

Qualitative Evaluation of Yemen EFE Programming Utilizing Multiple Case Studies Methodology

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Acronyms

CBHG	Capacity Building for High-Quality Growth Project
EFE	Education for Employment
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
NGO	Non-governmental Organization
ToC	Theory of Change
UMG	Universal Management Group
WFP	World Food Programme

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1 Introduction

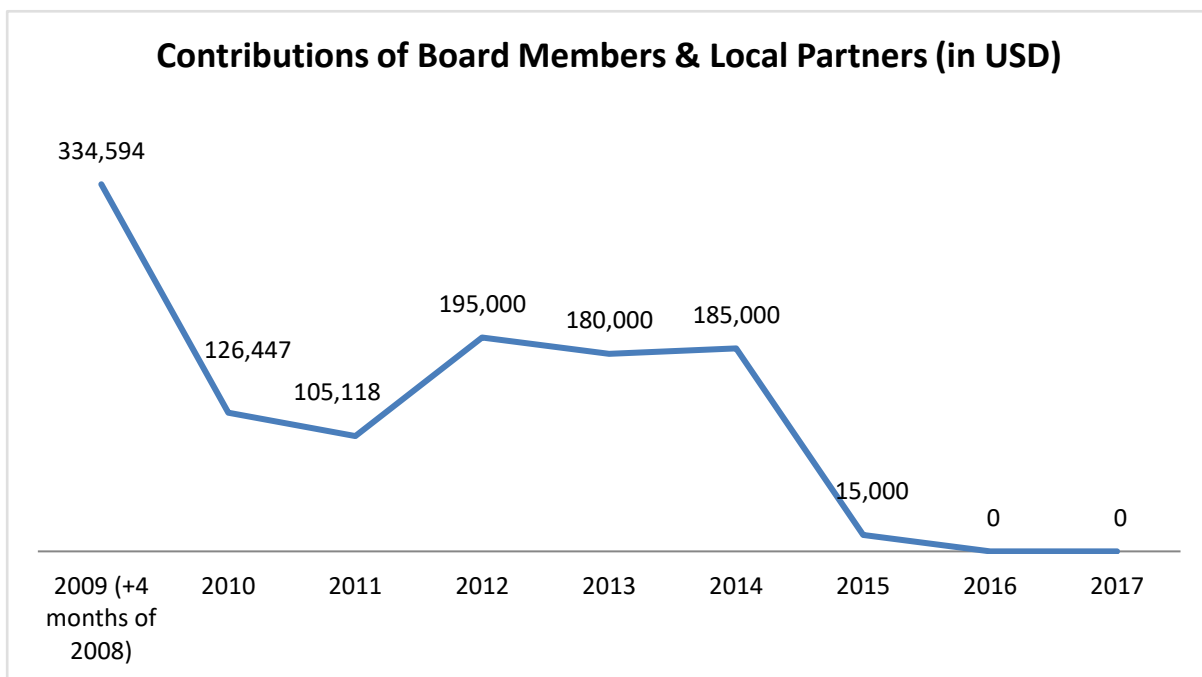
Youth unemployment is an endemic issue across the Middle East and North Africa (MENA) region and in Yemen. Education for Employment (EFE) is tackling this challenge, providing youth with the skills in demand by employers in their respective countries. In order to continue building on the current success of its innovative model for youth employment, EFE commissioned this qualitative evaluation of its core programs in Yemen with the generous support of the U.S.-Middle East Partnership Initiative (MEPI).

1.1 Project Background Information

Yemen Education for Employment (YEFE) was established in 2008. As Education for Employment (EFE) does in other countries in the Middle East and North Africa, YEFE works to create economic opportunities for unemployed youth so that they can create a brighter future for themselves, their families and their communities.

The following graph (Figure 1.1) presents the monetary contributions from Board members and local partners since YEFE was established. These contributions were key to supporting YEFE's activities since its inception. Contributions have decreased and eventually stopped in recent years due to the climate of uncertainty and the difficult operating environment in the country.

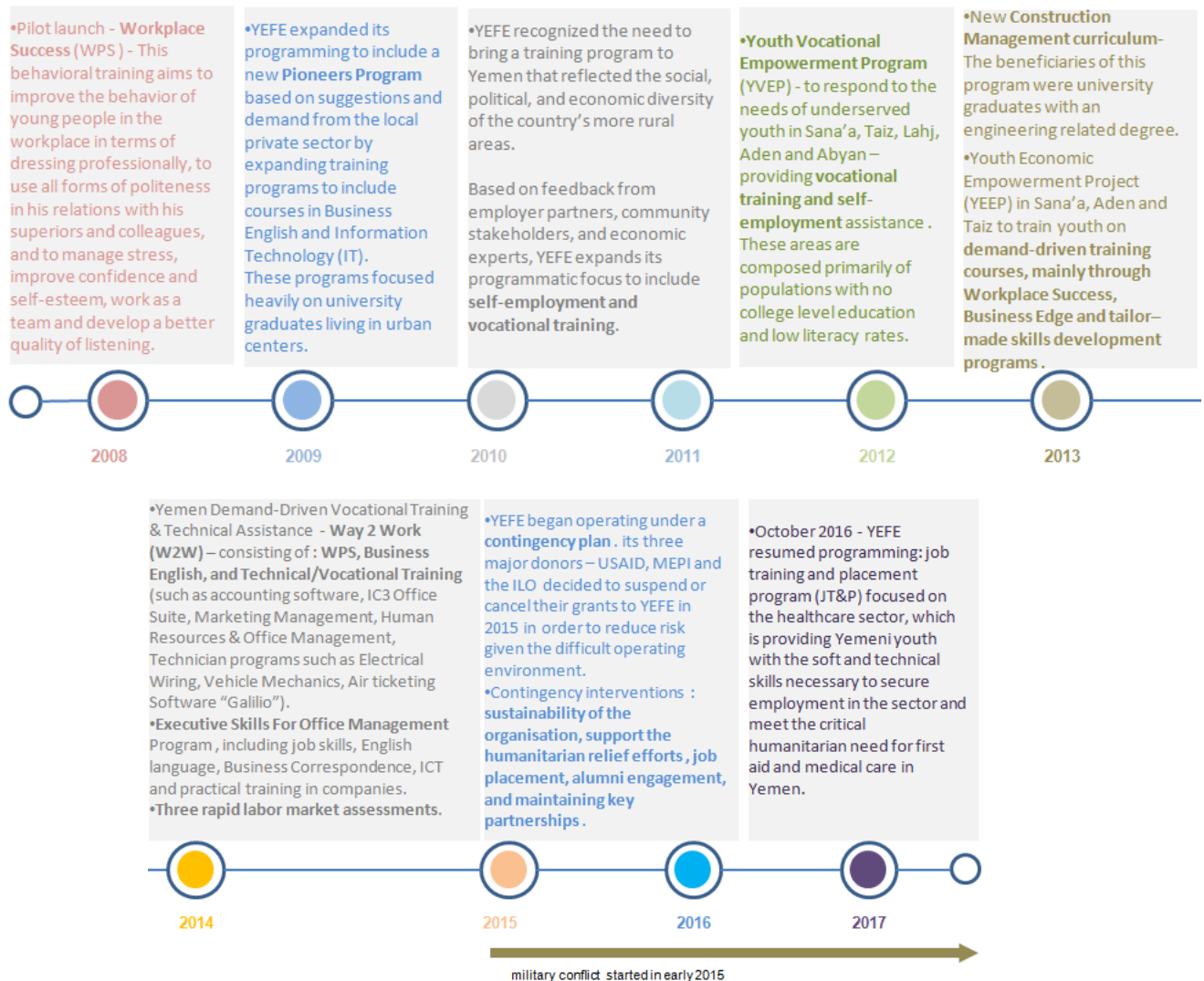
Figure 1.1 *Monetary contributions from Board members and local partners since YEFE was established*



1.1.1 Evolution of YEFE's Programming in Yemen since its Establishment

Thanks to its capacity to secure resources and partnerships and to involve different stakeholders in order to understand market needs, YEFE was able to provide training programs that are adapted to Yemen's evolving needs. The timeline below (Figure 1.2) presents the major milestones of YEFE's programming since it was initiated.

Figure 1.2 Evolution of YEFE's Programming and Overall Approach



These major milestones are further explained in Section 1.1.2, which also includes further data on each of the programs' achievements.

1.1.2 Historical Overview of YEFE'S Programming¹

YEFE was established as a local Education For Employment Affiliate institution providing job training and placement services for Yemeni youth and began programming in 2008. The first training type offered by the organization was Workplace Success (WPS), which is a behavioral training program that aims to improve the behavior of young people in the workplace in terms of dressing professionally, working professionally with superiors and colleagues, managing stress, improving confidence and self-esteem, working as a team, and developing quality listening skills.

After the successful launch and pilot of the WPS training program in **2008** - which graduated 129 people and placed 91% of graduates into jobs within 3 months of graduation from the program - YEFE expanded its programming to include a new "Pioneers Program" in **2009**. YEFE developed the Pioneers Training Program based on suggestions and demand from the local private sector. After seeing the effectiveness of the Workplace Success Program, local business leaders suggested that EFE expand its training programs to include courses in Business English and Information Technology (IT). With funding from local businesses and in cooperation with the International Finance Corporation (IFC), YEFE launched the Pioneers Program in early 2009. Pioneers is an integrated training program that combines 90 hours of the International Finance Corporation's (IFC) Business Edge curriculum, 300 hours of English language training, 70 hours of IT training, 60 hours of Workplace Success, and a Yemeni Labor Law orientation over a period of six months. The program was implemented in Sana'a, Aden, and Taiz. Table 1.1 shows the number of graduates and number of graduates placed into jobs from the Pioneers Program by year.

Table 1.1 Summary of performance indicators of the Pioneers Program

PROGRAM	YEAR	# GRADUATES	# GRADUATES PLACED INTO JOBS	% GRADUATES PLACED INTO JOBS ²
Pioneers Program	2009	65	59	91%
	2010	354	269	76%
	2011	211	129	61%
	2012	129	91	75%
	2013	55	16	29%
	2014	115	59	51%
Total		929	623	67%

¹ The following overview of YEFE's programming was provided by YEFE staff, including the performance indicators data.

² % graduates placed in jobs is calculated by dividing the number of youth confirmed as placed by the number of youth who were able to be reached for the employment status check.

These programs focused heavily on university graduates living in urban centers. At that time YEFE recognized the need to bring a training program to Yemen that reflected the social, political, and economic diversity of the country's more rural areas. These programs were funded by Middle East Partnership Initiative (MEPI), Yemeni Local Businessmen, and the Foundation for the Future (FFF). Based on feedback from employer partners, community stakeholders, and economic experts, YEFE expanded its programmatic focus to include self-employment and vocational training.

In 2012 YEFE secured a \$1.9 million sub-award from United States Agency for International Development (USAID) Yemen Community Livelihoods Project to provide vocational training and self-employment assistance to underserved youth in Sana'a, Taiz, Lahj, Aden and Abyan. These areas are composed primarily of populations with no college level education and low literacy rates. The majority of businesses in the areas are small enterprises or family run businesses. YEFE created the Youth Vocational Empowerment Program (YVEP) to respond to the needs of these communities – building local businesses and providing income and increased self-confidence for the youth working within them. Table 1.2 presents a summary of the performance indicators of the YVEP program by location.

