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USAID Yemen Workforce Development Appraisal

Final Report
Asia and the Middle East Economic Growth Best Practices (AMEG) Project
Chemonics International, Inc.

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ASIA AND THE MIDDLE EAST ECONOMIC GROWTH BEST PRACTICES PROJECT

USAID YEMEN WORKFORCE DEVELOPMENT APPRAISAL FINAL REPORT

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Implemented by:

Chemonics International Inc.

The author's views in this publication do not necessarily reflect the views of the United States for the International Development of the United States Government.

CONTENTS

- Trip Overview 5
- Findings and Opportunities 6
- Training Sector Analysis 8
- Government-Supported Vocational Training Programs 8
- Private Sector Approaches to Training 10
- Donor-Supported Workforce Development Activities 12
- Proposed Workforce Development Activities 15
- Entrepreneurship Activities 23
- Activities to Build the Capacity of the Vocational Training Institutes 30
- Annex A: Interviews 35

ACRONYMS

AMEG	Asia and the Middle East Economic Growth Best Practices Project
CBY	Central Bank of Yemen
GEW	Global Entrepreneurship Week
GoY	Government of Yemen
MENA	Middle East North Africa
MoOM	Ministry of Oil and Minerals
MoT	Ministry of Transport
MoTVET	The Ministry of Technical Education and Vocational Training
NGO	Nongovernmental organization
TVET	Technical Education and Vocational Training
YALI	Yemen Language Institute
Y-EFE	Yemen-Education for Employment
YBC	Yemen Businessmen's Club
VTI	Vocational Training Institute

TRIP OVERVIEW

An appraisal of opportunities to support workforce development activities in Yemen was conducted from February 8 to 24, 2013 by Nancy Parks and Jordann Sullivan representing the USAID Asia and the Middle East Economic Growth Best Practices (AMEG) project, managed by Chemonics International. The team would like to thank the representatives of financial institutions, private sector enterprises and Government of Yemen authorities for providing information and discussing the current constraints affecting growth in the financial sector and the economy. The team would also like thank Robert Wilson, Mission Director of USAID/Yemen for his leadership and orientation during the appraisal and in particular Nagwa Saleh, Economic Growth Specialist for support and assistance with logistics and interviews. The team also acknowledges Andrew Batchelor for background research on Yemen's economy and financial sector.

The workforce development appraisal was designed to identify demand-driven, results-oriented vocational training activities that result in placing qualified Yemenis in jobs. In advance of the field appraisal, the team conducted secondary research on the state of Yemen's economy and reports summarizing previous and existing relevant economic growth interventions. In country, the team conducted interviews with USAID, USAID practitioners, non-governmental organizations, donors, vocational education and training institutes, financial institutions, business leaders, and relevant Government of Yemen counterparts. The in-country team also conducted two separate focus groups with the public training sector as well as private sector business leaders to identify challenges and constraints to employment in Yemen.

The next section of this report details the team's findings and opportunities for specific, time-bound interventions to increase employment and create jobs through workforce development. For each proposed activity, we present background and context, a description of the activity, a justification for USAID/Yemen support, and an estimated budget and timeframe for implementation.

FINDINGS AND OPPORTUNITIES

QUICK IMPACT ACTIVITIES

Activity	Timeframe
Employability Skills Development	
A. Employability Skills Workshops for Students in Public and Private Vocational Training Institutes/Universities	May – Dec., 2013
B. Seminars to Increase Private Sector Involvement in Employment Activities	May – Dec. 2013
C. Job Fair (includes marketing and three months of follow-up monitoring)	Dec. 11-12, 2013 – Mar 2013
D. English Language Instruction for 100 students with follow-up monitoring	May 2013 - 2014
E. Training of University Guidance Counselors	Aug 2013 - 2014
Entrepreneurial Skills Development	
A. Innovation Days at Universities	May 2013
B. Start-Up Weekends	Sept. – Oct. 2013
C. Mentoring Events	Sept. – Dec. 2013
D. Global Entrepreneurship Week Competition	Nov. 14-15, 2013
Building the Capacity of Public Vocational Training Centers	
A. Career Guidance/Employment Service Centers Established in 5 targeted Vocational Training Institutes	May 2013 – May 2014
B. Employment Database established in 5 Vocational Training Institutes	May 2013 – May 2014
C. Establishment of Vocational Training Institutes Advisory Boards	May 2013 – May 2014

MEDIUM- TO LONG-TERM ACTIVITIES

**Approximate budgets have not been provided for the medium to long-term activities.
These activities would be absorbed in a long-term project.**

Activity	Timeframe
Employability Skills Development	
A. Training of the Teachers in VTIs in targeted sectors	2013-2015
B. Engage international accrediting agencies to accredit local training courses	2013-2015
C. Engage MoTVET to de-centralize TVET system	2013-2015
D. Update curriculum	2013-2015
E. Train instructors of MoT and MoGO training institutions	2013-2015
F. Work with MoTVET to provide incentives for institutes to adopt new practices.	2013-2015
G. Establish Job Centers in city centers	2013-2015
Entrepreneurial Skills Development	
A. Enhance business enabling environment	2013-2015
B. Establish angel network of investors	2013-2015
C. Set up a grants mechanism to support entrepreneurial activities.	2013-2015

TRAINING SECTOR ANALYSIS

A. GOVERNMENT-SUPPORTED VOCATIONAL TRAINING PROGRAMS

OVERVIEW OF GOVERNMENT-SUPPORTED VOCATIONAL TRAINING	
Challenges	Opportunities
Lack of productive cooperation with private sector at the school level*	<ul style="list-style-type: none"> Establish Advisory Boards at each VTI to inform each VTI of market needs and practices
Lack of training for instructors; no additional training required for trainers after they have been employed*	<ul style="list-style-type: none"> Engage the private sector in providing instruction to teachers on current trends, equipment, and practices.
Outdated curriculum does not mirror market practices*	<ul style="list-style-type: none"> Encourage VTIs to rely on worksite instruction where international best practices can be replicated.
No employment services offered to students	<ul style="list-style-type: none"> Establish Employment Service Centers in each vocational training facility.
Minimal “soft” skills (employability skills) training offered	<ul style="list-style-type: none"> Engage NGOs or private organizations to offer employability skills training. Encourage Ministry to include employability skills training in the program of studies.
Reluctance of VTI Directors to act without Ministry approval	<ul style="list-style-type: none"> Secure approval from Ministry to implement activities in the training institutes
Lack of industry standards	<ul style="list-style-type: none"> Use the Advisory Boards as a mechanism to initiate development of industry standards
Minimally-equipped centers, often with obsolete equipment	<ul style="list-style-type: none"> Foster strong ties with the private sector to enable students to be trained on company site. Encourage Ministry to sell and replace outdated equipment.
No emphasis on employment	<ul style="list-style-type: none"> Establish an employment database in each institute to track job opportunities and employment
No emphasis on entrepreneurship	<ul style="list-style-type: none"> Engage private sector to offer entrepreneurship training Sponsor Global Entrepreneurship Week
Strong dependency upon donors to solve problems.	<ul style="list-style-type: none"> Before beginning any project, clearly define responsibilities of donors and the institutes to ensure each party has responsibilities to fulfill.
Need for exposure to best practices through visits to international centers.	<ul style="list-style-type: none"> Training tours could be cost prohibitive; however, international experts in specific trades could be brought to Yemen.
* priority need as indicated in the VTI Director’s Focus Group	

DESCRIPTION:

Basic government-sponsored vocational training in Yemen is provided through seventy-six (76) vocational training institutes, categorized as high school through two years of post-secondary education institutes and three-year community colleges. Technical skills are supplemented with the subjects in the regular academic program to allow students to obtain a high school technical degree or an associate technical degree from the three-year community college. Six of the vocational training institutes are designated for females; the remaining institutes are gender mixed. Yemen recently introduced a new system that allows a graduate of the secondary technical institute to enroll in the regular university program.

