

Date of Submission to Coordination Unit:

9 April 2014

**A. GENERAL INFORMATION****1. Activity Name**

<b>The Education For Employment (e4e) Project for Yemen</b>
---

**2. Requestor Information**

Name: Dr. Mohamed Al-Hawri	Title: Deputy Minister for Economic Studies and Forecasts
Organization and Address: Ministry of Planning and International Cooperation (MOPIC), Government of Yemen (GOY)	
Telephone: +967 1 239675	Email: malhawri@gmail.com

**3. Recipient Entity**

Name: Mr. Taha Mohamed Nomani	Title: Title: Acting Deputy Minister for Planning and Projects;
Organization and Address: Ministry of Technical Education and Vocational Training (MOT EVT)	
Telephone: +967-7366-83259	Email: kholidy11@gmail.com

**4. ISA(s) SC Representative(s)**

Name: Amadou Thierno Diallo	Title: Director, Office of the Vice President Operations
Organization and Address: Islamic Development Bank, PO Box 5925, Jeddah 21432, Kingdom of Saudi Arabia	
Telephone: +9661-2646-6901	Email: <a href="mailto:adiallo@isdb.org">adiallo@isdb.org</a>
Name: Luke Haggarty	Title: : Regional Head of Advisory Services
Organization and Address: International Finance Corporation, Nile City Towers, North Tower, 24th Floor, Corniche El Nil, Cairo, Egypt	
Telephone: : +2022 461-4330	Email: lhaggarty@ifc.org

**5. Type of Execution (check the applicable box)**

<input checked="" type="checkbox"/>	Type	Endorsements	Justification
<input checked="" type="checkbox"/>	Country-Execution	<i>Attach written endorsement from designated ISA</i>	Components 2,3, and 4 are under country-execution (IsDB as ISA)
<input checked="" type="checkbox"/>	ISA-Execution for Country	<i>Attach written endorsement from designated ISA</i>	<p>Component 1 will be under ISA-execution (IFC).</p> <p>The World Bank Group, including IFC, is committed to promote improved education and training for youth. This includes the expansion of private education and creating an enabling environment (systems) for improving overall quality and relevance of education and training, as well as the contribution of private education.</p> <p>In August 2010, IFC and the IsDB jointly launched the e4e initiative to develop a common approach to working with the private sector to enhance youth</p>

			<p>employability and entrepreneurship opportunities for Arab youth. A study across the Arab World commissioned a report that found a substantial skill gap and yet supply is nascent, with critical enablers missing, (quality and standard setting, funding mechanisms, internship opportunities and information for young people on the value of different types of education).</p> <p>e4e Initiative for Arab youth, has a dedicated team based across the region from Rabat to Dubai. The aim of the e4e Initiative is to provide youth with skills that are relevant to the marketplace by investing in education, engaging stakeholders and enabling solutions so that Arab Youth can earn a better future.</p> <p>The IFC was also the first multilateral to target private education in emerging markets with an active portfolio of USD 711 million. Investments have reached over 1.4 million students.</p>
	ISA-Execution for Parliaments	<i>Attach written endorsements from designated Ministry and ISA</i>	

## 6. Geographic Focus

Individual country (name of country): <b>Republic of Yemen</b>
--

## 7. Amount Requested (USD)

Amount Requested for direct Project Activities: (of which Amount Requested for direct ISA-Executed Project Activities):	<b>USD 4,332,000</b> <b>Out of which:</b> <b>USD 1,850,000 – IFC Executed</b> <b>USD 2,482,000 – IsDB</b>
<b>Amount Requested for ISA Indirect Costs:<sup>1</sup></b>	<b>USD 250,000</b>
Total Amount Requested:	<b>USD 4,582,000</b>

## 8. Expected Project Start, Closing and Final Disbursement Dates

Start Date:	31 July 2014	Closing Date:	31 July 2016	End Disbursement Date:	31 July 2016
-------------	--------------	---------------	--------------	------------------------	--------------

## 9. Pillar(s) to which Activity Responds

Pillar	Primary (One only)	Secondary (All that apply)	Pillar	Primary (One only)	Secondary (All that apply)
<b>Investing in Sustainable Growth.</b> This could include such topics as innovation and technology policy, enhancing the business environment (including for small and		√	<b>Enhancing Economic Governance.</b> This could include areas such as transparency, anti-corruption and accountability policies, asset recovery, public financial management and oversight, public		√