Table 1.2 Summary of the performance indicators of the YVEP

PROGRAM	LOCATION	# OF GRADUATES	# OF GRADUATES PLACED IN APPRENTICESHIPS	# OF GRADUATES PROVIDED WITH TOOLKITS	# OF GRADUATES PLACED IN JOBS	# OF GRADUATES WHO STARTED THEIR OWN PROJECTS OR SELF-EMPLOYED
Youth Vocational Empowerment Project (YVEP)	Aden	226	213	183	41	203
	Sana'a	177	162	177	1	159
	Taiz	224	224	224	10	198
	Abyan	209	209	196	1	209
	Lahj	226	210	0	0	200
Total		1062	1018	780	53	969

In 2013 YEFE developed a new Construction Management curriculum in coordination with EFE-Global³ and Palestine EFE. The new program, which was funded by MEPI, was delivered to 75 beneficiaries from Sana'a and consisted of 200 hours of training in the new vocational field. The beneficiaries of this program were university graduates with an engineering related degree. A total of 74 beneficiaries graduated from this program and 54 of them were placed in jobs.

³ EFE-Global provides support to all EFE Affiliates and is based in Washington, DC, Madrid, and Dubai.

YEFE also implemented the Youth Economic Empowerment Project (YEEP) funded by the United Nations Development Program (UNDP) in Sana'a, Aden and Taiz to train 700 youth on demand-driven training courses, mainly through Workplace Success, "Business Edge" and tailor-made skills development programs. The tailor-made programs were developed based on needs identified by the Chamber of Commerce. To identify needs, the Chamber's "Yemeni Businessmen Club" (YBC) circulated questionnaires developed by the project to their members, identifying the companies' training and recruitment needs. Approximately 50 national companies - mainly SMEs - shared their needs and placed some of the project beneficiaries in jobs. Table 1.3 presents a summary of the performance indicators of the YEEP program by location.

Table 1.3 Summary of the performance indicators of the YEEP

PROGRAM	LOCATION	# OF GRADUATES	% GRADUATES WHO ARE FEMALES	# OF GRADUATES PLACED IN INTERNSHIPS TO DATE	# OF GRADUATES PLACED IN JOBS TO DATE
Youth Economic Empowerment Project (YEEP)	Sana'a	355	23%	96	30
	Taiz	155	37%	0	44
	Aden	136	51%	0	33
Total		646	47%	96	107

In 2014 YEFE implemented the Yemen Demand-Driven Vocational Training & Technical Assistance project as a sub-contract under the USAID Asia and the Middle East Economic Growth Best Practices (AMEG) Project. The project targeted 700 beneficiaries from Sana'a, Aden and Taiz. The training program was called "Way 2 Work (W2W)" and consisted of:

- Workplace Success Program: EFE's core professional-skills program and localized for the Yemeni context.
- Business English: Intensive courses in small group classes, developing English skills, including business correspondence, computer use, interacting with colleagues in a professional environment, etc.
- Technical/Vocational Training: Targeted courses for developing practical technical skills for specific sectors such as accounting software (Integrated Accounting System – YemenSoft), IC3 Office Suite, marketing management, human resources and office management, and technician programs such as electrical wiring, vehicle mechanics, and air ticketing Software ("Galileo").

Table 1.4 presents a summary of the performance indicators of the W2W program.

Table 1.4 Summary of the performance indicators of the W2W program

PROGRAM	# OF BENEFICIARIES TRAINED	# OF GRADUATES	# OF GRADUATES PLACED IN INTERNSHIPS	# OF GRADUATES PLACED IN JOBS	% OF GRADUATES PLACED IN JOBS
Way 2 Work (W2W)	Sana'a – 323 Aden – 127 Taiz – 208 Total – 658	609	511	253	42%

In 2014, YEFE also implemented the Executive Skills for Office Management Program funded by The German Society for International Cooperation (GIZ), to train 25 female graduates from the Arwa Commercial Institute in the Sana'a governorate. The youth were trained on job skills, English language, business correspondence, ICT, and practical training in companies. Table 1.5 presents a summary of the performance indicators of the Executive Skills for Office Management Program against targets.

Table 1.5 Summary of the performance indicators of the Executive Skills for Office Management Program

PROGRAM	# OF GRADUATES	# OF GRADUATES PLACED IN INTERNSHIPS	# GRADUATES PLACED IN JOBS
Executive Skills For Office Management Program	25	25	15

In the same year, YEFE also conducted three rapid labor market needs assessments funded by the International Labor Organization (ILO) in Sana'a, Aden, and Hadramaut. The findings of the market assessments were presented to the senior representatives from the private and public sectors including the Minister of Technical and Vocational Education and Training (TVET). In addition, YEFE delivered the first-ever "Developing a Curriculum" Workshop for 12 participants from TVET institutions in Sana'a. The project successfully closed with the following accomplishments:

- 21 TVET and private sector trainers were trained to be master trainers on Competency Based Training (CBT) strategies.
- The master trainers cascaded the training to 38 of their colleagues in the TVET training centers.
- 700 students got the benefit of integrating the CBT strategies in TVET centers.
- 23 new graduates from 6 TVET centers received work readiness training.

In **March 2015** YEFE began operating under a contingency plan after the country descended into a full-fledged military conflict in early 2015. YEFE's programs and operations were greatly affected by the conflict, and its three major donors – USAID, MEPI and the ILO – decided to suspend or cancel their grants to YEFE in 2015 in order to reduce risk given the difficult operating environment. The loss of funding forced YEFE to suspend its plans for 2015-2016 and think constructively about alternatives and contingency interventions in order to continue to fulfill its mission, maintain sustainability as an organization, and support the humanitarian relief efforts in the country in order to show solidarity with the Yemeni people.

- **Job Placement:** Amidst the current, ongoing crises and turmoil in Yemen, YEFE identified immediate economic and business needs within Yemen that need to be addressed, particularly given the evacuation of all non-Yemeni personnel across the country. These efforts resulted in 104 additional job placements for previous YEFE alumni, in addition to the 177 achieved before the grant suspension in early 2015.
- **Alumni Engagement:** YEFE mobilized hundreds of YEFE alumni across Yemen to provide them with support and mentorship during the conflict, and encouraged them to actively contribute to the rebuilding of their society and continue to building their technical and vocational skills by volunteering and interning at humanitarian NGOs.
- **Maintaining Key Partnerships:** YEFE has stayed in constant touch with partners to keep them informed regarding developments on the ground and to position the organization to become involved in any future interventions related to youth employment in Yemen.

In **October 2016** YEFE resumed programming: In light of the findings of the rapid labor market assessment and a feasibility study, YEFE and EFE-Global jointly developed a proposal to MEPI to resume programming in Yemen under the Capacity Building for High-Quality Growth (CBHG) grant. Under the redesigned project, YEFE is delivering a job training and placement program focused on the healthcare sector, which is providing 500 Yemeni youth with the soft and technical skills necessary to secure employment in the sector and meet the critical humanitarian need for first aid and medical care in Yemen.

2 Evaluation Questions

With an aim toward expanding EFE's exploration and understanding of program impact and the mechanisms by which EFE programs create change in young people's lives, this evaluation sought to produce a methodologically sound qualitative evaluation of EFE's core programs in Yemen.

EFE requested that the evaluation utilize a multiple case studies design that employs significant cross-case synthesis and is descriptive and explanatory in nature, documents and analyzes program effects, and compares observed results against EFE's theory of change, forming hypotheses to explain any divergent results.

The evaluation addressed the following questions:

- What are the impacts on youth and their families of graduating from EFE programs?
- How have EFE's youth employment training programs affected youth's skills, knowledge, attitudes, and behaviors as they relate to securing and retaining jobs?
- What have been the external factors that affected youth's success in securing and retaining their jobs?
- How have EFE's programs affected youths' economic wellbeing?
- What steps can EFE take to improve service delivery and impact?

3 Evaluation Methodology and Approach

The evaluation involved a participatory process that has integrated and reflected young people's voices throughout the process. The evaluation team used qualitative methods for data collection and analysis. With the evaluation having been conducted virtually due to security considerations, a diversity of data collection tools were adopted, ensuring that collected data was sufficient to support meaningful conclusions.

3.1 Data Sources and Data Collection Methods

The four main methods that were employed to collect data from primary and secondary sources were a desk review, qualitative tracer studies, Creative storyboards/Photovoice, and individual interviews.

3.1.1 Desk Review

The team carried out an in-depth desk review of key documents related to the Job Training and Placement (JT&P program) provided by YEFE to capture information on the context, design, evolution, financial data, progress, and results. The review of documents allowed the team to gather information which helped address the key evaluation questions.

3.1.2 Qualitative Interviewing

The team conducted phone interviews with key informants due to the infeasibility of conducting field data collection given the current security situation in Yemen. Table 3.1 presents the categories of respondents interviewed to obtain their perspectives on key evaluation issues and questions. Interview protocols targeted to the experience of each category of stakeholders are presented in Appendix II – Data Collection Tools.

Qualitative interviewing used a combination of complementary mediums (see Figure 3.1) that have allowed for the understanding of whether or not changes, positive or negative, occurred in young people's lives during and after their participation in the program, as well as the reasons behind this change or absence of change.

Table 3.1 *Categories of Informants Interviewed*

INFORMANT CATEGORIES	SELECTION CRITERIA	DATA COLLECTION METHODS
EFE personnel	<ul style="list-style-type: none"> • Project Management staff in Washington, DC • Project Management staff in Yemen 	<ul style="list-style-type: none"> • Individual and group virtual interviews
Youth beneficiaries	<ul style="list-style-type: none"> • Mix of individuals who are currently attending training and those who have graduated from training • Mix of young men and women • Mix of age • Included both employed and unemployed youth 	<ul style="list-style-type: none"> • Qualitative tracer study (14 interviews conducted) • Storyboards and/or Photovoice , as per each participant's choice (12⁴ storyboards collected)
Families/friends/employers of youth beneficiaries	<ul style="list-style-type: none"> • Friends and family of youth 	<ul style="list-style-type: none"> • Individual interviews using qualitative tracer study questionnaire (11 interviews conducted)⁵

Figure 3.1 *Data Collection Mediums*

Individual Interviews	Tracer Studies	Creative Storyboards / Photovoice
<ul style="list-style-type: none"> • Group and individual interviews with EFE project staff • Individual interviews with pre-selected youth to gain more depth on their stories • Follow-up interviews were conducted as part of the creative storyboards/photovoice • Additional interviews with families/friends of youth to gain a better understanding of the environment, context, and the changes that occurred in youth's lives 	<ul style="list-style-type: none"> • Helped understand what youths' lives were like prior to their participation in the program • What happens to graduates after leaving the education/training institution? • Were they able to get employment in an acceptable time and conditions? • Do they use the skills and competences they have acquired in their education/training? If not why? • What are the skills and competences demanded in the labor market? 	<ul style="list-style-type: none"> • A self-reflective process that helped understand change that occurred in youth's lives by tracing their story prior to their participation in the project, during their participation in various activities/phases of the project, and following their participation.