The Ministry of Technical Education and Vocational Training (MoTEVT) has launched several initiatives to address weaknesses it has identified in the TVET system. The Ministry has established the Public/Private Council to bridge the gap between the two sectors. However, within the confines of the highly centralized TVET system, the council's impact has not trickled down to the institute level. A plan for Training-of-the-Trainers (TOT) exists but currently there is no funding for it. Similarly, a project to develop curriculum cannot start due to lack of funding. The Ministry has identified the gaps in its system, but is awaiting donor support before initiating changes. Private sector companies contribute 1% of their profits to a Vocational Training Fund managed by the Social Development Fund, but the account is reportedly frozen. The MoTVET claims that the funds are used only for the private sector training institutions, while the private sector claims it is reluctant to provide additional support to TVET because of its contribution to the fund. A lack of transparency exists in the administration of the funds.

Currently, the vocational institutes' supply-driven approach cannot deliver the type of training needed to create a flexible, skilled workforce that provides a competitive advantage in the Yemeni and regional workplaces. Job-related training, internships or work placements that help students understand how to apply technical and employment skills are rare, resulting in graduates having only a theoretical knowledge of their subject. The absence of learning environments where worksite conditions are replicated, compounded with the lack of close private sector cooperation and investment, impedes the students' acquisition of market-demanded skills. As a result, the private sector looks elsewhere for new hires.

In the focus group discussion with twelve directors of the vocational training institutes, three significant challenges emerged: 1) the institutes focus exclusively on training with no employment services provided to graduates; 2) the directors feel powerless to implement innovative changes in their institutions without the approval of the Ministry; and 3) little cooperation with the private sector exists to inform the institutes of market practices and employment opportunities. While the Directors acknowledge that strong and interactive partnerships are important in youth workforce development programs, they do not have a plan for engaging the private sector.

To offer students as much training as possible, several directors, as well as representatives from private sector companies, suggested using a "training" passport to provide evidence of a trainee's completion of a training course. The stamps job seekers acquired in their passport would provide prospective employers verification of skills. While the concept has merit, without nationally consistent training standards or international accreditation recognized by the private sector, the

passport would only be a testament of the job seeker’s determination and commitment to improvement and not an avenue to employment.

The focus of the VTIs must shift from an emphasis on training to employment with the realization that improving economic opportunities for youth requires support from key stakeholders. Creating sustainable partnerships between stakeholders should be a primary goal of the VTIs along with setting common goals and engaging all participants, from youth to employers, in planning, implementation, and evaluation. Buy-in and active participation will be the first step in establishing a meaningful and productive program.

In addition to the MoTVET, additional ministries offer training programs. The Ministry of Oil and Gas (MoOG) requested technical experts to train the people who work in the sector. They also wanted study abroad programs for their employees. The Ministry of Transport (MoT) requested the same type of trainings for their employees. Both ministry groups were awaiting donor support to further their training programs.

B. PRIVATE SECTOR APPROACH TO TRAINING

TRAINING NEEDS IDENTIFIED BY PRIVATE SECTOR	
Challenges	Opportunities
Lack of English proficiency among job seekers*	<ul style="list-style-type: none"> English could be included in the employability skills training offered by Y-EFE.
Lack of entrepreneurship training at schools and universities	<ul style="list-style-type: none"> YBC willing to facilitate Global Entrepreneurship Week and workshops leading up to the event. Workshops serve as a model of the curriculum universities should adopt.
Training needed for mid-level business managers and secretaries.	<ul style="list-style-type: none"> Y-EFE engaged to offer mid-level managerial courses at their training facilities.
No Job Centers Established	<ul style="list-style-type: none"> Consider starting a Job Center with SFD where employment opportunities from companies could be matched with CVs from job seekers. The first step would be to create the employment centers at the VTIs and universities and equip them with an employment database.
Lack of “soft” skills (employability skills) among job seekers	<ul style="list-style-type: none"> Engage NGOs or private organizations to offer employability skills training. Encourage Ministry to include employability skills training in the program of studies.
Lack of relevant curricula taught in training institutes and universities	<ul style="list-style-type: none"> The Advisory Councils established at each training center would inform the VTIs on current practices.
Lack of international industry certified training programs	<ul style="list-style-type: none"> This is a long-term project that would require engaging international accrediting agencies. Local universities could be encouraged to engage accrediting agencies directly, but it is

	doubtful that would happen without donor encouragement.
Lack of guidance counseling for high school – university level students	<ul style="list-style-type: none"> • The Employment Service Centers established in the VTIs could also offer guidance counseling. • If a centrally located Job Services Center were opened in each major city, counseling services could be offered.
Graduates need to be exposed to best practices in an international setting	<ul style="list-style-type: none"> • Training tours could be cost prohibitive; however, international experts in specific trades could be brought to Yemen.
The animosity that exists between government and private sector impedes productive cooperation.	<ul style="list-style-type: none"> • The formation of Advisory Boards could serve to bridge the gap between public/private sectors.
IT Training needed as many training centers and universities are not equipped with computers.	<ul style="list-style-type: none"> • IT training will be included in the Y-EFE employability skills training
Government not issuing tenders for large-scale projects, which would significantly increase employment.	<ul style="list-style-type: none"> • The private sector must address this issue with the GoY. • VTI trainees/graduates and other job seekers could seek employment on any USAID projects where laborers were required.
No culture of angel networks to support entrepreneurs.	<ul style="list-style-type: none"> • After initial training that builds the culture of entrepreneurship, international angel investors could be engaged to conduct workshops among the Yemeni business community.
Micro-financing is an emerging practice but not readily accessed by the general population	<ul style="list-style-type: none"> • Engage micro-financing institutions such as Al Amal Bank and Al-Kuraimi Microfinance Bank in all USAID entrepreneurship/vocational training activities.
* priority need as indicated in the YBC Focus Group and in meetings with individuals.	