<sup>1</sup> ISA indirect costs are for grant preparation, administration, management (implementation support/supervision) including staff time, travel, consultant costs, etc.

medium-sized enterprises as well as for local and foreign investment promotion), competition policy, private sector development strategies, access to finance, addressing urban congestion and energy intensity.			sector audit and evaluation, integrity, procurement reform, regulatory quality and administrative simplification, investor and consumer protection, access to economic data and information, management of environmental and social impacts, capacity building for local government and decentralization, support for the Open Government Partnership, creation of new and innovative government agencies related to new transitional reforms, reform of public service delivery in the social and infrastructure sectors, and sound banking systems.		
<b>Inclusive Development and Job Creation.</b> This could include support of policies for integrating lagging regions, skills and labour market policies, increasing youth employability, enhancing female labor force participation, integrating people with disabilities, vocational training, pension reform, improving job conditions and regulations, financial inclusion, promoting equitable fiscal policies and social safety net reform.	√		<b>Competitiveness and Integration.</b> This could include such topics as logistics, behind-the-border regulatory convergence, trade strategy and negotiations, planning and facilitation of cross-border infrastructure, and promoting and facilitating infrastructure projects, particularly in the areas of urban infrastructure, transport, trade facilitation and private sector development.		

## B. STRATEGIC CONTEXT

### 10. Country and Sector Issues

According to the IMF estimates, GDP growth of Yemen sharply reduced from 7.7% in 2010 to -11.5% in 2011 and -2% in 2012. For both 2013 and 2014, IMF projects growth of about 4%. Political conflict in Yemen resulted in the overall investment rate to drop from an average of about 20% of GDP during the 2000 - 2005 period to 11.6% in 2010 and 5.4% in 2011. Inevitably, the sharp economic contraction adversely impacted the poverty rate, livelihood and employment prospects. By the end of 2011, poverty rate in Yemen has increased to 54.5% from the already high level of 42 % by end-2009, while the unemployment rate was recorded at 14.6% in 2009 (unemployment is most likely to have increased significantly during the past two years). Overall, unemployment among youth is estimated at 53%. The ‘Joint Social and Economic Assessment (JSEA) for Yemen carried out by the World Bank, UNDP, the EU and the IsDB in 2012 concluded that only under ‘accelerated transition scenario’ (which combines annual TFP growth, over 2013-20, in agriculture, non-oil industry, and services sectors at 1%, 4% and 4%, respectively) the average GDP growth is projected at 6.7% during 2013-16 and 8% during 2017-20. The JSEA also demonstrated that realization of ‘accelerated transition scenario’ will have the maximum impact on poverty reduction and jobs creation.

Jobs growth prospects are not promising in the near future and pressing unemployment must be addressed immediately. Labor supply is growing rapidly with 120,000 new entrants in the labor market every year. Public sector cannot absorb new labor supply with 190,000 university graduates already waitlisted for jobs. Low female participation ~22% in labor force, mostly in agriculture. Very few Yemeni students enroll in post- secondary education. Most of these students are in Universities (12%) with only 2% in Vocational Education and Training (VET). University graduates are largely in Education, Arts and Law. 50% of University students are in Education, 20% in Arts and Law, and only under 30% are in Science and Commerce. Universities suffer from quality issues with the common perception that private universities are worse. Vocational training institutes exist but need to be improved substantially in both quantity, and quality of offering, and geographical coverage. Several small-scale vocational initiatives exist but macro impact is negligible. At-scale training approach is required to resolve the severe unemployment issue.