⁴ Two youth interviewees did not provide storyboards despite follow-ups.

⁵ Two youth interviewees did not provide contact information for verification interviews, despite repeated follow-ups. Also, no validation interview was conducted with the beneficiary who dropped-out of the program, due to the non-relevance of the validation interview in this case.

3.2 Sampling Strategy

The evaluation team used a mixed sampling strategy to select informants that participated in individual interviews, storyboards and/or Photovoice, and in a qualitative tracer study. The selection of youth participants was based on a set of pre-established criteria described in the Figure 3.1 above.

To select among the youth meeting those criteria, a mix of purposeful sampling⁶ and convenience sampling, based on informants' accessibility, was used. The evaluation team worked with EFE in the selection of all informants. EFE's knowledge of stakeholder groups proved to be invaluable to the evaluation.

3.3 Data Analysis

Qualitative data analysis was performed during data collection and after its completion. As themes and insights emerged, lines of inquiry were adapted accordingly and **deductive analysis** was used to deepen and confirm or disprove these insights in line with evaluation questions and expected outcomes.

Content analysis of documents and narrative notes from interviews were analyzed manually to identify common trends, themes and patterns, and flag diverging views and opposing trends. Findings from the evaluation emerged through the analysis of recorded commonalities and differences amongst participants.

Triangulation among data sources was particularly important as it not only to enhanced validity and reliability, but also to helped to understand the effects and effectiveness of the program from the perspective of the youth participants, their families, employers, as well as EFE and training personnel.

3.4 Limitations

Due to war and security issues, it was impossible to conduct field data collection and in-person interviews with beneficiaries and key informants. Therefore, qualitative data collection was conducted virtually. Support was provided by EFE to identify and reach beneficiaries and obtain their approval to participate in the evaluation. In addition, due to the distance factor, the evaluation adopted a purposeful sampling approach and relied on local staff to help inform the selection process, and on the willingness of beneficiaries to participate.

However, due to difficulties associated with internet and phone connectivity, the interview process required multiple follow-ups with youth. Also, the evaluation team adapted the methodology where, instead of conducting Individual Tracer study interviews and the Creative storyboards / Photovoice exercise with youth participants during the same interview, the interview process was divided into four separate steps: (a) Tracer study interview with youth beneficiary (b) Storyboard/Photovoice (c) Follow-up interview to interpret the Storyboard/Photovoice (d) Validation interview with family member/friend/employer.

⁶ Based on trainers' description of successful and less successful youth profiles.

Lastly, the virtual data collection prevented the team from having a visual interaction with interviewed youth and their families and friends. Observation of body language was therefore not possible as a complementary data collection method.

The evaluation covered 14 cases of youth who completed the training over the past 10 years. The sample also included a large variety of training programs covered (See Appendix IV). Therefore, due to the limited sample size, it was not possible to draw conclusions for each individual training program. As such, the findings relate to the sum of all EFE job training and placement programs, referred to collectively in this evaluation as “the EFE program.”

3.5 Evaluation Stages

This evaluation was conducted in four stages:

- **Stage 1 – Inception:** During the Inception phase, the evaluators held an initial telephone discussion with EFE in Washington and in Yemen, gaining a greater understanding of the evaluation context and expectations. We then conducted a preliminary review of background documentation on the projects, and designed, developed, and refined data collection tools/questionnaires. The main deliverable for this stage was the Workplan.
- **Stage 2 – Data Collection:** Following an in-depth desk review of relevant documents, consultations with key project stakeholders were conducted, as per the proposed methodology above, using data collection protocols and tools tailored to each category of stakeholders.
- **Stage 3 – Data Analysis and Reporting:** Data analysis was based on three types of analysis (descriptive, content, and comparative synthesis analyses), allowing the evaluators to gain a contextual understanding of the project and compare emerging themes and trends.
- **Stage 4 – Assignment Management and Quality Assurance:** Assignment management occurred throughout the evaluation, and involved the implementation of Universalialia’s quality assurance procedures. During this stage of the evaluation, the evaluators provided oversight for the timely implementation of all activities as well as informal updates, as required.

The remainder of this report is structured as follows: Case studies are presented individually in Section 3. Section 4 presents a cross case study analysis, with findings on trends and divergence in terms of youth’s perceptions of program relevance, their level of satisfaction with the program, and the effectiveness of the EFE program in Yemen. Finally an analysis of the alignment of EFE’s program with EFE’s Theory of change (ToC) is presented, followed by conclusions and actionable recommendations.

4 Individual Case Studies⁷

4.1 Ashraf's Story

Ashraf is 31 and works as a World Food Programme (WFP) Monitoring & Evaluation (M&E) program associate. Read on to learn more about the many challenges he faced, and how he was able to find a job that suits his skills and his needs.

BACKGROUND

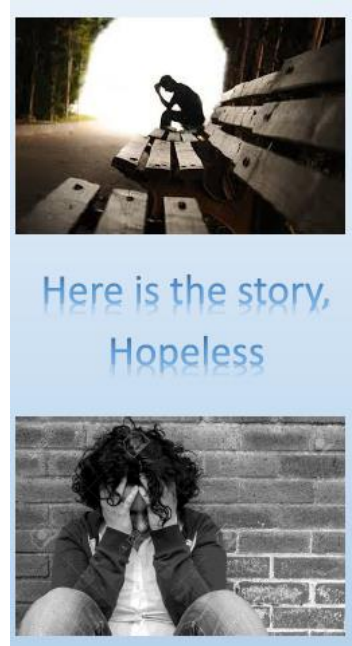
Ashraf lives in Al-Houdayda with his wife, their three children, his parents, and fourteen other relatives – a household crowded by the difficult economic situation resulting from the war.

In 2008, he earned a Bachelor in Management Information Systems from Queen Arwa University. Following his graduation, Ashraf unsuccessfully looked for employment in his field. He represented this phase using the word “hopeless” (Figure 4.1). To make a living in the meantime, he took up a position as a salesperson in a furniture and textile store. The hours were long, the salary insufficient, and the employment restricted to the “high season” – three months a year. Ashraf was yearning for something more – and needed it to feed his family, too.

In 2010, he heard about EFE from a university friend, who recommended the *Workplace Success* module and strongly encouraged him to drop by their offices. When Ashraf went – it happened to not be far from where he lived – he still did not entirely understand what the program was about, and was not that excited about it; the office looked like that of any other training center to him. But with his friend's encouragement, he applied.

During the interview, Ashraf indicated that he was seeking help and additional skills to find a job, but that he was already proficient in Computer Skills and the English language. He thus proposed to volunteer with EFE for the delivery of the English training, in exchange for his participation in the *Workplace Success* training. And so it was that Ashraf became an English training assistant in the morning, and a student in the afternoon.

Figure 4.1 Hopeless



⁷ Pseudonyms have been used for evaluation participants to preserve participant confidentiality. While reading the youth stories presented below, please note that, in some of the case studies, youth mention selecting specific courses to attend, rather than the full suite of programming that YEFE offers. It is important to clarify that employer partners are the ones who choose the types of training needed to meet their needs. However, in the programs that included Business Edge, students could choose from one of three tracks – marketing, finance or human resources.

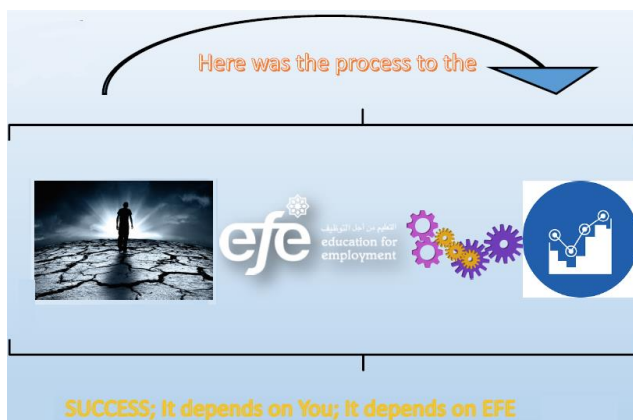
LEARNING BY DOING

Between August 2010 and February 2011, Ashraf attended the *Workplace Success* and *Business Edge* courses, as agreed. He got a lot out of both of these courses. In *Workplace Success*, so he notes, he was given an opportunity to learn how to better communicate with others, both orally, through improved presentation and speaking skills, and in written form, for instance with an improved CV. In turn, *Business Edge* taught him how to market himself with a positive and confident attitude.

What Ashraf particularly enjoyed were the many practical elements of the courses. Whilst much of the material was similar to that covered in during his university training, the university had rarely taught him to apply his learnings. By contrast, these trainings focused on testing out and applying new skills, whilst being accompanied by supportive and confident trainers. Indeed, Ashraf recalls learning a lot from just watching how the trainers communicate, present, and interact with the class – it was inspirational.

In addition to his great appreciation for the program, Ashraf also had some suggestions. First, he felt that the programs should further strengthen the emphasis on the practical, as the theory was the same as in university, and he felt it was not valuable to revisit it. Secondly, he suggested that the program should not be restricted to specialized categories of jobs (e.g. nurses), because it could be beneficial to everyone: “it changes the way people think of themselves.” Finally, he wished that there were more trainings to acquire additional skills, for instance entrepreneurship training paired with some micro-financing.

Figure 4.2 *The Process to Success*



“
It used to be very hard for me to convince someone of my idea; it was hard for me to deliver the idea well enough. During the trainings, I was observing the very skillful trainers delivering their trainings, how they move, how they made us believe in the idea they are trying to transfer to us, even if we had heard that idea in the past. This helped me improve my style.

- Ashraf

In his storyboard (Figure 4.2), Ashraf represented the process of participating in EFE’s program as if he was walking while seeing the light. He also used gearwheels to represent processing of the information that he received. The last picture to the right represents performance. According to Ashraf, at the beginning, he felt like he was taking a step back and then several steps forward. He explained that the step back represented his family’s reticence toward his decision to attend a training program after he had already graduated with a university degree.

BETWEEN PERSEVERANCE AND WAR: A WINDING PATH TO SUCCESS

Ashraf recalls coming out of the program with motivation and inspiration. He does not think it fundamentally transformed his behavior, but it certainly influenced how he communicates with others – skills which he has applied both in professional and family settings.

He did not come out of the program directly with a job. Although his EFE graduation project linked him to the German Federal Technical Cooperation Agency (GIZ), this did not turn into employment. However, EFE continued to support Ashraf, for instance by reviewing the CVs he sent with his applications. One of these applications led to Ashraf's first internship with an international NGO. Based on his good performance, this internship turned into a short-term, then a long-term contract. At work, Ashraf continued to apply some of the skills learned in the EFE program, and he felt that they helped him to communicate well, even better than some other colleagues who were there for longer.

Figure 4.3 Success depends on you



After the program, Ashraf felt empowered. He represented this phase of the story using the word Success (Figure 4.3). While describing his artwork, he mentioned that he felt successful, and that nothing is impossible to him. He also added that during his participation in the EFE program, he felt that success depended on him and on EFE. Now, he feels that success depends on only him, as a way to express his sense of empowerment.