DESCRIPTION

To counteract the weaknesses of public training programs, many private sector companies have developed their own training programs/centers. For example, Al Khair Foundation’s training program, a philanthropic arm of Universal Group, is comprised of TVET graduates who were unable to find employment. Another company, NATCO, has its own training center in Taiz for manufacturing. In a focus group discussion with the YBC and in individual interviews, private sector employers agreed that they had to offer additional training to improve the quality of their employees’ skills. Graduates at any level – high school, university, training institute, community colleges – are not prepared to enter the job market. Although some employers felt that the technical skills were adequate, i.e., accountants, health professionals, all of them agreed that employability skills, specifically English and business ethics were lacking.

Private education centers are filling the void created by the deficiencies in the government system. Exceed Language Center is one example of a private language center bridging the gap by providing quality English and employability skills. Private training institutions such as the Lebanese International University are attracting a large enrollment as students turn to alternatives

to public institutions.

At a meeting with YBC, members expressed an interest in engaging the public training institutions but were not optimistic of the outcomes. Previous efforts to engage the public sector had not resulted in positive outcomes. All were eager to support entrepreneurial activities but warned that of the legal barriers that impede investments. While the laws and regulations appeared to be business enabling, in practice, nothing happened quickly. Registration of foreign companies is difficult.

The private sector representatives interviewed by the AMEG WFD Assessment team identified the following training challenges:

- English language acquisition
- Business Ethics training
- Lack of international accreditation programs
- Absence of Job Centers where employers could locate job candidates
- Difficulty in financing new ventures

C. DONOR-SUPPORTED WORKFORCE DEVELOPMENT ACTIVITY IN YEMEN

Activity	Donor	Timeframe	Budget
C. Youth Economic Empowerment	UNDP	2012-2013	\$2.5 million
D. Labor Intensive Public Works Project	World Bank/IFC	2012-2016	\$65 million
E. Private Sector Development Program	DFID	2013-TBD	\$13.7 million
F. Private Sector Development Project	GIZ	2007-2013	\$39 million
		Grand Total:	\$119.7 million

While the donor community has historically been very active in Yemen, the political turmoil during the wake of the Arab Spring in 2011 caused many donor agencies to halt activities or leave Yemen completely. With the formation of a transitional government, donors have a unique, yet narrow, window of opportunity to address the underlying causes of Yemen's instability and social strife. Below are brief summaries of current and planned donor activities in Yemen.

The **United Nations Development Programme (UNDP)** is currently implementing the Youth Economic Empowerment Project, whose approach focuses on intensive labor activities through a cash-for-work mechanism. Funded primarily by Japan and South Korea, cash-for-work activities under the UNDP project engage Yemeni youth in post-conflict, community rehabilitation projects such as street-cleaning, small-scale construction, rubble-removal, and other public works activities.

While cash-for-work activities provide immediate employment opportunities and deliver quick-impact results, due to the temporary nature of cash-for-work programs, such projects are unsustainable in the long-term and often disrupt the local economy. However, UNDP's cash-for-work includes an innovative 'compulsory savings' component, which requires participants to deposit 1/2 to 2/3 of their earnings into a savings account with a local microfinance institution. Further, as cash-for-work participants implement public works projects, they simultaneously receive business development trainings and are encouraged to use their savings to start businesses or partner in joint ventures with other cash-for-work participants. To leverage the momentum of micro-enterprise start-ups, UNDP is partnering with Small Micro Enterprise Promotion Service (SMEPS), a local NGO.

GIZ is currently implementing the Private Sector Development Project (PSDP), which builds on more than 30 years GIZ experience in Yemen. The overall objective of PSDP is to improve the political, legal and institutional environment for investment and private sector development and facilitate access to business-related and financial services in Yemen. Besides direct contact with entrepreneurs and private sector associations, GIZ has cooperated with the responsible ministries and their associated institutions in order to improve business conditions. Like many donor projects, PSDP's activities came to a halt during the political crisis in 2011. However, the project is once again active and will soon begin refurbishing and equipping 18 public technical and vocational education and training (TVET) centers, which were built by the Government of Saudi Arabia, in multiple Yemeni governorates. Further, GIZ plans to support the GoY in establishing targeted short-courses to supplement the current curricula of TVET centers and stimulate local business to hire graduates of these programs.

The World Bank and its subsidiary the International Finance Corporation (IFC) are also implementing workforce development and private sector growth programming in Yemen. Specifically, the World Bank and IFC are engaged in public works and essential services projects as well as SME pilot projects throughout Yemen. The World Bank previously implemented a program to support vocational education and skills-development in Yemen, but unfortunately these projects were unsuccessful due to the 2011 political crisis and the inability of the transitional government to approve policy reform in this sector. The World Bank's current economic development approach centers on SME development and public-private dialogue, working primarily through local organizations such as SMEPS.

DFID is not actively engaged in economic growth activities related to workforce development. However, in 2013 the agency plans to conduct a series of assessments and feasibility studies to determine future economic growth activities. Specifically, in the coming months DFID will be conducting a scoping study, which will examine constraints to SME growth in Yemen, with an emphasis on SME development in rural areas. DFID will also collaborate with the World Bank and the IFC on the Private Sector Development Program, which will begin in April 2013, and aims to enhance the GoY's understanding of economic challenges and stimulate private sector growth by encouraging investment and job creation. This project will also work to create effective public-private partnerships (PPPs), support tax reform, and enhance the Yemeni business-enabling environment and investment climate. In addition to collaborating with the World Bank and the IFC, DFID will also partner with local NGOs such as SMEPS and Y-EFE.

Recommendations and opportunities

After meeting with the international donor community in Yemen, the AMEG Workforce Development assessment team has identified a number of opportunities to collaborate with other international donors. Such collaboration not only leverages funds dedicated to Yemen's development, but also reduces duplication of efforts and streamlines activities. The AMEG Workforce Development assessment team suggests the following recommendations:

- a) The AMEG assessment team recommends that USAID coordinate with DFID on PPP initiatives. While DFID's program does not include a TVET component, USAID and DFID could coordinate to establish and strengthen PPPs between the private sector actors partnered with DFID and the public TVET institutions which would be supported by USAID, thereby reducing the sizeable gap between TVET graduates and market needs in Yemen.
- b) As mentioned above, most international donors are partnering with local NGOs on their respective programs. SMEPS is perhaps the most utilized local NGO, while other NGOs identified by the assessment team, such as INJAZ and Y-EFE, have considerably less support from the international donor community. The AMEG Workforce Development assessment team recommends that USAID work with these local institutions to diversify local NGO partnerships with international donors, which will also serve to build the capacity of these institutions. INJAZ, in particular, has great potential to partner with USAID on youth entrepreneurship activities and trainings, and with USAID's support could become a major player in the business skills-development sector in Yemen.
- c) While in Yemen, the AMEG Workforce Development assessment team visited multiple government-sponsored TVET institutions. While nearly all of the institutions were severely underfunded and under-equipped, the assessment team recommends that USAID avoid equipping public TVET institutions. Providing equipment for even a single TVET institute is a costly investment that may or may not yield significant dividends, as donated equipment in Yemen is often put into storage for fear of damage or becomes obsolete after a few years. Further, until the issue of ToT in TVET institutions is addressed, providing updated equipment to ill-prepared and under-trained trainers will not provide the development impact USAID hopes to achieve in job-creation in Yemen. Further, as mentioned above, other international donors such as GIZ are prepared to fund, equip, and refurbish public TVET institutions throughout Yemen. Although the AMEG Workforce Development assessment team does not recommend that USAID equip public TVET institutions, there is still an opportunity to coordinate with donors such as GIZ on incorporating soft skills training in public TVET institutions.