## 11. Alignment with Transition Fund Objective

### **Investing in Sustainable Growth**

Diagnosing constraints for Education for Employment (e4e) in Yemen is very crucial for developing relevant policies, strategies and interventions that respond to the economic transition of the country and the required reforms. One of the key outcomes of the project is to provide policy options and recommendations to support the transformation of the Technical, Vocational Education and Training (TVET) sub-sector to be more aligned with the local and regional labour market demand, thus pushing forward the reform agenda for a sustainable growth. This will entail a comprehensive needs assessment, which will serve as a benchmark for policy dialogue and reform. It will further identify the role of the private sector institutions and its direct impact on the labour market dynamics. Another outcome include a partnership framework between the TVET institutions and the private sector in one identified sector, through the diagnostic analysis, to ease access to employment opportunities in the local and regional market. The project will also ensure that competencies and skills in this identified sector are matched to the requirement of the labour market through a Sector Qualification Framework. The project will aim to produce a model of best practice, that can be replicated in support of the transformation of the Technical, Vocational Education & Training to supply the productive sectors in the country with skilled workforce that possess the relevant technical competencies. The IsDB-IFC e4e report suggests that Yemen is expected to generate 2.2 million jobs over the next 10 years, with 800,000 jobs expected to be created from two priority sectors (construction and healthcare). Such job prospects will ultimately require a TVET sub-sector that can supply the required skill levels (high-medium) and competencies. The availability of a workforce with the essential skills that are in-line with the global economic & technological advancements, will ultimately support and facilitate the creation of a potentially vibrant industry and services sectors by local and foreign investments.

### **Inclusive Development and Job Creation**

Yemen is characterized by pressing youth unemployment coupled with unpromising job growth prospects in the short term. Labor supply is growing rapidly with 120,000 new entrants in the labor market every year. Public sector cannot absorb new labor supply with 190,000 university graduates already waitlisted for jobs. Low female participation ~22% in labor force, mostly in agriculture. A drive to tackle the pressing unemployment situation in the current is vital for any inclusive development agenda for Yemen.

One of the main objective of the Transition Fund is “to support the reforms currently under way in transition countries and improve the lives of their citizens, including supporting policies for improving skills and labor market policies, increasing youth employability and improving job conditions and regulations”. Accordingly, the key project outcomes is to introduce a practical (demand-driven) model for reskilling and retraining of unemployed youth by instilling the required in-demand technical and work readiness skills, that could be replicated to produce a transformational effect. Moreover, the project will introduce an implementable programme to prepare Yemen labour for job opportunities in the construction sector in the country and the region (Ministry of Labor and Social Affairs signed in January 2014 an additional protocol on regulating the Deployment of Yemeni Manpower to the State of Qatar). The pilot programme will initially target 2,700 TVET and university graduates and will provide the basis for a mass future reskilling and retraining programme. It is expected that this exercise catalyzes innovation in the delivery of reskilling programs, and serve as a promising model for scaling up in the future.

### **Enhancing Economic Governance**

The project will ensure to strengthen the TVET national management & organizational apparatus through strengthening the capacity of the MOVET to: (i) respond to the reforms and transformation required for the TVET sub-sector; (ii) formulate, plan, manage, monitor and evaluate the TVET development programs. The newly trained cadre should be able to manage quality assurance and new information management system in addition to accreditation of the TVET institutes in the Republic of Yemen. The direct beneficiaries of the project in that regard are MOTEVT management and staff in charge of overall planning, and policy formulation.

## 12. Alignment with Country's National Strategy

**The proposed project is aligned with the objectives of Transitional Programme for Stabilisation and Development (TPSD), 2012- 2014.** The key aim of the TPSD is to produce qualified workforce with relevant skills to meet the demand of the economy of Yemen through TVET. The TPSD pushes for a TVET strategy which sets some funding aside through the public investment programme to ensure that TVET institutes keep pace with the market demand, and that skills taught match those needed (market demand adopted curricula). It is also highlighted that the Government is keen to attract funding from the private sector for the TVET sub-sector and to seek advice from employers on what skills are most needed. This involves building an effective partnership with the private sector, and encouraging it to participate actively in the TVET.

More importantly, the Human Resources Development: Youth and women aspirations (FA-5) stresses the following; (i) implement the employment strategy to reduce unemployment among young people; (ii) support partnerships between universities and private sector to train youth for further integration in labor markets; (iii) increase the numbers of Yemeni labor in Gulf Cooperation Council (GCC) by increasing training and qualification opportunities for Yemeni labor. Facilitate visas and entry requirements to GCC countries; and (iv) ensure that women and youth needs are addressed separately and based on assessments of actual needs for each group. At the same time, utilize approaches that enhance synergies when the needs are similar.