“
The will that I have comes from my participation in EFE's training. They taught that life is not worth wasting by feeling desperate.
 - Ashraf

After some time, external events came to interfere with Ashraf's rising trajectory. In the wake of the Arab Spring and emerging civil conflict, external development projects were scaled back or transformed into humanitarian projects, and Ashraf was left unemployed for six months. During that time, he read and learned about the skills required in this nascent humanitarian context, and volunteered in a camp for refugees. This investment ultimately paid off, as it led him to find work with another international NGO. Finally, in May 2017, he transitioned to his current position at WFP.

Now, Ashraf is in a good position and earns enough money to care for his family. According to Ashraf's friend Fekri, Ashraf's success is due to a combination of personal factors – Ashraf being an enterprising and keen learner – and of the skills he learned through EFE. He has heard Ashraf speak highly of the program, and praise how it helped him find a job and progress within it. Now, Ashraf recommends the program to youth, so that they too may gain inspiration and experience from it. Whilst he is not actively in touch with his EFE alumni group anymore, he remains very grateful for the program experience.

4.2 Hiba's Story

Hiba is a twenty-nine year old young woman working in Sanaa' as Human Resources (HR) coordination assistant for an international NGO. Read on below to find out how a unique experience during her time with EFE set the stage for her current employment.

BACKGROUND

Hiba lives in Sanaa' with her parents, cousins, and relatives. She holds a Bachelor in English (2010) and a Bachelor in Business Administration (2016), both from the University of Sanaa'. She first came into contact with EFE shortly after completing her first Bachelors in English in 2010. At the time, she had been a recent graduate for a few months, looking for work, so far unsuccessfully. A friend told Hiba she had heard of EFE and was going to pay them a visit, and Hiba went along.

Following the visit, Hiba decided to join the program (her friend found work and thus did not join). Her parents were unsure because they had hoped she would start working after university, not go back into training, but Hiba hoped that the program would help her find employment, and teach her practical skills. She saw it as a positive bridge between university and the labor market, which is often hard to cross because jobs require previous experience and experience requires previous jobs.

Even so, Hiba notes that she was not quite sure what the content of the courses would be, or what exactly program services would be. She found course selection quite confusing, and chose, as she puts it, 'kind of blindly'. In retrospect, she suggests that EFE should have a pre-program workshop to help students understand and select the courses that are most relevant to them.

Because she already spoke English, it was also agreed that Hiba would not take the English language course and instead would volunteer with EFE, for instance with translating. As we will see below, this experience turned out to be significant.

NEW SKILLS AND A NEW COMMUNITY

Over the course of 2010-2011, Hiba attended four trainings: *Workplace Success*, Marketing, Computer Skills, and Yemen Labor Law. She found some benefits in each course, although to different degrees. Computer Skills was extremely relevant and helped her to improve her skills with Microsoft Excel – which, as we will see, turned out to be important later. Marketing, in turn, introduced her to the professional milieu by making students interact with real companies. This, as Hiba describes, was valuable because as a university student she had never interacted with the professional world: "University is the 1st small community you are exposed to. And then with EFE it was an even more open society. When you graduate from University you are very raw."

Figure 4.4 EFE's Program is Fun



Although she liked the content of *Workplace Success*, too, she felt that the course was not always locally relevant. Some of the materials, designed in other countries, for instance referenced dressing codes that were not applicable to Yemen – the wearing of Navy suits for men, for instance. Hiba suggests that EFE should make sure that materials are always adapted to the local context.

Figure 4.5 *Filling the Gap between Education Institutions and Job Markets*



during the training (Figure 4.4). The second photo reflects that program bridging the gap between the education system and the labor market (Figure 4.5). Hiba saw the program as a bridge between her life at the university and her professional life.

TRANSLATING HER EFE EXPERIENCE INTO A JOB

Upon completing the program, Hiba actually stayed on with EFE to continue volunteering as an English translator. Soon after, she applied for a job that had two principal requirements: computer skills, and translation experience – both of which she had obtained in her time at EFE. And – Hiba was hired!

As she recounts, she thus started her work in 2011 for an international NGO operating in the humanitarian sector; a good job, with sufficient salary, reasonable hours, and stable employment – also because, though it saddens her, her sector is one of the few that did not incur major dismissal of employees despite the ongoing violence. Over time, Hiba grew inside the company, being promoted after two years (2013), and then again after three years (2016). Today, she still works with the same NGO, in an HR role.

Although she has lost touch with the alumni club and thus some of the EFE community, Hiba perceives her EFE volunteering (and translation) experience as invaluable in landing her current employment, together with all of its ongoing benefits.

For the future, she recommends for the EFE program to continue, whilst increasing the alignment of its courses with the diplomas available to youth, and to continue the emphasis of practice over theory.

During her six months in the program, Hiba also appreciated the community of people she met. Her trainers, for instance, were “amazing and incredible”. The alumni club was inspiring, and she helped out with and participated in several of its activities.

All in all, Hiba enjoyed her time there and saw some of her skills increase. And as we will see, she was ready to take on the next steps.

According to Hiba, the first image reflects the good time she spent

4.3 Abdullah's Story

Abdullah is a 23-year old nurse now working in a clinic in Aden. Read what follows to learn how he built on family support, his recent diploma, and a training that boosted his self-confidence to recently land his *first* job!

BACKGROUND

Abdullah grew up just outside of Aden in the district of Al Sheikh Osam, with his 10 siblings and his parents. He recently completed a Diploma as a Medical Assistant (Figure 4.6), and proudly graduated in January 2017 from the *Dr. Ameen Nasher Institute for Health Sciences*. Following his graduation, Abdullah was unemployed. In order to gain experience and increase his chances of finding a job in a difficult national context, Abdullah moved to the city to volunteer at a public hospital. Though the hospital paid him a small stipend, it was not enough to cover his living costs, and he is thankful to his family for having supported his life financially at that time.

It is also through the hospital that Abdullah encountered the EFE program. EFE approached the hospital to recruit volunteers to participate in the programs and help them get a job afterwards. The hospital agreed to offer their volunteers training time and to provide a space on-site, and Abdullah was given the opportunity to enroll.

Abdullah wasn't quite sure what the program would be about, but he welcomed any opportunity to learn and develop his skills, especially if it helped him secure employment. With support from EFE staff, he thus filled out an application, and was accepted into the program.

LEARNING TO DREAM BIGGER

Abdullah attended three trainings between February and August of 2017, *Workplace Success*, *English Language*, and *Computer Skills*. He appreciated all three trainings received; however, his preferred one was clearly *Workplace Success*. Abdullah says that this course was invaluable because it changed his mind set and outlook on life. He started dreaming bigger and gaining greater confidence in his abilities. At the same time, the course taught skills "that help you throughout your whole life," such as time management and professional interactions with others.

Though less transformational, the English and Computer training was complementary. As he notes, "I now keep the English book with me at all times." This is particularly helpful in a hospital setting, where many of the terms are in the English language.

Abdullah identified several aspects of the EFE program that contributed to making it effective. First, the fact that the trainings were delivered on hospital grounds made it easy to attend without worrying about time and cost. Secondly, the trainers exhibited a high level of competency. Third, the trainings gave students

“

The training made me realize that I was dreaming too small. My dreams were small, they were of the size of my skills, but I learned that I can further develop my skills and that I can develop my skills and develop myself, and have bigger, longer term dreams.

- Abdullah

”

practical tasks, which challenged Abdullah to try and experience new behaviors and actions. One training component, for example, involved students doing a presentation in front of the whole class. As Abdullah recounts, his first reaction was “I would never be able to do that.” However, with the insistence and encouragement of the trainer, “I ended up doing it. And I did it well.” This sense of achievement contributed to growing his self-confidence.

A NEW MINDSET, A NEW MAN, A NEW JOB

Abdullah is very clear that the training – particularly the *Workplace Success* sessions – have changed his outlook on life and his behavior. He has become more self-confident, more ambitious, and more organized. These changes are also perceived by those around him. Abdullah feels that he has earned greater respect from his family, and that his father looks at him with pride now, saying that he looks like a doctor (Figure 4.8). An interviewed friend also confirmed that view, saying Abdullah grew his ambition, and changed how he talks and dresses.

Building on this new mindset, Abdullah started actively looking for a job, networking, and passing his CV around to his circle of friends and their employers. And soon enough, his efforts paid off: Abdullah confirmed that he just got hired as a nurse at the intensive care unit (ICU) of the Al-Husaini clinic.

Abdullah is now on the cusp of starting his first job. He acknowledges that the situation remains difficult in the country, as there are few jobs and many job-seekers, and salaries are low. For now, he is glad to have overcome hurdles in the market, and in his own mind, and is grateful to his family and to EFE for having supported him through his development.

“

The training overall changed me a lot. Workplace skills changed the way I deal with others, the way I meet with employers, how to prepare my candidacy and draft my resume and it helped get me well received by employers and people I wanted to meet with.

- Abdullah

”

4.4 Ali's Story

Ali is one of many taxi drivers in Aden with aspirations for a better life. His story is one of a long struggle to break into his field – accounting – with moments of success followed by reversals of fortune. Today, Ali continues to drive, and continues to try. This is his story.

BACKGROUND

Ali lives in Aden with his wife. He holds a B.A. in Accounting from Aden University, from which he graduated in 2011. When he finished his studies, he was unable to find work in his field. He has spent most of the last decade working as a self-employed taxi driver, driving for long hours, six days a week.

He initially heard about EFE from a friend who told him that they have a program that helps build skills and improve chances of finding a job. The opportunity to gain new skills and access improved job opportunities immediately appealed to Ali, as his present job was exhausting and did not match with his degree and ambition. He got in contact with EFE, and was accepted into the program. His hope was that he would come out of it with a job.

LEARNING A DIFFERENT CULTURE OF DEALING WITH OTHERS

Ali attended the program in 2014/2015, attending courses in *Workplace Success*, English language, and computer skills. He enjoyed the courses and found the trainers competent. What he found most valuable were the new 'soft skills' taught, such as dealing with others in a professional setting. The program, says Ali, introduces a different culture of interacting with people.

Some of the technical skills were less relevant to him. Though he had hoped he might learn to use specific software in the computer course – for instance accounting software, which would have been relevant to his field of study – the course was ultimately rather general.

I FOUND A GOOD JOB – AND THEN THE WAR CAME

Initially, Ali had hoped he would come out of the EFE program with a job in hand. Although that did not happen directly, completing the EFE training gave Ali a push to try again for a job in his field. Drawing on his new motivation and soft skills, he applied to over fifteen companies and institutions in Aden. When applying, he would present his EFE training certificate along with his university degree.

In time, Ali's search was a success! He finally found a position in his field. He got hired in early 2015 as an accountant by a company that imports food products, and started working there. Although the salary was not high, it was sufficient for Ali's needs, and it was a start. Unfortunately, war soon crossed paths with Ali's aspirations. In the face of conflict and a deteriorating economic situation, his company was forced to close down seven months after his hire, and he was again out of a job. When it re-opened 1.5 years later, he was hired again – but it closed again five months later.