PROPOSED WORKFORCE DEVELOPMENT ACTIVITIES

As the end result of any vocational training program is employment, all activities are focused on improving the employability skills of job seekers.

Activity 1: Employability Skills Workshops, Focusing on Job Seekers from Vocational Training Institutes and Universities

Description: A minimum of three (3) workshops and three one-day seminars, conducted by Y-EFE to provide job applicants from the TVET institutes and universities with “soft” skills such as work ethics, interview techniques, and CV preparation to increase their opportunities for employment. The workshops would lead up to the proposed 11-12-13 Job Fair.

YEFE will implement the “Finding a Job is a Job” curriculum with university partners in Sana’a. The FJIJ program prepares college and institutes’ graduates for effective job searches and builds the capacity of the university/institute to provide job search resources to students in the long term. YEFE will track student outcomes at 2-months and 4-months after training and again after the job fair.

The one-day seminars will cover a variety of topics related to work readiness, entrepreneurship, and professionalism including: money management, marketable job skills, applying for a small loan, financial literacy, career development, and professional writing. Speakers will include leaders from the private sector, professional workforce development trainers, as well as representatives of banks and microfinance institutions.

The “Finding a Job is a Job” workshops consists of direct training classes supplemented by take-home and independent exercises and activities over a period of 3 days, as well as on-going counseling and individualized counseling of candidates. Topics include: Discipline and Organization; Self-Knowledge; Market Knowledge; Personal Marketing Materials; Researching Job Openings; Interview Techniques; and “Getting Hired is Just the Beginning” module.

Timeframe: Spring 2013 – December 2013

M & E: Key indicators to measure the impact of this activity include:

- Youth participants who graduated from the training, #and %, of retention and % of women among graduates.
- # and % of graduates who answered the M&E tools
- Youth participants enrolled in the in the training, # and % women.
- # Trainings delivered
- % of trainees who are satisfied with the performance of the trainers (expertise, instructions/organization, ability to make the course interesting, training material)
- # of educational institutions participating in program
- # of youth who register for the job fair through online registration
- % of Perceived FJIJ contribution in getting call-backs for interviews
- % of job applicants that received personal feedback from the employer
- # and % of trainees obtaining job/internship, % of females, and perceived FJIJ contribution
- % of graduates who secured a job/internship and want to remain in the job market, i.e., do not want to return to school.

Background: In addition to a high level of technical skill, prospective employers expect potential employees to have a variety of other skills as well. Today’s young adults must be equipped with the skills they need to succeed in the workforce. “Soft skills” such as effective communication, creativity, problem-solving skills, business ethics and interpersonal skills are as important as technical competency. While some critics complain that focusing on “soft skills” will only dilute the rigor of technical instruction, the prevailing view is that both technical and soft skills are essential for success in the 21st century economy. Language skills, as appropriate to the work environment, are also highly valued by employers. English, in particular, is prevalent in many businesses in Yemen and many private sector employers believe that graduates need to be proficient in English, at least in the specific technical jargon, to succeed in the workplace. Basic computer skills are also needed.

In discussions with Yemeni businessmen, the lack of business presentation skills was lacking. Job applicants did not know how to prepare a CV or participate in an interview. Many applicants simply had no understanding of the job application process.

University students throughout the Middle East often lack the basic skills necessary to conduct an effective job search. Skills including developing a CV, networking, and job research techniques are not taught at universities. The lack of these skills is an additional barrier for university students in accessing the job market. Responding to this need, EFE developed a partnership with Manpower Group (MPG) to train university faculty to provide a MPG program entitled “Finding a Job is a Job” (FJIJ). The program is successfully being implemented in Tunisia, Morocco, and Palestine. Y-EFE will leverage that experience to benefit Yemeni university students.

The implementer for this activity, Yemen-Education for Employment (Y-EFE), previously selected training curricula to match up with jobs actually available in the areas where the trainees lived or wished to work, Y-EFE’s trainings for both the ‘white collar’ and ‘blue collar’ skill sets resulted in 72 percent of the 1200 participants being placed in to paying employment in the area of training following completion of the training. The remaining unplaced trainees are working with the training provider, Y-EFE and some of those may still find employment. The methodology used featured skills training in demand-tested areas, accompanied by internship placements. Many of the internships featured long-term potential employment opportunities at the partnering companies.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Offers a subject not adequately covered in the current TVET institutions or university programs. • Y-EFE has the experience and proven capacity to offer these trainings immediately. • Private Sector employers with whom the assessment team met cited a great need for these skills. • Job seekers who possess strong employability skills increase their employment opportunities. • The workshops would prepare job applicants for the proposed 11-12-13 Job Fair. • The workshop instructors would model the type of instruction the TVET institutions should offer to their students. 	<ul style="list-style-type: none"> • If the TVET institutes/universities do not offer space for the trainings, a venue will need to be identified. • Too many applicants for the trainings. • TVET directors may be reluctant to incorporate the employability skills training into their future programs.

- The Deputy Minister of Girls' Education, MoTVET, thought the Minister would approve of the concept of offering employability skills training on the TVET institutions' premises.

Recommendation

The AMEG WFD assessment team recommends engaging Y-EFE to conduct a minimum of three employability skills workshops before December 2013 to prepare job applicants from the TVET institutions and universities for general employment, and the 11-12-13 Job Fair specifically.

Activity 2: Private Sector Symposia Ahead of and During 11/12/13 Job Fair

Description: While the emphasis is often upon preparing job seekers for Job Fairs, attention must also be given to the preparing the private sector for increased participation in employment activities. The AMEG WFD team proposes to offer a minimum of 3 symposia for representatives from the YBC and other interested private sector companies in preparation of the 11-12-13 Job Fair and Global Entrepreneurship Week (GEW).

One symposium would be offered to outline the roles and responsibilities of the participating companies in the Job Fair. Two symposia would be provided to prepare the private sector for the entrepreneurship activities, specifically serving as mentors to aspiring entrepreneurs and judges during the competition for top business idea and presentation. An international expert in entrepreneurship, preferably from the Kauffman Foundation or Endeavor, could be engaged to present the at least one of the workshops.