Additionally, the Government's National Youth Employment Plan 2014-2016, under the TPSD, enforces three main employment-related outcomes for the coming two (2) years namely; (i) the creation of immediate jobs through labor intensive programs (IsDB is participating in such drive through its Youth Employment Support Project—US\$50 million); (ii) building the youth capacity and promoting the role of job rich economic sectors in increasing youth employment (which includes the development of a framework to ensure the quality of public and private training providers from the targeted sectors); and (iii) facilitating young men and women's transition to domestic and external labor markets (which includes enabling young people to get decent jobs abroad).

**The proposed project conforms to the recent orientation of the TVET anchor in the new Education Sector Vision of the GOY**, currently being formulated by the GOY with the support of the World Bank; which calls for; (i) setting up policy options for the development of new strategy for TVET; (ii) improving the educational training processes to meet the educational quality standards; (iii) strengthen coordination and cooperation between all education sub-sectors (primary, intermediate, secondary, TVET and higher education); (iv) ensuring that the output of the TVET matches the local and regional labour market demand in partnership with the private sector; and (v) enhancing the delivery of public financial resources allotted to the TVET sub-sector. The TVET pillar of the vision also calls for diagnosing the current state of the TVET sub-sector in order to come up with solid recommendations and public policies that can be implemented in the coming future. Such recommendations will ultimately require strengthening the capacity of the decision-making authorities/entities.

## C. PROJECT DESCRIPTION

### 13. Project Objective

#### **Brief Background**

The TVET sub-sector in Yemen is plagued with critical structural challenges that have prevented it from contributing to the economic and social welfare (effective employment of graduates) of the country. These include; (i) limited number of existing TVET institutions; (ii) geographical imbalanced distribution of the TVET institutions; (iii) limited utilization of the existing training institutes; (iv) misalignment of TVET output with the needs of the labour market; and (v) deficient training equipment in most existing TVET institutes. In addition to this, there is no practical model that focuses on reskilling and retraining of the graduates in potential growth sectors (e.g. construction) that are geared towards effective employment in the local and regional labour market.

The main objective of the project is to support the GOY efforts to strengthen youth employability by bridging the skills gap. More specifically, the project will contribute to: (i) transforming and restructuring of the TVET sub-sector; (ii) introducing a transformative practical work readiness training and re-skilling model for university and TVET graduates; and (iii) strengthening the capacity of the MOTEVT in planning, management, strategy formulation and implementation, thus enabling it to oversee and carry out the required reforms.

### 14. Project Components

#### **Component 1: Reforming and Transforming the TVET sub-sector (IFC Executed).**

This component will have the following activities:

- i. **Diagnostic Assessment for the Development of e4e Country Action Plan towards transforming the TVET landscape:** The overall objective of this component is to identify e4e opportunities in Yemen. The diagnostic will assess the Vocational Training landscape in Yemen to (i) identify the qualitative and quantitative gaps in skills' provision in vocational training; (ii) prioritize sectors for e4e based on the private sector demand, growth opportunities, and potential investments in the medium and long term; (iii) assess various options for e4e opportunities and interventions; (iv) review current / active projects and interventions by other donors, government,

and identify stakeholders collaboration opportunities; (v) provide recommendations and actions concerning policy options and recommendations for the transformations of the TVET sub-sector to respond to the labour market demand.

- ii. **Bridging the skills Gap:** Based on the assessment findings, this activity will address the needs identified in terms of vocational training in priority sectors, linking different stakeholders who promote and deliver vocational training. Moreover, this activity will complement existing IFC initiatives in Yemen, in particular, the IFC Business Edge management-training program. The component will link vocational training delivery with Business Edge training delivery to promote entrepreneurship and support skills' development. Business Edge training in Yemen has been delivered since 2009 through a network of five certified training providers with an overall of 23,000 trainings delivered to individuals (over 8,500 women). The component will expand the delivery platforms through partnering with universities and vocational training centres to deliver Business Edge to youth and students in relevance to the e4e recommendations and action plan.
- iii. **National Qualification Framework (NQF):** To strengthen the delivery of the skills' development programs and enhance the competencies of youth to match the requirements of the labor market, this activity will design a National Qualification Framework (NQF) for a pilot sector based upon identified priority sectors. The NQF will be benchmarked to international and regional standards for recognition purposes. The NQF will be developed utilizing IFC extensive experience and knowledge in implementing various similar interventions in the region, to identify skill, knowledge and competency requirements in pre-identified priority sectors. The NQF will provide guidance on curriculum design, quality assurance processes required to deliver newly designed education/training programs, in addition to training required for trainers to deliver the programs. It will also be a tool for providing career paths/ advice to students/trainees. Moreover, this activity will focus on building the capacity of the private sector, NGOs, and Business Associations to develop and host a unit that will support the implementation of the NQF at the sector level, provide support and recommendations on regulations, and engage with stakeholders on different components for NQF. This activity will also aim to create a national placement company (Public Private Partnership) to strengthen youth employability in domestic and regional markets especially the Gulf Cooperation Countries (GCC).
- iv. **Stakeholders and investment seminars:** The project will also conduct the following workshops: (a) kick off workshops and symposiums (3-4) to gather and harness relevant data and information from the different stakeholders, government, private sector, legislative bodies, media and employers; and (b) main workshop to disseminate findings of the report and get the support and consensus of the key stakeholders including the Government of Yemen, private sector and development partners.