Today, the situation remains difficult for Ali and his wife. There is pressure on him since he is the only income-earner in the household. For now, he has returned to working as a taxi driver, whilst continuing to search for a job, and hoping for the end of conflict.

4.5 Reem's Story

Reem is a 28-year-old young woman living in Sanaa'. She works as a Senior officer in a commercial intellectual property rights and patents company in Yemen. Her participation in EFE's Pioneers program helped her find a job. Read her story to find out how.

GETTING CLOSER TO THE JOB MARKETPLACE

Reem holds a baccalaureate degree in English Language, obtained from the University of Sanaa' in 2010. She lives with her husband and son. Prior to attending the Pioneers program in 2010, she did not have any professional experience. Reem learned about EFE from a friend. She thought it was nice an interesting path to explore during her job search (Figure 4.9).

She attended the EFE Pioneers program in 2010, two months following her graduation after she heard about it from friends who had participated in it and told her that it was interesting.

“

The Pioneers program attracted me because, after my graduation, my goal was to find a job. The EFE program had the reputation of creating links between trainees and hiring companies. This is why I found it relevant to participate; it brings me closer to the job marketplace.

- Reem

”

Figure 4.6 How I Heard of EFE



TRAININGS ATTENDED

In 2010, several training modules were offered: *Workplace Success*, Marketing skills, English language, and Computer skills training. Reem attended and completed two trainings: *Workplace Success*, and Marketing skills. The other trainings were offered, but she did not attend the English language training since her degree is in English, and she found a job prior to the start of the computer skills training, so she did not attend it either.

Overall, Reem expressed her satisfaction with the program, mentioning that she found that the modules were well divided and that she was satisfied with their content overall. Their timing and duration was also perceived as good, although in some cases the content was dense, according to her.

Reem also mentioned that the trainings she received were mostly relevant. However, she said that her job does not entail much communication with her colleagues, as she mainly deals with customers by phone. In her eyes, the marketing training she received was not very useful for her. She had attended it because she liked marketing, but her path did not lead her to work in the field of marketing. Reem recommended that future EFE trainings provide an advisor who would orient youth and help them identify what their actual training needs are, for them to select the right training modules.

LINKS WITH EMPLOYERS

Reem felt that she benefitted from the program that she attended. First, she mentioned that the training helped her learn to understand the concept of career ladder and recruitment processes. She also mentioned that her communication skills with colleagues or in a professional workspace improved: how to interact with her colleagues and her supervisor / manager, flexibility, and caring about and respecting someone else's point of view, were some of the elements of change she mentioned.

Reem adds that the way she benefitted from the program most significantly was "mainly self-confidence, how to present and promote myself. Prior to the training I did not know how to talk about myself and how to present myself to employers."

Reem's sister, Jamal, saw two main changes in her sister's attitude and behavior since she attended the program: first, she mentioned that her sister became "more open minded and more skillful." According to her, Reem's self-confidence increased and she became more confident making her own decisions and having her own opinion about things. Reem now challenges her elder sister in her opinions, which she did not do before. In addition, Jamal mentioned that Reem did not know much about job opportunities prior to attending the program and that she became more organized in her job search after the training.

“

During the training, I acquired some skills, but the main and most important change was increased self-confidence.

- Reem

”

Figure 4.7 Increased Self-confidence is key to Success



The EFE Workplace Success training required youth participants to complete an end-of-training project that consisted of selecting and approaching a company, conducting a site visit, and holding meetings with its staff with the end goal of delivering a presentation about that company. The purpose of this end-of-training project is to create a link between the trainees and the companies as potential employers.

During her site visit to the company of her choice, she learned that there was a job opening, so she applied and got hired for an entry level position as an Assistant in commercial intellectual property. By then, she found that her wage was acceptable since she was living with her parents, so she did not have many expenses.

According to Reem, the program was good enough for her to reach her target: finding a job, as represented in Figure 4.10. According to Reem's sister, Reem's personality is definitely an important factor, as she is a qualified and flexible person with good communication skills. She added that Reem's participation in the EFE program, and especially the "graduation project" was a contributing factor to her finding a job.

Reem mentioned that her participation to the program did not lead to any negative changes in her life. Since she was hired, after a 6 months' probation period, she was offered a full time permanent contract. She has since been working for the same company, working six days a week. Her regular working hours are from 8 am to 3 pm, and she does mostly administrative work: preparing reports, archiving documentation, and communicating with customers.

After 7 years of employment, Reem was promoted recently: she is now Senior officer in Commercial IP. She acts as Chief Officer for client accounts relating to Intellectual Property Rights and Patents. According to Reem, her current salary is not sufficient to satisfy her household's financial needs. Although both she and her husband contribute to supporting their household's financial needs, since she started in an entry level position with a lower salary, the raise that she received recently is not sufficient to cover the price inflation that is occurring due to the war.

Reem is however thankful that she is employed despite the harsh economic and political conditions that the country is living. She explained, *"I am thankful that I have a job despite the bad situation in Yemen. Anyone may lose his/her job. In some cases, people are losing their jobs from one day to another. Some employees in some organizations are not even being paid every month. Some people I know and some relatives have been paid once every 6 months. In my case, the salary I make is constant, but salaries in Yemen are not high enough anymore, especially that prices of goods have increased due to inflation."* Reem added, *"Now with the actual situation, youth are having harder times. They do not know whether their studies will lead them to land a job. Things are even harder now. By the time I graduated, things were easier, there was no war, it was not as hard to land a job. Now things have changed."*

The following photo illustration (Figure 4.11) represents Reem's situation following her participation in the EFE training. The graduation project helped Reem link to the employer with which she was able to secure an entry-level position.

Figure 4.8 A Success Story



4.6 Majida's Story

Following her graduation in 2013 with a Bachelor degree in Computer Engineering, Majida attended several trainings to enhance her skills and chances of securing a decent job. Since her graduation, Majida has never worked despite her job search effort.

BACKGROUND

Majida is a resident of Aden. She holds a Bachelor degree in Computer Engineering (2013) delivered by the University of Aden. After her graduation, Majida participated in different training sessions (web applications, photoshop, etc.) with different learning institutes. Even though she was not looking for a job then, she was attending these trainings to increase her skills and competitiveness as a candidate in the job market.

While attending one of these trainings, she learned about EFE from an EFE representative who introduced the training program and provided application forms to those who were interested. Majida had never heard of EFE beforehand, but some of the proposed trainings were of interest to her. For example, she found the English training interesting because English is often a requirement to access Yemen's labor market. It was this training opportunity that motivated her to apply, and she was accepted. The computer training also attracted her attention, because she found it useful for her own career development. As for the Business Edge training, she did not know what it was about, so she did not have any expectations.

BUSINESS EDGE IS THE STAR

Majida attended the three above-mentioned trainings: English Language, Computer Skills, and Business Edge. She found all the trainings relevant for her career. However, she mentioned that, to her, the most relevant one was Business Edge "because it is what we really needed." She added that while most other trainings could have been gained elsewhere, the Business Edge training was the most useful one. She described it as being intriguing, innovative, and useful, as well as unique and proper to EFE.

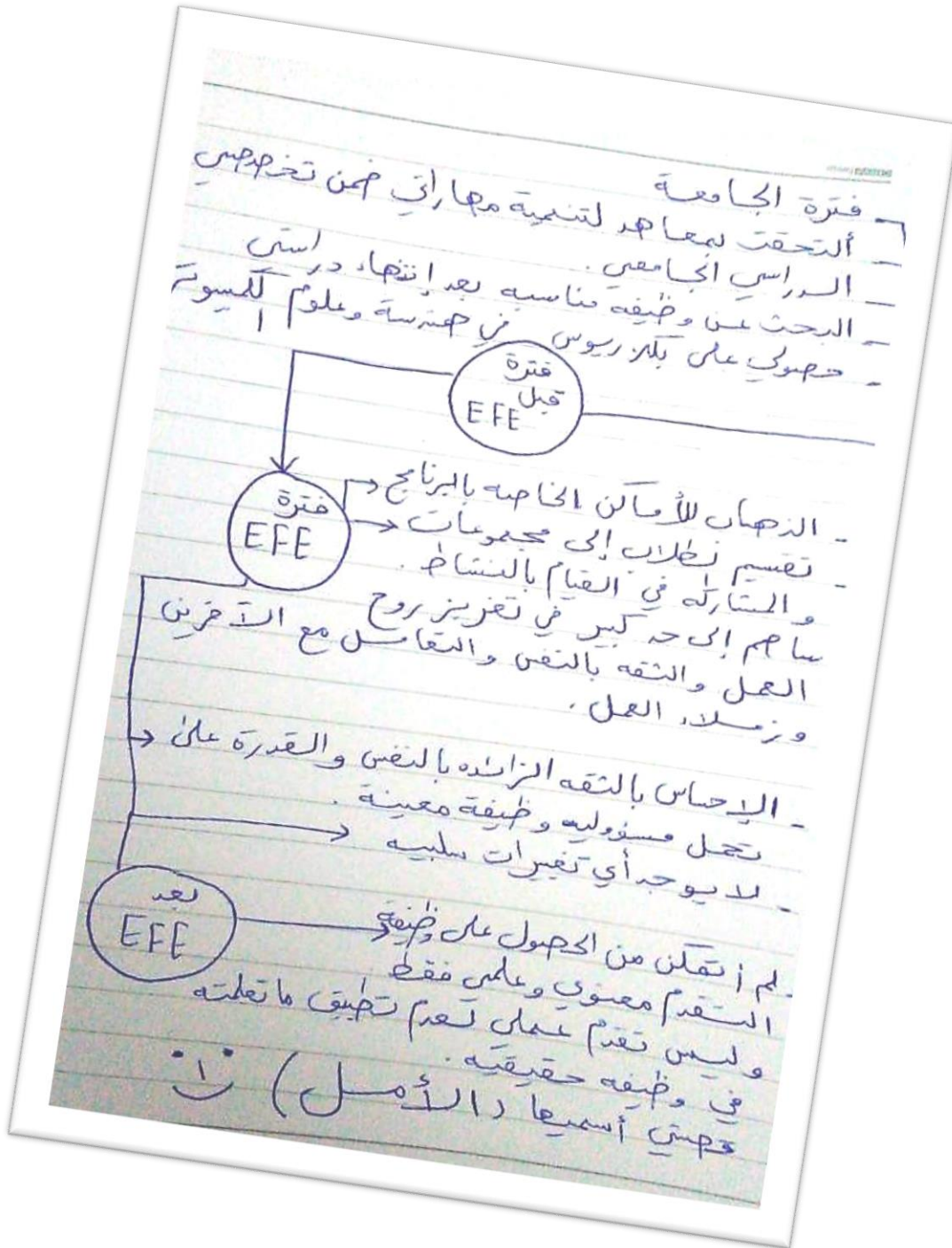
In terms of her satisfaction with the training format, Majida mentioned that all trainings were good, but that the training duration could be improved. She suggested that trainings be held during longer periods of time. She also added that some trainings started at a very low level in order to accommodate all participants, which was not convenient for everyone.