Timeframe: May – Dec. 2013

Background: Without the involvement of private sector companies, the Job Fair and GEW will not be successful. In the recent YBC focus group conducted by the AMEG WFD team, its members confirmed that no preparation had been provided to them for the Job Fair held last year in Sana'a. They said that it would be beneficial to understand their roles and responsibilities for the event. Since Global Entrepreneurship Week is a new concept in Sana'a, the private sector would need training to understand the different events such as mentoring and judging the business idea presentations of the competitors. Ideally, a representative from the Kauffman Foundation or Endeavor could offer the workshops to the private sector.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Preparing the private sector contributes to the success of the events. • Participants are introduced to entrepreneurial activities. 	<ul style="list-style-type: none"> • Engagement of an international STTA would need to be arranged quickly in order to ensure a quality presentation. • The security situation could prevent the engagement of the international STTA.

Recommendation

The AMEG WFD Assessment Team recommends conducting three symposia for private sector companies in preparation for the Job Fair and GEW.

Activity 3: Sponsor the 11-12-13 Job Fair in Sana'a

Description: Job Fairs are an employment strategy to expedite the connection between job seekers and employers. The Job Fair in Sana'a will be the culminating event in a series of employability skills and entrepreneurial workshops offered in preparation for the employment fair. To capitalize on the December 11, 2013 date, Y-EFE suggested "Sana'a 11-12-13" as the Job Fair's title to provide young job seekers an easy way to remember the date.

In order to maximize the impact of the two-day event, several lead-up workshops will be conducted for job seekers, entrepreneurs, and employers. Y-EFE will offer employability skills training for job seekers (details found in Activity 1); INJAZ, known for its entrepreneurial activities, will host activities for young entrepreneurs (detailed in Activity 3); and AMEG will host a symposium for private sector companies (detailed in Activity 2) to increase their understanding of their roles and responsibilities as participants in the job fair.

YEFE, in partnership with partners from the private, NGO, and public sectors, will host the job fair in Sana'a targeting Yemeni youth between the ages of 17 to 25. The two-day job fair will be a high profile event drawing attendees from across Yemen to network, meet with potential employers, and attend seminars on job readiness. The job fair will be advertised throughout the duration of the project in a national campaign utilizing print and broadcast media, peer-to-peer campaigns, as well as social networking sites like Facebook and LinkedIn. The fair itself is expected to attract high profile individuals and garner significant media attention – drawing attention to employment opportunities in Yemen.

The two-day fair should be held in a large assembly hall, such as the TVET Institute Nahoti, with a booth for each employer. Lamia Al-Eryani, Deputy Minister of Girls' Education and Training, MoTVET, confirmed that the TVET Institutes would be able to provide the space upon approval from the Minister. Participating companies would have booths or tables to display company brochures and information. Usually, several company representatives staff each booth, standing behind tables as they talk to jobseekers. Job Fairs range in size from 50 – 100 employers with many hundreds of job seekers. In Sana'a, a target of sixty participating companies would be recommended. In addition to the booths, panel discussions in which employers discuss their general requirements for new hires will be offered. On the second day, the winners of the Global Entrepreneurship Competition will be announced and prizes awarded.

A Job Fair in and of itself is not a predictor of employment success. To maximize its impact, the Fair will be preceded by several workshops to prepare both job seekers and employers and will be followed by a three-month monitoring plan to assess its overall impact.

Timeframe: December 11 - 13, 2013

M & E: Key indicators to measure the success of the fair include:

Key Performance Indicators:

- # participants in job fair
- # online registrants
- # and % of job fair participants who attended a 1-day seminar
- # and % of job fair participants who attend a FJII workshop
- # of Y-EFE alumni who volunteer at the event
- # and % of participants from each governorate targeted with events and media campaign

<p>(Aden, Taiz, Sana'a)</p> <ul style="list-style-type: none"> - # broadcast and print advertisements - # social media “hits” on project related pages - # and % private sector partners who participate - # public sector leaders who participate - # job openings advertised through the job fair - # vendors who identify viable candidates through the job fair - # of attendees who identify viable job openings to which they intend to apply 	
<p>Background: A Job Fair was held in Sana'a, sponsored by Exceed and Y-EFE, last year with limited success. Y-EFE reported spending \$60,000 on the one-day event with an estimated 2,000 participants. Although the fair was widely promoted, no follow-up was done to determine its impact on employment. Participants generally felt that more preparation of both job seekers and employers was needed to ensure success.</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Offers high visibility of employment efforts. • Provides an opportunity for the much-needed connection between job applicants and employers. • Allows employers to screen candidates for existing or future job openings • Provides opportunity for job applicants to practice their presentation techniques. • Enables participating companies to introduce themselves as a desirable place to work and to promote their companies. • Facilitates job seekers applications and interviews with companies. • Provides job seekers with realistic expectations for employment. • Provides job seekers with information about companies that are hiring. • Lead-up workshops in employability and entrepreneurial skills prepare job seekers to meet potential employers at the job fair. • Follow-up monitoring of job placement will determine the success of the fair. 	<ul style="list-style-type: none"> • Without the lead-up workshops and follow-up after the fair, the job fair becomes an isolated event. • Private sector companies may not commit to supporting the job fair. • No assurance that an increase in employment will result. • The MoTVET, MoHE, and/or private sector companies may not have the capacity to replicate the fairs in additional cities. • INJAZ, although part of a larger international group, will need guidance to build its capacity to offer the entrepreneurship sessions.
Recommendation	
<p>The AMEG WFD assessment team recommends engaging Y-EFE and INJAZ as well as the AMEG team to conduct the Sana'a 11-12-13 Job Fair.</p>	

Activity 4: English Language Instruction

Description: Recognizing the importance of English to the economic development of Yemen, youth are eager to acquire competency in the language. Exceed Language Center provides courses to help students achieve language proficiency. For approximately \$1000, the center can train a student for one year. These students would serve as the pilot study to determine the impact of English instruction on their employability.

Timeframe: One year – May 2013-2014

M & E: In order to monitor the impact of English language instruction on the trainees, their employability will be tracked following the end of their course. Key indicators will include:
 # of students who receive employment, disaggregated by months following instruction.
 # of females/males who receive employment
 # of participants who use English in their new jobs
 % of salary increase compared to similar jobs without English

Background: Yemen suffers from having one of the worst literacy rates in the region. While English is seen as the language of economic development, without basic literacy many youth will be unable to attain fluency. They can, however, achieve a functional use of the oral language. English is considered the second language of choice for domestic business (after Arabic) and the first language of choice for international business. It is the official language used in all government departments. Globalization, paired with the existing platform that English already has in Yemen, has created an optimal environment for English language acquisition to flourish.

English instruction in the public schools is viewed as weak, causing many youth to seek further instruction at private institutions. Enrollment in private language centers is rising.

