through green and yellow to red for the worst. Requirements vary from sector to sector and by company size. The quota for attaining green-band status ranges from over 6% in construction to 30% for oil and gas extraction and 50% for medium-sized banks and financial institutions. For large banks and financial institutions, the requirement is 65%.

Penalties are imposed on companies which do not comply with the required quotas, for example, the Ministry of Labor freezes the visa process for expat employees for non-compliant companies.

Mini-jobs:

an initiative started by HCD to facilitate the creation of engaging work opportunities for students in order to provide Saudi students with valuable work experience before graduation. This aims at facilitating the entry of youth to the labor market and instilling the value of having a job and a career. Mini-jobs requires employers by law to provide opportunities for students through the following:

- Summer training
- Seasonal and part-time jobs
- Voluntary work, and Co-op placements

What are the challenges your country faces related to Engaging Employers?

Engaging employers is specifically challenging within the private and TVET sector. The main challenges faced include:

Incentives for employers' engagement need to be established and communicated.

Insufficient efforts to increase employers' awareness on how they can engage with Saudis and how they would benefit from this. Employers need to be aware of the win-win situation they achieve when engaging in training, enabling, up skilling and simply reaching out to more Saudis. They also need to be aware of how the government is willing to support and fund initiatives related to decreasing unemployment. A comprehensive incentives program is not established to further encourage employers' engagement. Although employers receive higher points on Nitaqat for employing more nationals, quality marks, public praise, funding and sponsorship incentives could be introduced. Most importantly, existing and new incentives should be more formally communicated to employers to achieve the desired impact.

Employers (especially private sector) realize gaps in Saudis' skills.

Insufficient work skills among young Saudis are reflected in the fact that only 35% of those aged 16-29 have private-sector jobs. The unemployment rate for this age group is at 29%. High percentages of primary and secondary-school students do not meet basic learning-achievement levels; and a high percentage of university students receive degrees in subjects that do not provide skills valued by private-sector employers. This has resulted in difficulties in encouraging private-sector employers to engage with students and job seekers.

TVET employers are conscious of Saudis' stereotypes around the TVET sector.

Since Saudis tend to stigmatize the TVET sector, companies within this sector are encouraged to approach non-Saudis, seeing effort put into engagement with them as much more likely to result in interested and talented hires. This has resulted in challenges to encourage the TVET sector to engage, train and enable Saudis.

Communication channels.

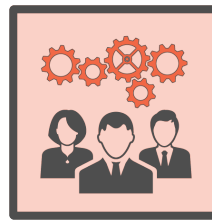
Inability to carry out continuous and regular communication with employers to share updates on career/employment-related initiatives. The lack of proper, known and easy-to-use e-channel(s) prevents employers from acquiring timely information about how and when they can engage in related initiatives.

Segregation of Job Placement Centers (JPCs).

JPCs in Saudi Arabia are segregated based on their brands and work separately to engage employers and match job opportunities with job seekers. This has caused challenges, as the incentive and payment structures for JPCs encourage them to work in an exclusive competitive manner, driven by the JPCs' own goals and KPIs rather than on a collaborative basis to ensure the better well-being of the whole country.

Engaging Stakeholders.

CED's success in KSA is also closely related to engaging stakeholders, including Ministry of Education (MoE), Tatweer 4 Edu, National Commission for Academic Accreditation & Assessment (NCAAA), Public Education Evaluation Commission (PEEC), Ministry of Higher Education (MoHE), HRDF and many others. A major challenge is to ensure constant and regular communication across ministries, alignment across objectives and initiatives, and sharing of information. This is further emphasized by the nature of limited communication across ministries in KSA. See Q20 for further details.



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

Please describe how policies for workforce preparation (including entrepreneurship) and workforce placement are integrated or coordinated, if at all, in your country. Who and/or what is driving the integration or coordination? How are local communities and public service users involved, if at all, in those policies?

Policies for workforce preparation and workforce placement are integrated and coordinated at the national level by the Ministry of Labor. The Ministry of Labor is implementing a national labor market transformation initiative, and as part of this transformation, many government entities falling under the Ministry of Labor have projects to address labor market challenges and prepare people for and place them in the workforce, all coordinated under the Ministry umbrella.

Key examples include large-scale employment support programs, which have reached 2.3 million beneficiaries since 2011; a job nationalization program using quotas, branding, and incentives, which has contributed to a 100 percent increase in Saudis in the private sector in four years (see Q16); initiatives for matching employers with suitable candidates; development of National Occupational Skills Standards which assist in certification and development of training programs for particular occupations; and a nationwide network of multichannel Job Placement Centers, both physical and virtual. The coordination of these projects by one Ministry has allowed for better integration of services and cooperation of entities delivering them.