## **Component 2: Invest in Youth Job Readiness and Retraining**

This component is designed to provide a pilot model for reskilling and retraining of university and TVET graduates by availing the relevant skills and competencies that are needed in the local and regional market. Specifically, this activity will strengthen the employability of 2,700 youth in Yemen through work readiness training with a focus on English and computer skills for university graduates, and reskilling TVET graduates for specific vocational jobs (e.g. construction). The component will cover the following activities:

- a- **Reskilling:** Retraining 1,900 TVET graduates mainly in the construction sector, which is one of the potential growing sectors that are demanded by the domestic and regional market. The re-training program will be for a period 6 – 12 months. The programme will be carried out by specialised training and skills development agencies in Yemen. The reskilled graduates will have the opportunity to access labour market jobs in the construction sector in the local and regional labour market.
- b- **Work readiness programme:** this aims at strengthening the employability of 800 university graduates through carrying out the following activities: (i) training on English and computer skills; (ii) interpersonal skills training which includes teamwork, verbal/nonverbal communication skills, managing stress, conflict resolution and active learning techniques; (iii) training in job search techniques such as CV preparation, job interviews, social networking and negotiation of wages; and (iv) provide coaching, mentoring and advice for the trained youth in

order to improve their access to employment opportunities; and (v) solicit youth internships with the private sector and industry.

### **Component 3: Institutional Capacity Building for the MOTEVT**

The project will provide institutional capacity building and training to MOTEVT to strengthen its ability to plan, manage, monitor, evaluate and formulate TVET reform and strategies. This activity will include setting up an effective monitoring & evaluation, and TVET management information system. Moreover, it will identify skills required for training the trainers for the sector, train and create a cadre of trainers/teachers able to deliver using new training methodologies and approaches (student centred competency based). The specific activities of this component include:

- (a) Training in leadership, management, planning; project management; monitoring and evaluation of the MOTEVT staff;
- (b) Exchange and familiarization visits to renowned vocational education agencies/ministries;
- (c) Setting up TVET management information system;
- (d) Creating a quality assurance system for TVET, accrediting training/educational institutions based on quality delivery.

### **Component 4: Project Management and Coordination Function**

A Project Management and Coordination Function (PMCF) will be established in the MOTEVT and will be responsible for the day-to-day project management concerning component 2 and 3. A Project Coordinator and a VET Expert will be hired by the project for about 24 months to support the implementation of the different activities for components 2 and 3.

## **15. Key Indicators Linked to Objectives**

- Diagnostic Assessment at country level completed.
- Policy Options and recommendations for restructuring and transformation of the TVET.
- National Qualification Framework (NQF) developed.
- Strengthened partnership between the private sector and TVET institutions.
- Re-skilling and work readiness (demand driven) pilot model developed.
- PPP Placement Company established.
- 1,900 TVET graduates re-skilled.
- 800 University graduates retrained.
- 65% of beneficiaries are employed.
- 50 MTOVET staff trained.

## **D. IMPLEMENTATION**

### **16. Partnership Arrangements (if applicable)**

#### **A. The Islamic Development Bank and International Finance Corporation (IFC)**

IsDB and IFC have collaborated to jointly develop the Education for Employment (e4e) initiative in 2011. The e4e initiative has advocated the following outcomes: (i) better quality of education in the Arab World, (ii) education systems producing an appropriate mix of competencies, (ii) strong linkages between education systems and the labour markets, and (iii) advocating for private sector investment in education. Since the initiative was launched, IsDB and IFC have formulated e4e action plans for Jordan, Tunisia and more recently Egypt & Morocco (under implementation). The proposed project is the continuation of collaboration between both institutions in that regard.