In the urban areas, a higher penetration of computers, mobile devices and the internet has increased exposure to English, in turn, creating a need to learn English to better utilize these technology-based tools. Companies in the oil, finance, ICT and trade sectors in Yemen are the most likely to require English-speaking employees.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Opens more possibilities for employment • Increases earning potential • Promotes Yemeni employees among international companies • Tracking employment of trainees enables assessment of impact of English instruction. 	<ul style="list-style-type: none"> • Language acquisition requires intensive learning over a period of time; one year minimum. • Although the perception is that English will increase employment opportunities, no studies have been conducted to test the theory.

Recommendation:

Although English language training was mentioned by both the public and private sectors as a weakness in the Yemeni workforce, providing English language education is time-intensive and costly. Consequently, the AMEG WFD Assessment task force recommends training 100 Yemeni students for one year, but considers it a lower priority that may better be suited for a long-term project in Yemen.

Activity 5: Training of University Guidance Counselors	
Description: Using the expertise of an international guidance counselor/trainer, provide training to 10 Yemeni university guidance counselors to enable universities to open career guidance centers.	
Timeframe: June- July 2013	
M & E: The impact of training guidance counselors and opening career guidance centers in selected universities can be monitored through the employment rates of students who participate in the programs compared to students who receive employment but did not receive counseling. Job satisfaction and percentage of employed participants are key indicators.	
<p>Background: Establishing high quality career guidance and counseling programs is important in any well-functioning university system. College and career guidance and counseling programs aim to help students make more informed and better educational and career choices. Among other things, programs offer information on high school course offerings, career options, the type of academic and occupational training needed to succeed in the workplace, and opportunities that are associated with their field of interest. Programs also often provide teachers, administrators, and parents with information they can use to support students' career exploration.</p> <p>Activities associated with career guidance and counseling programs typically include:</p> <ul style="list-style-type: none"> • Advising students and parents on academic curriculum, preparing them for additional college study or workplace application and admission. • Planning and preparation for college admissions tests or accreditation tests. • Developing career portfolios, which include test and grades results, examples of student work, and resumes and cover letters to prospective employers. • Arranging job shadowing, work placements, and worksite learning programs to allow students to directly experience workplace situations. • Sponsoring workshops, classes, focus groups, and special presentations that focus on job skills and personal development. • Providing specialized counseling and intervention services to provide students with individualized attention. <p>In Yemen, career guidance is not part of the academic program of universities. Training of personnel is required before the counseling departments can be introduced to schools.</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Increases employment opportunities • Ensure students understand chosen sector expectations. • Allows for individualized attention for students • Enables students to acquire job seeking skills 	<ul style="list-style-type: none"> • Identifying the trainees a challenge since programs do not exist in schools. • Without an employment database, tracking will be difficult. • Schools may not be willing to support the new position of guidance counselors • Schools may not have space for a guidance counseling center
Recommendation	
The AMEG WFD team recognizes the need for improved employment and guidance counseling at public universities. However, the AMEG WFD assessment team recommends that USAID engage career/guidance counseling through a long-term project.	

ENTREPRENEURSHIP ACTIVITIES

Each November, Global Entrepreneurship Week (GEW) connects young people everywhere through

local, national and global activities designed to help them explore their potential as self-starters and innovators. Through this initiative, the next generation of entrepreneurs is inspired and can emerge. In doing so, they will begin to acquire the knowledge, skills and networks needed to grow innovative, sustainable enterprises that have a positive impact on their lives, their families and communities.

A variety of events will prepare young entrepreneurs to participate in GEW. To begin, the concept of entrepreneurship will be introduced during Innovation Days held at local universities. Aspiring entrepreneurs will be encouraged to form teams to develop their business ideas. Innovation Days are followed by Start-Up Weekends, during which the entrepreneurs are coached in how to develop their business ideas. At the end of a Start-Up Weekend event, a panel of established businesspeople selects the ten top teams that will proceed to the next level of competition during GEW.

In preparation for the final competition, the top teams from Start-Up will be mentored by private sector businesspeople that volunteer their time to guide the young entrepreneurs.

GEW will be celebrated over two days in November. The top teams will hone their business ideas for presentation and will receive mentoring from top professionals before presenting their ideas to a panel of judges. The top teams will receive cash prizes (to be donated by the private sector.) Winners will be announced during the Sana'a 11-12-13 Job Fair.

The entrepreneurship activities proposed in this section promote economic growth through:

- Identifying promising entrepreneurs;
- Providing training in entrepreneurship;
- Connecting and sustaining entrepreneurs;
- Guiding them to capital;
- Mentoring first stage entrepreneurs; and
- Celebrating their successes.

Activity 1: University Innovation Days	
<p>Description: To introduce the idea of entrepreneurship to university students, Innovation Days will be held at Sana'a University for interested participants from the faculties of commerce, engineering, and ICT. It is recommended that a separate day be scheduled for each faculty. During this session, representatives from INJAZ will detail the events leading up to Global Entrepreneurship Week in November and motivate the groups to begin thinking of a business idea to present. Additional sessions will include suggestions for developing an idea into a plan.</p>	
<p>Timeframe: Sept – Oct. 2013</p>	
<p>Background: Including entrepreneurship in the vocational institutes and universities' program of studies is best practice, but currently no schools offer it. Therefore, entrepreneurship must be introduced through other avenues. To increase awareness of entrepreneurship, events such as Innovation Days can be held throughout the year to encourage business start-ups, culminating in a business idea competition in November during Global Entrepreneurship Week.</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Offers high visibility of entrepreneurship in Yemen. • Provides entrepreneurs with suggestions for developing a business idea. 	<ul style="list-style-type: none"> • INJAZ, although part of a larger international group, will need guidance to build its capacity to offer the entrepreneurship sessions.
<p>Recommendation The AMEG WFD assessment team recommends engaging INJAZ as well as the AMEG team to conduct 3 Innovation Days at Sana'a University before November 2013.</p>	

Activity 2: Start-Up Weekends

Description: Start-Up Weekend, based on the international model, is open to anyone from the training institutes, universities, including entrepreneurs, specialists in business, marketing, finance, and information technology, who want to implement or participate in a new business venture. The two-day event begins with ambitious young people presenting their ideas to the event attendees. The people with the business ideas that collected the most attendees' votes are then able to recruit a team from among event attendees. The newly created teams work together intensively to develop the business model for the competition for best business idea. Business people and experienced entrepreneurs serve as mentors to enrich the participants' experiences. With the support of experienced business mentors that volunteer to participate in the event, the teams present their business model presentations on the final day of the competition. The ten top teams progress to the competition during Global Entrepreneurship Week.

Timeframe: September– October 2013

Background: Small and medium-size enterprises (SMEs) are the basis of growth in many of the region's economies. Currently, SMEs employ over two-thirds of the formal work force of the Arab World, and 90 percent of these enterprises employ fewer than 50 people.¹ This suggests that the future labor force will need to be entrepreneurial, not only to create new SMEs, but also to grow smaller-sized enterprises into medium or large ones.