STRONGER PERSONALITY

According to Majida, the EFE trainings helped her develop skills and knowledge, but the most considerable changes were in relation to her morale, as well as personality. She found that she acquired new skills on how to build her own CV, conduct a job search, and interact with colleagues. Majida's artwork also highlighted increased self-confidence. Zainab, Majida's friend from the university, indicated that she observed changes in Majida's personality following her participation in the program, mainly in terms of self-confidence: "She became more assertive and has [her] own point of view" said Zainab, talking about changes in her friend's behavior following her participation in the program.

Majida was not able to provide examples regarding changes at the professional level since she has not secured a job, which has prevented her from applying her acquired skills in the workplace.

Figure 4.9 A Story of Hope



FINDING A DECENT JOB IS A CHALLENGE

Since she completed the EFE program, Majida did not work. Following her completion of the EFE training program, EFE put her in touch with potential employers. But the positions that were proposed to her were not compatible with her skills and expectations; she mainly received offers in secretarial or reception/customer services related positions. Majida felt that these positions were not rewarding enough and do not relate to her degree, so she refused the offers since she did not want to be underemployed.

She said that even if EFE gave her useful skills to look for a job, the job market usually looks for experienced professionals with one to three years of professional experience. In her case, she does not have that experience which creates an entry barrier to the job market.

Majida stopped looking for a job. According to her, the private sector did not look promising, especially because the salaries are too low to even cover transportation costs, and the public sector is not hiring anymore, especially after the war started. Majida got married in 2016 and is currently raising her three-month-old newborn. Although she is currently not looking for a job, she mentioned that she is willing to resume her job search in the future.

4.7 Raufa's Story

Raufa is a 34-year-old resident of Sanaa' whose quest for a decent job has been challenging. Unfortunately, she has been unable to find a job so far. Her story is explained further below.

BACKGROUND

Raufa lives in Sanaa' in her parents' house, with four of her family members. She graduated in 2008 from the University of Sanaa' with a Bachelor of Arts in Education (Mathematics). Following her graduation, Raufa applied for teaching positions in several schools, without success. According to Raufa, the schools were looking for experienced teachers, and she did not have that experience.

In 2009, while still in the process of looking for her first job, she learned of EFE through university friends. Raufa was interested in what she perceived as an opportunity to improve her personal skills and gain self-confidence. She also hoped this would be an opportunity for her to finally find a job. She went to visit EFE, signed up, and was accepted into the program.

A WEALTH OF NEW SKILLS

Between May and August 2009, Raufa participated in several courses: Business Edge, Workplace Success, English language, Accounting, and Computer Skills. She was satisfied with the content and delivery of trainings, including the duration, teachers, and support staff. 'Workplace Success' stood out to her in terms of usefulness, because it focused on supporting job seekers: it explained how to prepare a CV, how applicants are assessed, etc. The other trainings were useful, too – English for instance, and Computer Skills, which taught her how to use a computer for the first time.

Perhaps the only exception in terms of usefulness, she feels, was the Accounting training. As she notes, "I learned some accounting concepts, but we needed practice, so now I do not think it was useful since I never had to apply it."

At the end of the program, Raufa's graduation project paired her with the Arab University, where she then volunteered for two months to acquire experience. However, Raufa felt that the school was not very prestigious or known, and ultimately left her volunteer position to search for jobs elsewhere, something she felt confident about.

Following the EFE training and her brief time at the Arab University, Raufa tried different avenues to find a job. She applied to various schools, but these usually required substantial previous experience. In some cases, she did receive offers, but at such low salary that it would not even cover her transportation cost. In other cases, the work would have required her to be out at night, which, as she notes, is "very hard for me because women cannot be outside late and feel safe." Raufa also twice attempted to become self-employed: once trying to teach from home, which she found too tiring; another time selling perfume, which did not generate enough sales. Finally, in the face of her difficulties, Raufa also sent job applications to non-education-related employers. However, she perceives that the lack of previous experience again posed a challenge for her candidacy.

MANY JOB OFFERS, BUT NO JOB YET

Raufa had come into the EFE program with the hope of gaining self-confidence. From this perspective, the program was a success: she feels that she has learned new ways of dealing and communicating with others, and has witnessed improvements in her relationship with her family as a consequence. Her mind has opened up in various areas, and she has also improved her organizational skills. Altogether, this has provided her with self-assurance and a motivation to push her self-development further. Following the EFE program, she attended courses with other organizations in the areas of English, first aid, computer skills, and secretarial work.

Whilst the program also increased her confidence in looking for employment, her main hope of finding a suitable job has not been realized so far.

Raufa's friend Arwa, who graduated with her from the same diploma program, confirms that Raufa has been searching and applying everywhere. However, in her mind, Raufa's high expectations for her first employment have complicated that search, as Raufa has refused many offers on the grounds that they did not quite suite her competencies or her salary expectations. By contrast, Arwa took the first job she found after her diploma, and has been working since then.

Today, Raufa continues to look for a job. Whilst the economic situation and the war make things difficult, she asserts that she is not giving up: "I still have faith."

4.8 Munassar's Story

Munassar is a 29-year-old graduate with a B.A. in Computer Science. He is married and lives with 16 other family members under one roof. He is the primary breadwinner for the household. Munassar has worked at DHL since the end of 2011. Munassar attributes his employment success to his participation in the EFE Program. Read his story to find out how it impacted his life for the better.

BACKGROUND

After he graduated from the university, Munassar had been unemployed for approximately one year despite his efforts to find a meaningful job. He felt that there were several reasons why he had difficulty finding work. First, he did not know how to present himself nor his skills effectively in a CV. Second, he did not have work experience, and lastly, Munassar was unfamiliar with the professional world, including how his appearance impacts his chances at employment.

Munassar explained that Figure 4.13 shows his life before joining the YEFE's program. Following graduation, he had dreams of getting married, easily finding a job, travelling the world, having a nice comfortable car, and having sufficient money to live and financially support his family. The reality however was different. He presented in the second and third drawing on the same page how he applied for several jobs but got rejected. Finally, the fourth drawing shows how he was frustrated and angry during this period.

Munassar heard from friends about the EFE program and he decided to enroll. His friends explained to him that the program left an impact on their character and increased their self-confidence, and helped to develop their personality in many ways. He was attracted to the training because he felt it would develop his job-finding skills and teach him to apply for a job with professionalism, as well as improve his self-confidence. Munassar also hoped to learn how to design and plan for his goals, objectives in life, and future plans. He recalled taking courses on human resource development, success at work, marketing, and English through the EFE program in 2010.

He graduated from the program in 2011 and was very satisfied with the services received. He thought the courses were highly relevant, especially the following subjects:

- Factors contributing to success at work;
- Marketing skills;
- English language skills.

The services offered through the intervention which he appreciated most were the activities organized by the alumni club on Thursdays, where they invited guest speakers to share their success stories. Messages in the various Thursday meetings stimulated and developed his professional and personal skills, and exposed him to new concepts like time management and networking in the professional world. Munassar would have

Figure 4.10 My Struggle Journey



liked to see online courses offered through the intervention. For example, for different technical subjects teaching could have been done via PowerPoint or video, which do not depend much on internet connection (as it is sometimes slow and very unpredictable in Yemen). Munassar said that this recommendation is based on discussions with his colleagues on how to improve the training.

POSITIVITY AND PROFESSIONALISM IN LIFE

He believes that the training contributed to substantial positive changes in his life in several ways. First, it helped him understand how to apply for a job with professionalism. Second, it improved his self-confidence; for example having the confidence to take on three different tasks at his current job simultaneously, which should have been initially performed by three persons. He has self-confidence in his abilities, and took on these responsibilities under his own initiative – and is completing them effectively and efficiently. Third, the program increased his resilience by helping him better cope with stress and to solve problems in life, both at work and at home.

Finally, the training content expanded his knowledge and perception on different matters in life and made him a more relaxed person: *“I used to get easily upset and stressed from any uncomfortable encounter with other colleagues or general problems I am facing in life. Losing my temper was one of the problems, which made it difficult for me to find and keep close friends. Through the courses I have taken, I have learnt to control my temper.”* This point was also validated by his friend Akram, who was Munassar’s classmate at the university and was working with him at DHL. Akram explained that, unlike nowadays, Munassar did not have any friends during university, nor did he have any interest in making any or attending social gatherings.

In addition to improving his “soft” skills, Munassar says the course has also helped him grow professionally, learn to multitask, set goals, and manage his time effectively.

The Alumni Program helped him in this regard, exposing him to activities which taught him the value of setting goals and organizing time better. Through the training program, he has gained confidence in the way he performs responsibilities and in the value of trusting his instincts, being self-disciplined, and being confident in his capabilities.

Figure 4.14 shows how he happily found a solution to his problem (unemployment). ‘Bingo’ in the picture means that he finally found an answer to his prayers by hearing from friends about the training program. The other drawings in the picture show the skills and abilities he gained through the training. The most important ones are self-confidence, positive thinking and self-expression. He even added a seventh drawing, showing how he is freely expressing himself in public without fear.

“

I am able to work in different fields /departments in the same company at the same time in an efficient way. This is because of my time management skills.

- Munassar

”

EFE HELPING TO MAKE THE CONNECTION

EFE helped Munassar find his current job at DHL by presenting and informing him about names of companies who need personnel and have different job openings. He took the initiative and applied two to three times until being accepted at his current job, approximately four months after graduation from the training.

Currently, Munassar works in diverse departments at DHL. He works as an Accountant Executive and as support staff in the finance and IT departments, and has seen professional growth: *"I started with a very low salary but through 2011-2017 I got a raise, when I was promoted to a different position with more difficult tasks. In comparison to the situation in Yemen, I'm making good/sufficient money."*

Munassar's friend Akram continued identifying the positive changes in Munassar's life by explaining that he became a perfectionist and very meticulous after joining the program; he transformed his weaknesses, such as being pessimistic, into strengths, which have helped him improve his performance. He was even nominated as the best employee in 2013 by the company. According to Akram, *"He has improved himself and developed his skills. He is now sharing part of his income to cover the expenses of his large family. His father trusts him much more, and their relationship has developed to be much more positive. Now he is regarded as the source of strength of his family"*.

The last photo (Figure 4.15) illustrates the current situation with two drawings. Drawing 8 shows his manager hiring him, while Drawing 9 portrays himself multi-tasking at work.