IsDB has the following projects that are relevant to the subject proposal: (i) The Vocational Literacy Programme for Poverty Reduction (VOLIP), which aims at reducing poverty, particularly among women and the rural population by equipping them with relevant functional literacy competencies and notional skills and by giving them access to micro finance schemes to enable them to improve their own development; (ii) Quality improvement of Aden University, which aims at improving the quality and relevance of the higher education in Yemen; (iii) Youth Employment Support Programme (YES), which aims to contribute to youth employment and income generating opportunities through Labor Intensive Public Works, in addition to availing employed youth training on financial management and other relevant technical skills and associated certifications.

**B. Private Sector:**

The project will build on the ongoing consultation process in the framework of the education sector strategy as well as the e4e project to engage with the Private Sector. The project will facilitate dialogue between private and public sector from the outset as this is an essential ingredient of a successful reform of the vocational training system. Workshops will be organized with private sector players and between public and private sector players for that purpose.

**C. Civil Society:**

Representatives of civil society (NGOs, CBOs, etc.) will be invited to contribute to the project as stakeholders. A stakeholder's seminar will be conducted to validate and disseminate the outcome of the diagnostic study.

**D. Local Vocational Training Institutions and Universities**

The project will cater for the involvement and support of local training institutions and universities that are active in the demand-driven training programs. This includes, among others, the Sana Community College (Community Services Centre), the Skills Development Fund, and the University of Science and Technology.

**E. Other Development Partners**

Coordination between members of the development partners involved in education and vocational training reform programs as well as local employment initiatives, is of utmost importance to ensure complementarity between the different projects currently developed or planned by the different partners/donors.

**17. Coordination with Country-led Mechanism/Donor Implemented Activities**

IsDB and IFC will ensure that the implementation of the project will be coordinated with all the stakeholders including the relevant line ministries of the GOY, the civil society, NGOs, private sector, donors and development partners. In that regard, a number of development partners are active in higher education, TVET, youth employment, and capacity building. This include, among others, some key interventions. Namely; (i) The World Bank has active interventions pertaining to Higher Education Quality Improvement (HEQI) with the Ministry Higher Education and Scientific Research, the Labor Intensive Public Works Project with the Public Works Program, and is currently supporting the development of the Yemen New Education Vision; (ii) The OPEC Fund for International Development has an active Vocational Training and Skills Development project which aims at improving rural workers access to skills development opportunities; (iii) The International Labour Organization (ILO) and Silatech are building a consortium that will act as a platform for Public Private dialogue, which will support overall donor synchronization; and (iv) The Saudi Fund for Development, Abu Dhabi Development Fund, and the Kuwait Development Fund have continuously supported the MOTEVT programs for the development of the Vocational Institutions infrastructure facilities (total active projects amount to US\$ 264 million).

Furthermore, the proposed project is complementary to IsDB broader engagement and financing package for Yemen, which includes the Vocational Literacy Program for Poverty Reduction, and the Youth Employment Support Program. It also responds to the recommendation and outcome of the e4e initiative that was sponsored by the IsDB and the International Finance Corporation (IFC) in 2011.

The project design will cater for synchronization with the existing initiatives and programs in the country mentioned above. More specifically, for component 1 (Reforming and Transforming the TVET sub-sector), a review of the current/active projects and interventions by all donors will be conducted as part of the diagnostic assessment activity.

As for component 2 (Invest in Youth Job Readiness and Retraining), and 3 (Institutional Capacity Building for the MOTEVT), the IsDB will coordinate with the international organizations and government entities (IFC, ILO, Silatech, Education for Employment Foundation, Sana'a Community College, Skills Development Fund, Private Sector...etc.) that are active in skills development and youth employment activities in Yemen. The project will make sure to benefit from the forthcoming labour market assessment survey undertaken jointly by the ILO and Silatech, which is expected to be published in May 2014.

The implementation of Component 2 activities concerning the reskilling and retraining of youth for absorption in the local and regional market will be closely coordinated with the Ministry of Labour and Social Affairs (MOL), which has recently signed (January 2014) an additional protocol on regulating the Deployment of Yemeni Manpower to the State of Qatar.