Entrepreneurship education provides opportunities for youth to master the core entrepreneurial competencies of opportunity recognition, idea generation, and critical thinking. The programs prepare young people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers that will contribute to economic development and sustainable communities.

Courses should provide opportunities for students to:

- Start and operate appropriate enterprises;
- Reinforce the concept that successful entrepreneurs take calculated risks based on sound research and relevant information.
- Develop a plan for business that addresses the financial, marketing and operational aspects; and
- Understand the link between risk and reward.
-

Increased entrepreneurial training goes hand-in-hand with facilitating access to finance. The combination of access to (micro) financing and entrepreneurship-related education could produce significant results in disadvantaged areas – benefitting young entrepreneurs while ensuring that the institutions financing them achieve higher rates of success.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Offers high visibility of entrepreneurship in Yemen. • Provides an opportunity for the much-needed connection between entrepreneurs and business mentors. • Provides opportunity for entrepreneurs to develop and practice their presentation techniques. • Provides entrepreneurs with realistic 	<ul style="list-style-type: none"> • Without the lead-up workshops and follow-up, GEW becomes an isolated event. • INJAZ, although part of a larger international group, will need guidance to build its capacity to offer the entrepreneurship sessions.

¹ IFC/World Bank Report Education for Employment: Realizing Arab Youth Potential, April, 2011,

expectations for obtaining funding. <ul style="list-style-type: none">• The competitive atmosphere replicates the real-world business economy.	
Recommendations:	
The AMEG WFD Assessment Team recommends offering one Start-Up event at a local university in Sana'a.	

Activity 3: Private Sector Mentoring Events

Description: Following the Innovation Days and the Start-Up Cup, the entrepreneurs will require mentoring from experienced business people to develop their ideas before GEW. These events can take place on designated days or during individual meetings. The most important aspect is for the GEW organizers to ensure that each entrepreneur has a mentor.

One recent innovation is the advent of “speed mentoring.” Speed mentoring is a relatively new concept that focuses on quick-hit information, time-efficient networking and the methodical pursuit of a mentor. Taking place on one day, each mentoring slot lasts 30 minutes. Each mentee passes through 4 mentoring rounds, giving them a total of 2 hours with 4 different mentors. In between rounds, mentees have chance to network with one another and provide each other with feedback, along with discussing their entrepreneurial vision. At the end of the day, mentors can share entrepreneurial advice to all mentees after gaining insight on their proposed ventures.

YBC would be instrumental in providing mentors for this event. It is recommended that at least 3 speed-mentoring events occur before GEW.

Timeframe: September – November 2013

Background: Mentors are instrumental in helping an entrepreneur succeed in business. Whether it is honest advice from an entrepreneur that had a similar entrepreneurial experience or unbiased feedback on a tough business decision, mentors are important allies for entrepreneurs to have on their side.

A strong mentor can help the entrepreneur identify the right sources of capital or provide ongoing support over weeks or months of feedback on a business plan. Entrepreneurial mentoring can take many shapes and sizes.

Currently in Yemen, mentoring takes place informally only. As the idea of entrepreneurship spreads, the need for an established mentoring system will increase. YBC, for example, is a valuable resource to tap for experienced mentors.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Provides guidance to aspiring entrepreneurs • Prepares entrepreneurs for GEW • Allows young entrepreneurs to have access to experienced business people who would normally be unavailable to them. • Enables mentors to build the entrepreneurial ecosystem within Yemen 	<ul style="list-style-type: none"> • Because it is a new concept, promotion will be needed to attract mentors. • Identifying mentors willing to volunteer for a day may be difficult without offering some sort of incentive, i.e., featured in the media.

Recommendations:

AMEG WFD Assessment Team recommends have a minimum of 3 speed-mentoring events between Start-Up Cup and GEW.

Activity 4: Global Entrepreneurship Week Competition

Description: GEW is a celebration of youth entrepreneurship. It is the culminating event in a series of events designed to encourage Yemeni youth to become job creators. During the two days in November, the ten top teams from the Start-Up Cup competition will present their business ideas to a panel of experienced businessmen. The top team will receive seed money to start their business. In addition to the competition, contestants will also participate in mentoring events, business idea pitch sessions, and strategy sessions. Meetings will also be arranged with microfinance institutions to build the entrepreneurs' knowledge of financing strategies.

Following GEW, INJAZ will monitor the entrepreneurs' activities for three months to assess their progress.

Timeframe: November 14-15, 2013 with follow-up monitoring

M & E: For three months following GEW, the participating entrepreneurs will be monitored to determine the status of their business development. Specific indicators, including those for the event itself, will include:

- # of Youth participants who participate in GEW events, disaggregated by event
- # of private sector companies participating in GEW, disaggregated by event
- # of female participants
- # of participants from universities and number from VTI
- % of participants who expressed satisfaction in GEW events
- # of new business ideas which receive funding
- # of jobs created through the start-ups.

Background: Global Entrepreneurship Week is the world's largest campaign to promote entrepreneurship. Each year, it plays a critical role in encouraging the next generation of entrepreneurs to consider starting up their own business. For one week (November 12-18), millions of young people around the world join a growing movement of entrepreneurial people, to generate new ideas and to seek better ways of doing things. Countries across six continents come together to celebrate Global Entrepreneurship Week, an initiative to inspire young people to embrace innovation, imagination and creativity. Global Entrepreneurship Week connects young people everywhere through local, national and global activities designed to help them explore their potential as self-starters and innovators. Students, educators, entrepreneurs, business leaders, employees, non-profit leaders, government officials and many others participate in a range of activities, from online to face-to-face, and from large-scale competitions and events to intimate networking gatherings.

Through this initiative, the next generation of entrepreneurs is inspired and can emerge. In doing so, they will begin to acquire the knowledge, skills and networks needed to grow innovative, sustainable enterprises that have a positive impact on their lives, their families and communities.

GEW has been growing in the Middle East. Jordan, Egypt, Lebanon, and Oman have large celebrations. Last year Kuwait and Qatar were added to the list with Silatech hosting the event in Qatar. Silatech is also active in Yemen and could possibly host GEW, although the AMEG WFD team was unable to meet with the company's president while in country.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Raises awareness of entrepreneurial activities • Replicates real world business competition • Encourages youth to start their own businesses • Provides entrepreneurs with realistic business expectations. 	<ul style="list-style-type: none"> • Without promotion, many youth may not learn of the opportunity • YBC and other private sector representatives must be persuaded to volunteer time and energy to GEW. • Business ideas may not be developed to the point where funding can be provided.
Recommendations:	
The AMEG WFD Assessment Team recommends celebrating GEW in Yemen in 2013.	

ACTIVITIES TO BUILD THE CAPACITY OF THE VOCATIONAL TRAINING INSTITUTES

Activities to support the VTIs are concentrated on improving employment opportunities for the trainees and graduates. The 76 VTIs serve a great number of Yemeni youth, often from impoverished situations with little opportunity for employment. Many of the VTI graduates drift into informal labor activities when they discover the labor market does not require their skills or their skills are inadequate to qualify for a job. In order to increase employment opportunities for these young people, the AMEG WFD Assessment team proposes activities to build the VTIs' capacities to offer improved career counseling and employment services.