Figure 4.11 Finding the Right Way

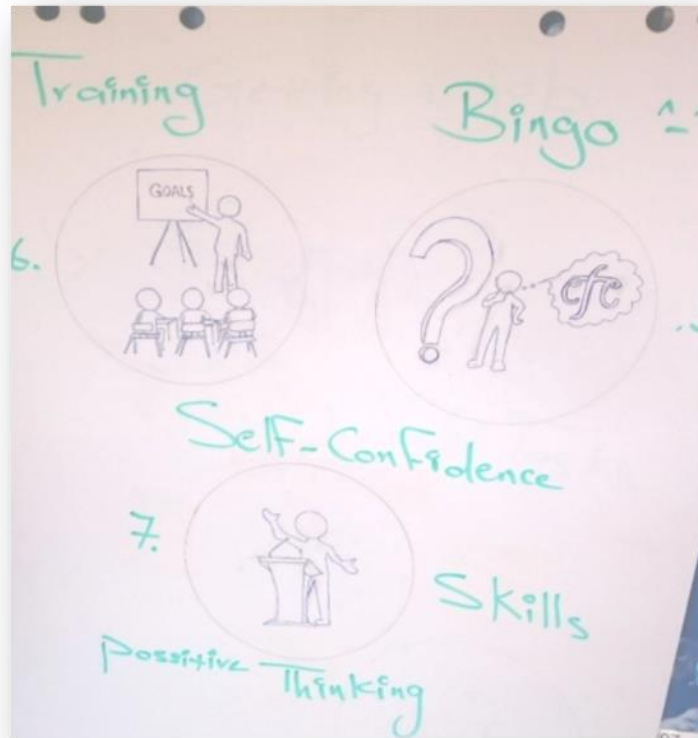
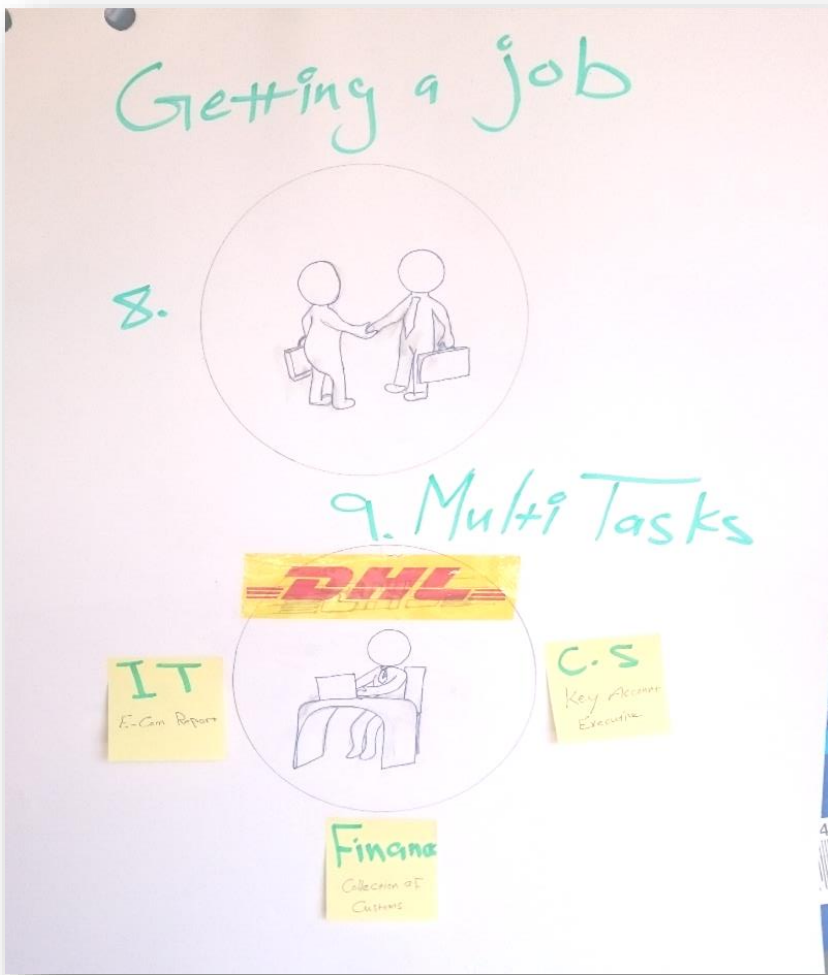


Figure 4.12 The start of my dream coming to reality



4.9 Wahiba's Story

Wahiba is a 27-year-old woman living in Taiz who says that the EFE training changed her life in a total “180 degree” turnaround from how it once was.

OPPORTUNITIES FOR IMPROVEMENT

Wahiba graduated from the Modern Science University with a degree in Information Technology in 2010, and despite having an internship opportunity for 3 months after this, the company was not hiring. While looking for work, she continued studying at the university taking an English course, which is when she heard about EFE's Way to Work (W2W) program. Wahiba heard positive things about the program such as that it has a good reputation and that it offers free courses, employment opportunities following completion and that the participants are only responsible for the cost of transportation to attend. After weighing the benefits of the program she enrolled in W2W to align her skills with the market needs.

Figure 4.13 Situation before Joining the Program

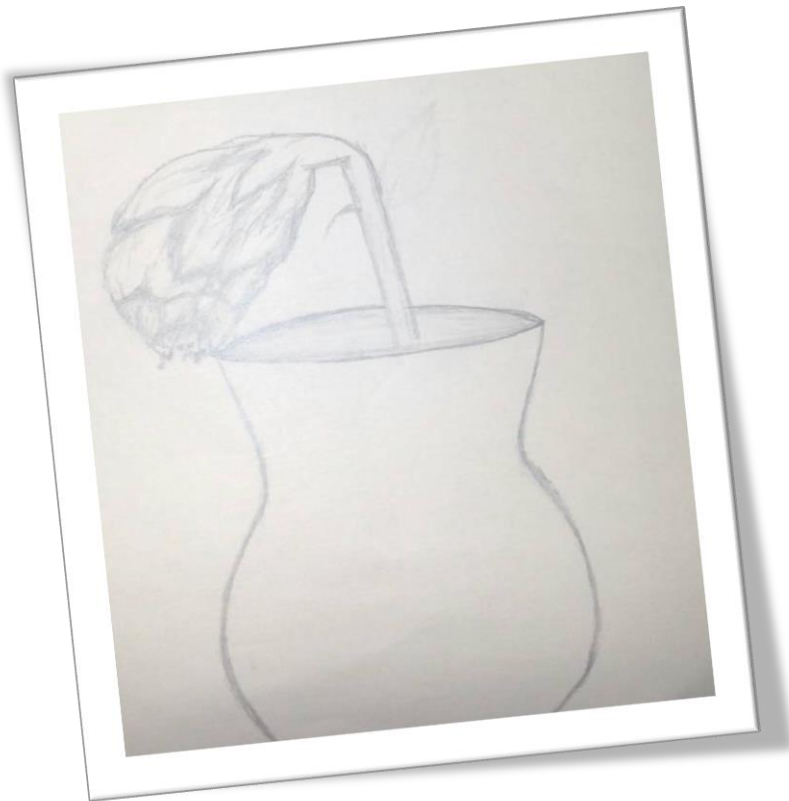


Figure 4.16's illustration demonstrates a pale flower, which is a symbol for Wahiba before attending the training. Though it was exposed to sun and water, which is in this case university and school teachings, it is still not blossoming or glowing. She lacked endurance and self-confidence.

ASSESSMENT OF TRAINING ATTENDED

Wahiba joined the last program before the war began. She recalls attending the Success at Work and Business Correspondence courses and was very satisfied with the content, duration, structure, timeframe, and especially the mentors, whom she found to be engaging and knowledgeable. From her point of view, the program was intense and required a serious time commitment of six days a week, with attendance running until late in the evenings on some days. One aspect of the training she appreciated was the Thursday content, which included presentations by successful people who held discussions related to their achievements.

Figure 4.17 shows how the flower is starting to blossom, as it is being watered. Water here is a symbol for the intervention's courses, where new abilities, skills, knowledge, and information are learned. Through the program's knowledge she gained more confidence in herself and started loving herself more.

WAHIBA'S NEW-FOUND CONFIDENCE AND PROFESSIONAL DEVELOPMENT

Wahiba felt that taking the training has changed her character and professional outlook at approaches "180 degrees." Prior to the training, she had difficulty presenting in public, felt nervous in professional encounters such as interviews, and was mistrustful. She felt that she was impatient with people and that she was often distressed, but in the program it all changed after a particular event. One day in the course the power went out while she was presenting to the class, something that previously would have been devastating to her. Although she felt insecure, Wahiba says that she continued to present to the class in the dark, which led to her being praised by her classmates and the project staff alike, who said that the presentation was "more than perfect."

Since that time, Wahiba feels confident, patient, and non-reactionary to difficult situations. In her home life with her family and husband she feels patient and able to discuss different opinions between them, listening and being flexible.

Figure 4.14 Wahiba's Life during the Training



Likewise, in her professional life she now is able to plan and strategize activities into the small steps needed to achieve her goals, whereas before she was “acting randomly,” in her words. Wahiba’s mother had encouraged her to attend the training and has noticed strong changes since she has taken it. Her mother says that while she was in the university, she lacked a social life and self-confidence. Following the training, her mother sees the positive changes in Wahiba: she has become more outgoing, is happy at work, and is no longer afraid of interviews or professional tasks.

ADVANCING WITH CONFIDENCE IN HER COMPANY

The program informed Wahiba about employment opportunities as they arose and helped her attend several interviews which did not work out because of the job requirements. Not deterred, Wahiba continued doing research in the job market and was eventually accepted at the Yemen British School to work as a secretary, where she has since seen steady growth within the company. Following a year in that position, she was promoted to work in the HR department, and six months later she was in accounting. “I have many more responsibilities than before,” she says, being able to apply what she has learned and find solutions to issues with clients she faces on a daily basis. Wahiba hears frequent praise for her work from her manager, and she has been awarded for her hard work by being selected by the Ministry of Education as Employee of the Year in 2016.

Figure 4.15 *Wahiba’s Life Now*



While she wishes she could earn more, Wahiba is making sufficient money to cover part of the household expenses with her husband, and she enjoys the positive work environment. Like many people, Wahiba has fears regarding the conflict in country and the lack of stability. She feels that her life is constantly threatened and at work has seen a decrease in her salary. Right after she started her current job at the British school, the war started and they sent all employees to stay at their homes, as all schools were closed. In addition, the salaries have decreased in general.

Figure 4.18 shows the illustration of a blossoming flower that has matured enough to open its leaves. It is an illustration of Wahiba’s personality now, which is mature and strong. According to her, she loves herself much more, as she also trusts herself more. She is applying what she learned in the training in her life and has become a much more skilled person.

RECOMMENDATIONS

While she felt very satisfied with the course, Wahiba had some practical recommendations on how it could see improvement. The first recommendation was for a type of internship or training program wherein the lessons learned in the course could be applied at companies. She says pay wouldn't be important at that stage, but rather it would be a way to gain practical experience. She also felt that having a certificate following the course would have been a useful addition.⁸

She had a few other recommendations based on what she had heard from her colleagues, first that the English courses provided was in need of extension, and the second that some colleagues had difficulty covering transportation costs and it should be subsidized.⁹

⁸ It is important to mention that EFE now provides certificates and that some programs, including the current healthcare program, include on-the-job training.

⁹ Current YEFE programming includes stipends to cover the cost of transportation, in response to youth feedback.

4.10 Bader's Story

Bader is a 27-year old-man from Aden who graduated from EFE training and has been working as Anesthetic Technician since August 2017. He is currently working at El Sadaqa Hospital as Anesthetic Technician. He believes that his life and those of his family have improved since he has joined the program. Read his story to find out how it positively impacted his life.