## **18. Institutional and Implementation Arrangements**

IFC will be responsible for the implementation of component 1 (ISA Execution) as per its procedures and implementation arrangements. Moreover, the funds for component 1 will be managed as per IFC AS project governance.

MOTEVT will be the Executing Agency for components 2, 3 and 4 (country execution) with the technical support and coordination of the IsDB as an ISA. The project management and coordination function (PMCF), will be equipped with the necessary staff and resources, and will undertake the day-to-day implementation follow-up of related activities.

In order to ensure effective coordination of all activities of the project, regular Project Coordination Forums (PCF) will be convened to keep all stakeholders abreast of the implementation status and progress. The PCF will comprise; (1) Deputy Minister for Economic Studies and Forecasts (Ministry of Planning and International Cooperation), (2) Deputy Minister for Planning and Projects (Ministry of Technical Education and Vocational Training), (3) Representative of the Ministry of Higher Education and Scientific Research, (4) Representative of the Ministry of Labour & Social Affairs, (5) Representatives of the Private Sector and Civil Society, and (6) IsDB & IFC team.

As ISAs, IsDB and IFC will ensure that procurement of all services under the various components of the proposed project will follow their respective procurement guidelines.

## **19. Monitoring and Evaluation of Results**

In terms of development impact, the Results Framework includes a KPI-linked monitoring mechanism at the levels of Project Development Objective (PDO) and Intermediate Results Indicators, which will provide for the effective monitoring of progress. More specifically,

- a) IFC will have the primary responsibility for the monitoring and reporting of the PDO Level Results Indicators and the 'Intermediate Results Indicators', within the Results Framework, corresponding to component 1. The evaluation of results will be built on existing data and additional benchmarking efforts. In that regard a methodology will be developed to collect baseline data for a benchmarking tool to identify best practices regionally and globally to better understand performance drivers in the country. This will include the design of a common platform, that shares and benefits from exchange of information, lessons learnt and practices, with other e4e similar projects in the region.
- b) MOTTEVT will have the primary responsibility for the monitoring and reporting of the PDO Level Results Indicators corresponding to components 2, 3, and 4. Whilst, the IsDB will be primarily responsible for the monitoring and reporting of the 'Intermediate Results Indicators' within the Results Framework for components 2, 3, and 4. Moreover, a Project Implementation Assessment Support Reporting (PIASR) exercise will be conducted during the first 6 months of implementation to assess the implementation status and identify improvement modifications to expedite the delivery of the different activities.
- c) Additionally, a Quarterly Project Progress Report (QPR) detailing the progress and achieved results of the project will be regularly prepared by the ISAs, and submitted to the GOY Ministry of Planning and International Cooperation.

In addition to the normal project level monitoring, IsDB and IFC will commission an independent evaluation exercise on the results of the Project after the completion of its Implementation.

IsDB and IFC will also (i) ensure effective coordination and exchange of information with the relevant development partners; (ii) provide implementation support to MOTTEVT during the project duration; (iii) ensure that funds are managed in accordance with the applicable policies and procedures of IsDB and IFC; and (iv) provide financial and progress reporting to the coordination unit.

## F. PROJECT BUDGETING AND FINANCING

### 20. Project Financing (including ISA Direct Costs)

Cost by Component		Transition Fund (USD)	Country Co-Financing (USD)	Total (USD)
<b>Component 1:</b> Reforming and Transforming the TVET Sub-sector (IFC)		1,850,000	---	1,850,000
<b>Component 2:</b> Invest in Youth Job Readiness and Retraining (IsDB)				
A	Reskilling of the TVET Graduates	1,216,000	---	1,216,000
B	Work Readiness Program	600,000	---	600,000
<b>Component 3:</b> Institutional capacity building for the MOTEVT (IsDB)		400,000	150,000 <sup>2</sup>	550,000
<b>Component 4:</b> Project Management and Coordination Function (IsDB)		266,000	---	266,000
<b>Total Project Cost</b>		<b>4,332,000</b>	<b>150,000</b>	<b>4,482,000</b>

### 21. Budget Breakdown of Indirect Costs Requested (USD)

Description	Amount (USD)
<b>For grant preparation, administration and implementation support:</b>	
IsDB	150,000
IFC	100,000
<b>Total Indirect Costs</b>	<b>250,000</b>

<sup>2</sup> Estimated in-kind contribution by GoY (not computed in the total amount requested).