Public service users have been involved in the development of workforce preparation and placement programs through various methods of consultation,

Major Challenges:

1. A mismatch between labor market needs and the skills, interests and aspirations of individuals in the labor force.
2. Unrealistic expectations when it comes to entry level jobs.
3. Teenagers have a short-term perspectives when planning their education and careers.



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

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varying depending on the project. One method of note is Ma3an, a web portal designed to engage people in improving the Ministry of Labor's strategic decisions for labor market regulation. The Ma3an portal allows for direct citizen participation in the policy drafting process.

To what extent do these sectors coordinate such policy or program initiatives? To what extent do they include career guidance/advice/information provision? How useful and efficient are these to support the policy initiatives?

The Kingdom of Saudi Arabia is proud to be developing an integrated all-age service model of career education and development for its citizens under the Ministry of Labor coordination umbrella, linked to the initiatives outlined under question 18 above. The long-term CED program will integrate existing initiatives in the CED space (e.g. talent teachers, work readiness workshops run in job placement centers) with new services currently under development.

The resulting cohesive system will cover all ages and stages of life from cradle through career by tailoring services to five target groups:

1. Primary and secondary education students
2. Higher education students
3. Technical and vocational training students
4. Job seekers and inactive adults
5. Employees.

The Ministry of Labor's CED program, supported by the Human Resources Development Fund, is a long term strategic program to tackle the challenges listed in Q7 by working towards 5 strategic goals:

- Instill the value of life-long career progression as the result of conscious choice and investments
- Encourage the principle that all jobs, including stigmatized jobs, are valued
- Empower Saudis to equally consider all career pathways and sectors of the job market, including private businesses and self-employment
- Enable Saudis to develop a plan for their careers,

in line with both personal aspirations and labor market needs

- Engender realistic expectations about (entry-level) jobs and develop required skills to attain career readiness

This program will be supported by CED National Standards (Professional Standards, Career Information Product Standards, and Service Standards) which will ensure consistent quality of information products and service delivery across the different service providers and initiatives within the CED program.

Local communities, NGOs and public service users have been involved in the development of the CED program and the National Standards through stakeholder interviews, focus groups, workshops and surveys.

What are the challenges your country faces related to Integrated Policies: Creating Systems that work?

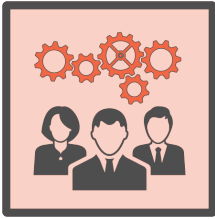
KSA faces significant national level challenges to integrating policies:

- Managing multiple stakeholders
- Developing official policies – this is in an early stage
- Implementing National Standards across all initiatives
- Governing the CED program

A considerable challenge to integration is the large number of entities involved in the CED program, including Ministry of Labor entities, other government entities, private-sector stakeholders, communities, individuals, schools and tertiary providers, and national and international service providers.

While there is strong support for the CED program, the entities involved each have their own mandate and objectives, and even when objectives are aligned, they may have different priorities. Furthermore, while there are many synergies, there are also many interdependencies between stakeholders. This creates high coordination costs, and can delay decisions. While it is crucial to have a broad base of support and as much stakeholder buy-in as possible, the trade off is that approvals take longer and making changes is harder.

The Ministry of Labor as a central coordinating body for CED is well aware of these challenges, and is prioritizing establishing strong collaboration with the Ministry of Education, and forming data-sharing agreements between different government entities to support integration and delivery of services. Policy



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

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making for the CED program is limited at this stage. The Fast Track and developments of the longer-term CED program are not part of an official policy document, but rather come under an entity sitting under the Ministry's purview. These services are part of a long-term strategic program, but are not reflections of an official policy document. As has been the case in other labor market projects, it is possible that a Royal Decree may be issued to ensure the delivery of the services at some point in the future.

For now the strategy is an unofficial policy, and services will be rolled out according to that strategy. The strategy links closely with the policies and initiatives in place elsewhere in the Ministry of Labor: for example the 'Mini Jobs' work experience program (policy by Royal Decree) that supports the CED program aims by exposing students to a variety of jobs, allowing them to try out different career path to inform their education and career choices in future.

CED National Standards are being developed to ensure consistent quality of CED information products and services. The Standards are new - custom built for Saudi Arabia - and need to be tested. As implementation of the Standards begins, the Ministry or a governing body will need to proactively monitor and regulate their use, and collect feedback on areas for improvement of the Standards.