Activities could be implemented in the five target centers in Sana'a: 1) Arwa Institute for female students, 2) Nahoti Tourism Center; 3) Turkish/Yemeni VTI for the Creative Arts; 4) Agricultural Institute and 5) Industrial Institute.

Activity 1: Career Guidance / Employment Service Centers Established in 5 targeted Vocational Training Institutes	
<p>Description: The Career Counseling/Employment Services Centers within the 5 target VTIs provide much-needed employment services to the students. These centers can serve as focal points for potential and existing students as well as for graduates to make the right choice when selecting trades, to facilitate employment and to provide guidance on starting their own businesses. Two to three computers are supplied to the VTIs to allow applicants to upload their CVs and for the office to track employment opportunities and hires. The personnel who staff the center should constantly look for apprenticeship/on-the-job training opportunities as well as employment possibilities. They will serve as a link to the market.</p>	
<p>Timeframe: May 2013-May 2014</p>	
<p>M & E: The impact of the centers can be measured through several key indicators:</p> <ul style="list-style-type: none"> # of students who upload their CVs. # of on-the-job training opportunities identified # of apprenticeships secured # of students who obtain employment # of private sector companies that access the database maintained by the center. <p>These statistics can be compared to data collected from the VTIs without the centers.</p>	
<p>Background: The end result of all training is employment. The VTI directors in Yemen admitted that they never considered employment; they were concerned only with training. Until the focus shifts to employment, the VTIs will not produce students capable of entering the market. The centers provide a link to the private sector to support the efforts of the Advisory Councils.</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Counseling/Employment Center provides guidance to students to match competencies with appropriate courses. • Access to worksite training opportunities. • Increased participation of all local stakeholders in identifying employment possibilities • Improved student performance as a result of reduced dropout rates and increased employment. 	<ul style="list-style-type: none"> • Requires space in each VTI. • Requires trained personnel to staff the office. • Requires constant communication with the private sector as the services will only be as good as the strength of the public/private partnership.

<ul style="list-style-type: none"> • Improved student satisfaction with the VTI's efforts to facilitate employment. 	
<p>Recommendations:</p>	
<p>Building the capacity of public VTIs, while much needed, requires intensive, long-term investments from donors. Given the extremely low capacity, lack of training, and outdated equipment in the VTIs, a quick-impact intervention which yields high results is unlikely. Further, as stated earlier in the report, GIZ is making significant investments in refurbishing and equipping 18 VTIs throughout Yemen. In the interest of yielding quick and meaningful results and avoiding donor-overlap, the AMEG WFD Assessment Team does not recommend this activity to USAID.</p>	

Activity 2: Employment Database Established in the 5 targeted Vocational Training Institutes

Description: An employment database enables several activities:

- 1) Tracks employment of trainees and graduates
- 2) Allows students to upload their CVs for companies searching for job candidates.
- 3) Allows private sector companies to access CVs of job candidates

The database could be housed in the Employment Services office described above and maintained by its staff.

Timeframe: May 2013 – May 2014

Background:

In the AMEG WFD Assessment team’s discussions with private sector, representatives stated that there was not a convenient way to identify potential job candidates. If there were updated databases at the VTIs, then they would know where to go to locate candidates. Currently, the VTIs do not use any method to track the employment of its trainees and graduates.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Enables VTIs to track employment of graduates and trainees • Provides private sector with access to CVs of job candidates • Builds students’ confidence in the efforts of the VTIs to facilitate employment. • Serves as potential fee-generating activity if private sector companies are charged a fee to access CVs. 	<ul style="list-style-type: none"> • Requires regular updating; • Requires personnel dedicated to constantly updating and tracking data. • Relies on job opportunities information provided by the employment services center.

Recommendations:

The AMEG WFD Assessment Team does not recommend this activity to USAID at this time. This activity requires the intensive hiring, training, and monitoring of VTI personnel to operate and maintain the employment database. While there is a need to refocus VTIs towards employment of their graduates, this activity is better suited for a long-term contract with significant training and monitoring components.

Activity 3: Advisory Councils Established for the 5 targeted Vocational Training Institutes

Description: Advisory Councils, comprised of relevant private sector and training sector representatives, provide the mechanism for increased cooperation between the public and private sectors at the institute level. Meeting quarterly, the Councils enable private sector representatives to inform the training institutes of new practices and equipment as well as employment needs. A minimum of five representatives from sector-relevant companies should serve on the councils along with the VTI Director and/or appointees. The Council program could be piloted in the five target vocational training institutes.

Timeframe: May 2013 – 2014

M & E: The key indicators for this activity include:

of private sector companies participating on the council

of apprenticeships/internships and/or on-the-job training opportunities secured

of trainees hired.

To assess the impact of the activity, the employment rates of graduates from institutes with councils could be compared to institutes without councils. However, the comparison must be made with similar sectors, i.e., tourism schools to tourism schools; industrial to industrial.

Background: A recommendation of both the private and public sector is that the gulf between the two be bridged. A PPP Advisory Board exists at the MoTVET level, but its influence does not reach the institute level. An additional challenge is that the directors of the institutes have no strategies for reaching the private sector. In a few institutes, the directors claim they cooperate with the private sector, but it is not accomplished in a systematic manner.

Creating sustainable partnerships among all stakeholders in the vocational training sector will create a meaningful and productive training program. Empowering in-country stakeholders by creating communication channels, particularly among the government, private sector, and community members, also helps ensure investment and sustainability once donor assistance ends. Encouraging local investment in vocational training and other activities targeting youth employability will ensure long-term impact.

For youth workforce development specifically, it is *important to understand the private sector's views on local youth*. Many potential employers that the AMEG WFD Assessment engaged have expressed the view that the youth simply lack necessary skills, making vocational training a logical solution to decreasing youth unemployment.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Provides a mechanism for public/private dialogue • Increases opportunities for on-the-job training, apprenticeships/internships. • Enables institutes to stay abreast of new technologies • Companies can provide advice on curricular changes • Enables instates to identify market needs • Increases employment possibilities. 	<ul style="list-style-type: none"> • Directors of the VTIs are often intimidated by the private sector and reluctant to engage them. • Private sector confidence in public training facilities is so low that it may be difficult for some VTIs to identify people to serve on the council.
Recommendations:	
<p>The AMEG WFD Assessment team does not recommend this activity to USAID at this time. While public-private partnerships are important to linking VTI graduates to the workforce, establishing advisory councils will likely require long-term, policy-level negotiations with the MoTVET as well as long-term monitoring and training from USAID. Given the historical hostility between the public and private sectors in Yemen, the AMEG WFD Assessment Team</p>	

ANNEX A

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