## G. Results Framework and Monitoring

PDO Level Results Indicators*	Unit of Measure	Baseline	Cumulative Target Values**		Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)	
			YR1	YR2				
<b>Indicator One:</b> Diagnostic Assessment; reforming and restructuring of the TVET sub-sector to meet the demand of the labor market and the economy completed.	Institutional reforms and new strategy is adopted by stakeholders (Binary)	No	NA	Yes	MOTEVT and line ministries	IFC	Delivery report of IFC Number of Education/training providers delivering program based on gaps identified through adoption of sectorial QF	
<b>Indicator Two:</b> Re-skilling and work readiness (demand driven) pilot model developed for domestic and regional labour market	Pilot model, validated, (Binary)	No	NA	Yes	MOTEVT and line ministries	IsDB+MOTEVT	The Pilot Model to strengthen youth employability is set with the apparent successful placements.	
<b>Indicator Three:</b> Capacity of the MOTEVTV strengthened	Reforms, programs, and associated initiatives adequately designed (Binary)	No	NA	Yes	MOTEVT	IsDB+MOTEVT	MOTVET institutional capacity to carry expected reforms is built	
<b>Intermediate Results</b>								
<b>Intermediate Result ( Component one): Diagnostic Assessment on Country for the Development of e4e Country Action Plan towards transforming the TVET landscape (IFC)</b>								
<i>Intermediate Result Indicator One: the selection of the consultancy firm to carry out diagnostic assessment.</i>	# of consultants selected	1	1	1	4 months	IFC Report	IFC	The selection process for the consultant that will carry out the diagnostic studies completed.
<i>Intermediate Result Indicator Two: the diagnostic report prepared</i>	Analytical report	1	1	1	8 months	Report	IFC	It is expected the report will be ready and validated.
<i>Intermediate Result Indicator Three : Education/Training providers adopting QF and delivering programs based on gaps identified by the QF-</i>	Completion of the Qualification Framework in consultation with stakeholders  Identification and training of education and training providers to adopt the QF	NA	NA	3	12 months	Report	IFC	Selection of private sector partner to work on the QF  Number of education/training providers adapting the QF and undertaking capacity building
<b>Intermediate Result (Component Two) : Invest in Youth Job Readiness and Retraining (IsDB)</b>								
<i>Intermediate Result indicator One:</i>	# of training agencies selected for the training	3	2	3	6 months	Reports	IsDB/PMCF	Training providers selected to conduct

identification of the training agencies and beneficiary								the re-skilling and job readiness training
<i>Intermediate Result indicator Two: Conduct the reskilling and job readiness training</i>	# of graduates that completed the reskilling and Job readiness training	2,700	1,100	2,700	6 months	Reports	IsDB/PMCF+ MOTEVT	Relevant reskilling and job readiness training conducted
<i>Intermediate Result indicator Three: Placement of reskilled and trained youth</i>	# of graduates employed	1,755	755	1,755	12 months	Reports	IsDB/PMCF+ MOTEVT+MOL	Graduates are employed locally and regionally
<b>Intermediate Result (Component Three) : Institutional Capacity Building for the MOTEVT (IsDB)</b>								
<i>Intermediate Result indicator One: M&amp;E and Management information system (MIS) for MOTEVT</i>	# of systems created	2	1	2	8 months	MOTEVT reports	IsDB/PMCF+MOTEVT	M&E and MIS for the MOTEVT established
<i>Intermediate Result indicator Two: Identification of training providers for capacity building</i>	# of training providers	2	1	2	4 months	Reports	IsDB/PMCF+MOTEVT	Training providers selected
<i>Intermediate Result indicator Three: The capacity of the MOTEVT enhanced</i>	# of staff trained	50	25	50	12 months	Reports	IsDB/PMCF+MOTEVT	Training and familiarization visits completed
<b>Immediate Results ( Component Four): Project Management and Coordination Function (IsDB)</b>								
<i>Intermediate Result Indicator two: Recruitment of the PMCF staff</i>	# of Staff recruited	2	2	2	4 months	Reports	IsDB + MOTVET	PMCF established