A robust CED governing body is needed to take responsibility for implementing and integrating the CED program. This body will manage contracting and procurement, monitor and regulate the implementation of Standards, engage with multiple stakeholders, track long-term impact, and make evidence-based improvements to the CED program. Such a governance body is planned, but yet to be established.



ADDITIONAL INSIGHTS

Are there any other unique challenges within your country to which you would like to draw attention?

An all-age career education and development program established from scratch at once:

The Career Education and Development (CED) program aims at targeting all age groups from primary and secondary education, to tertiary education to adults, covering all domains and stages of a Saudi individual. The introduces a challenge due to the immense amount of work to be done, stakeholders to be involved and partners to be engage. Moreover, all CED services delivered must follow the same national CED standards, and are developed and carried out to achieve the same overall CED objectives.

Mismatch between education and labor market needs:

One of the major challenges in KSA is the limited integration between education and the labor market needs, whereby there is a strong mismatch between students' areas of studies which is mostly specialized in humanities and other subjects less favored by the private sector. Moreover, the enrollment in the TVET sector is considered very low in comparison to the high need of skilled labor to fill TVET vacancies.

Public sector attractiveness:

The public sector in Saudi Arabia is considered to be very attractive for Saudi nationals due to the high financial compensation, lower working hours, and additional benefits.



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Value of a career:

The value of having a career is not strongly entrenched in the Saudi youth. Moreover, and in addition to unemployed adults who are seeing jobs, there are also inactive adults who are unemployed and are not seeking a job. These segments cause additional challenges to encourage, provide help and guide due to the limited interest and motivation available. Therefore, there are even lower possibilities to find the right jobs for them and upskill them to become more employable.

Availability of gender-segregated work places for females:

Females at times require gender-segregated work environments due to specific traditions and personal preferences. Although many companies provide such segregation, this still acts as a constraint impacting the high level of female unemployment in Saudi Arabia.

Are there any additional examples of successful programs or policies you would like to share? Please provide references or links to any key reports that have discussed career development in your country.

The Saudi Arabia Labor Market Report for G20 was presented at the G20 Labor and Employment Ministerial meeting in September 2014.

The report gives an overview of the labor market in Saudi Arabia and the main steps towards reform taken so far and outlines the proposed way forward. This provides useful information about the context in which the CED program is being developed, and the labor market challenges it will help to address. For an economy that has experienced very rapid expansion over the last 50 years, there are some challenges that are specific to Saudi Arabia.

But there are also many areas where goals and agendas are shared with countries across the globe. <http://saudilabormarketreport.org/>

Fast Track selected examples of success:

- **Career Compass is a mobile application developed by one of our Fast Track service**

providers. It allows students to browse through hundreds of career path options and shows them what they would need to study and where in order to be qualified for that career path. <https://itunes.apple.com/us/app/career-compass-bwslt-almhn/id618068747?mt=8>

- **Wannabe is a mobile application developed by another of our Fast Track service providers.** It allows students to follow and engage with other Saudis working in specific sectors who share brief updates in a social networking style about their daily work. <https://itunes.apple.com/nz/app/aryd/id934816246?mt=8>
- **Lumink is an organization that creates animated videos.** They were contracted as part of the Fast Track to develop videos on career education topics, following characters on their journey. One can be found here: <http://www.youtube.com/watch?v=ui9ISbKDYvs>
- **Doroob** (See Page 3). <https://www.doroob.sa/en/>

What is the extent and nature of government funding to support these developments? From which sources and for what purposes (distinguishing system development, system maintenance, and service delivery)? Where possible, please quantify the government funding provided.

The vast majority of current CED initiatives in Saudi Arabia are government funded. Government support in terms of funding is very high: so long as an organization can demonstrate its potential in having a significant impact on CED in Saudi Arabia, there is a very good chance it would receive financial support. The main source of current funding comes from the Human Resource and Development Fund (HRDF). There are some private organizations in the field of CED like Glowork and Warif; however, they are quite small and as part of the "Fast Track" they are receiving additional funding and support for further expansion.

Maintenance and service delivery are also government funded through HRDF in the short run but will later be handed over to other government entities such as the ministries of education and higher education. Although the current plan is to provide CED services free of charge to Saudi citizens, it is still possible to change strategies in the long run, once CED is well established in Saudi Arabia and can be self sustaining. Additionally further involvement from the private sector may be leveraged for additional funding.

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