CHANGING PROFESSIONS IN UNCERTAIN TIMES

Bader graduated from the Amin Nasher Institute in 2015, where he received a diploma in Anesthesiology, but found it difficult to find work in his field and was juggling multiple jobs in different cities. Working in agriculture, as his family has for decades, was not providing Bader enough money, so he began to commute to Aden and Sanaa' from his village, making the 3 to 6 hour journey regularly. At this point he was being paid on a day-to-day basis, and spent his time gaining experience by volunteering with El Gomhoreya University and the Red Crescent. It was a difficult time for Bader, as all of his family members were working to support the entire family: *"We used the revenue generated from agriculture and my allowance or bonus received from my volunteering work to cover our expenses. Still, I was working a lot-especially in the mornings- with very little return. I never had time to continue my education. In addition, I also needed more money to cover our expenses."*

Bader first read about the EFE program in an ad on the wall of the administration room of El Sadaqa Hospital, and knowing that he wanted to continue his education and improve his skills, he took a chance and applied to the course.

Bader used a number of symbols to explain the situation before he joined the program (Figure 4.19). His drawing reflects the harsh reality showing many obstacles and challenges every family is facing daily due the current country situation. The sun in this picture represents the current war, while the clouds and wind represent problems and challenges. As the sun is not offering any source of strength to the flowers, they started to die and stopped blossoming, meaning as the country is undergoing difficult conditions, the families started to suffer also.

Figure 4.16 Situation Before Joining the Program



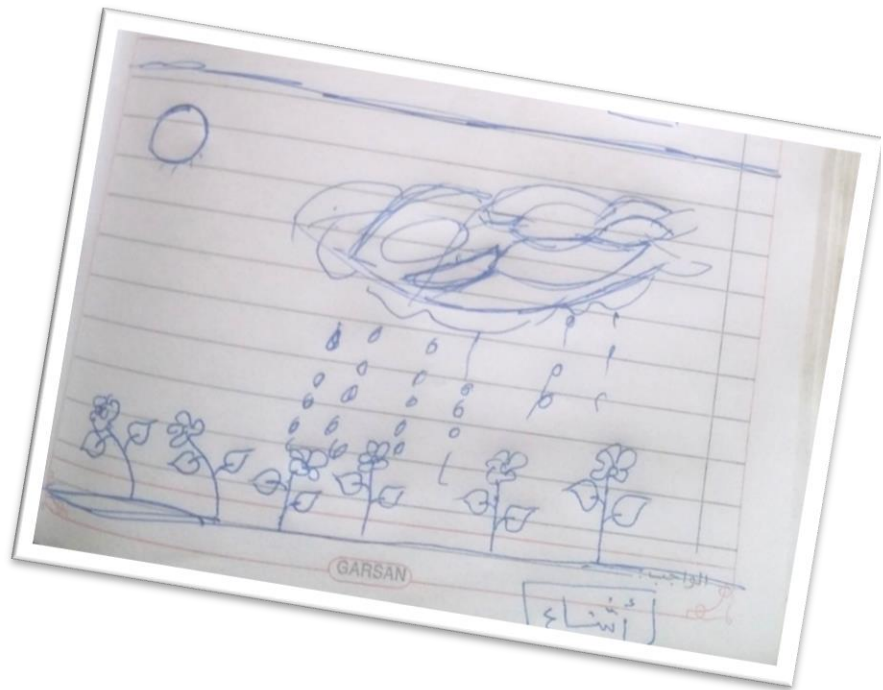
THE MERITS OF THE PROGRAM

Bader graduated from the EFE Health Care program in 2017, where he took courses on Human Resources (as part of the Business Edge program), Success at Work, Computer Skills, and English. He found the courses to be highly relevant, giving them a rating of being 90% relevant to his needs, and matching the skills needed to succeed. He found the Human Resource Development training the most relevant, as it taught him how to succeed in the workplace and the importance of self-confidence. There were stories shared and examples from other people's experiences, which he found very instructive, giving him the skills to plan for his future. The computer program was also very useful, as it taught him the skills needed to write reports, design tables and use Microsoft Word and PowerPoint to design advertisements and posters.

In general, Bader was satisfied with the training quality, particularly with the support received from the mentor of the Human Resources Development course, whom he highly respects and is still in contact with. Speaking about his mentor, Bader says that *"He keeps encouraging us never to give up in spite of the harshness of reality. He taught us how to set our goals in life and work hard to achieve them. In addition, he encouraged us to contribute to improve our country's conditions – especially the health sector. He is giving us advice on the phone for free."* He recommends that the project continues providing the same services in the future; that it should train more staff, and that it receives more applicants in the health field; something much needed due to the current conflict.

The intervention is being symbolized below (Figure 4.20) by the clouds, as they are the source of rain. In his view, rain offers calm and the right environment, energy, hope, ambition, new facts, knowledge, and skills. As there is no wind anymore, the sun is starting to shine and the flowers are being watered, they are starting to blossom by increasing their self-esteem and trusting life more. The sun here does not represent the war anymore. Rather it is a source of energy. The right environment helps them to stand for themselves and find hope in the difficult times the country is going through.

Figure 4.17 Finding Hope



BENEFITS ON THE PROFESSIONAL AND PERSONAL LEVEL

Professionally, Bader has benefitted from the program as it directly set him up with someone at the hospital where he is now working; it gave him confidence, showed him the importance of presenting oneself professionally, and having a different attitude towards others.

The skills he has learned often come in handy in the workplace, where he uses his newfound computer skills to create notices in the operation room, and creating reports which he submits to his manager; *"I was very proud of myself",* says Bader, *"I have designed a number of boards through using the computer and hung them in the operation room. When my colleagues saw them, they were impressed and my work was more recognized."*

He feels that he manages his time much better and that through the courses he has learned to continuously work towards achieving goals. His main goal in life is to continue his education and study at the university. *"We have printed the main messages we have learned in the training - especially what we have learned from Dr. Moataz - and hung them on our wall at home to remind ourselves to stay positive and change our behavior."* Putting his words to action, Bader applies what he has learned in the program to serving his country by volunteering at the Red Crescent to help victims of the war.

Akram, Baders' close friend and flatmate who has known him since they were at the Amin Nasher Institute together, attributes the changes in Bader's behavior to the training. He says that before Bader joined the training he was more introverted, secretive, and did not have any friends. He became much more social after he joined the training, and has now more friends and is more sociable, in addition to being more active and energetic.

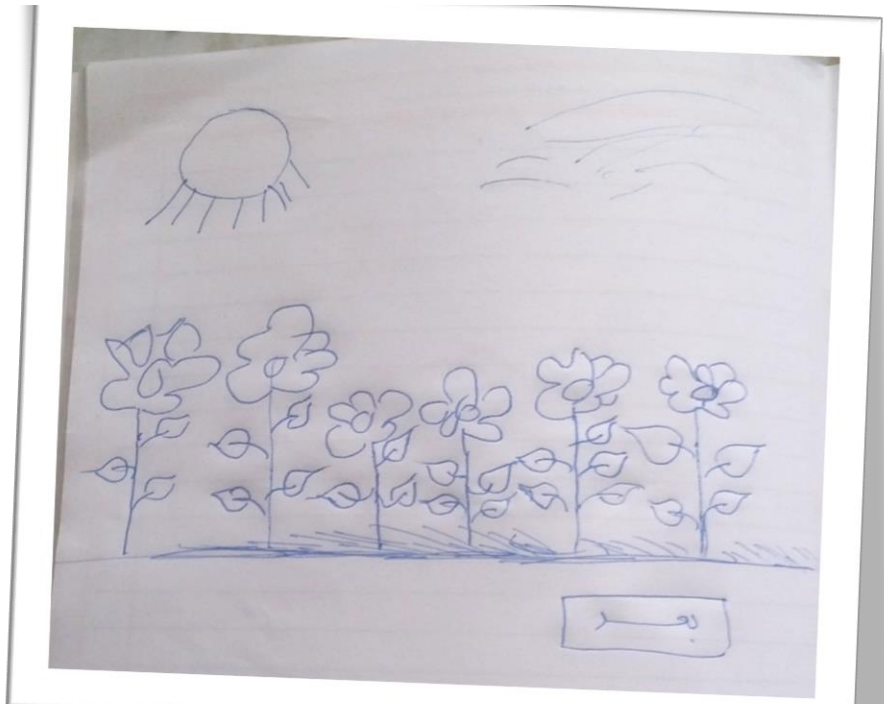
As for his behavior at work, he believes that he became much more proactive and wants to positively influence others.

PROFESSIONAL LIFE

Bader currently works at el Sadaqa Hospital with a full time renewable contract. However, the salary he is making is not sufficient to cover his family's expenses, which is why he has other side jobs to complement his earnings. Bader and his brother provide the main source of income for the family in addition to the earnings coming from the agriculture business. He contributes 80% of his income to cover his family's needs and the rest he uses for personal expenses. Still, he explained that this salary is much more than what he was earning before joining the training program.

Bader wanted to show in his last drawing (Figure 4.21) how he finally managed to apply what he has learned in his daily life. Flowers are blossoming and the grass is starting to grow, showing how hope can change the environment and stamina of people. The sun here has a different meaning than in the first picture. It is the main source of energy and that is why the grass is starting to grow and flowers are blossoming. Grass is a symbol of other people in his environment like family members, colleagues and friends whom he is starting to affect in a more positive way.

Figure 4.18 My Life Now



4.11 Ashwaq's Story

Ashwaq is a 27-year-old woman working as the Personal Assistant of the General Manager of the Yemen Standardization Metrology and Quality Control Organization in Aden. Proactive, persistent, and independent, Ashwaq is a graduate who truly used all of her resources to find a decent job in difficult times. She feels that exposing more women to the EFE courses would give excellent opportunities for them to gain trust and confidence in themselves and become more independent. Her story is one which teaches us how she managed to develop and grow personally within an environment of deep-rooted traditions.

POST-GRADUATION DIFFICULTY IN THE JOB MARKET

Ashwaq graduated with a bachelor's degree in accounting from Aden University in 2013, after which she could only find short-term work as a Substitute Teacher despite efforts to find full-time employment. This work was highly unstable and saw her frequently unemployed, waiting for short-term contracts.

Faced with this difficult situation, Ashwaq heard about the EFE training through a friend and they applied together. It worked well for both of them as they met the requirements and neither had the required funds to cover courses at other institutions. For Ashwaq, it was the English courses which were the most appealing.

GAINING SKILLS, CONFIDENCE, AND INDEPENDENCE THROUGH EFE

Ashwaq graduated from the Way to Work (W2W) program in 2015, attending the human resources course (as part of the Business Edge program), English, and computer courses. She found all the courses taken to be highly relevant, rating them as 100 percent relevant and appropriate.

The unique teaching style of the mentors made the courses interesting in a way that she didn't find in traditional schools or universities: engaging students, group work, lively discussions, and providing examples through visual aids and success stories. Ashwaq felt that she was using her mind creatively with an imaginative style for the first time to answer the teacher's questions; something she felt was the opposite of how subjects are taught in Yemen's education system, which is very strict and tough on students.

Training days were long, and she often did not return home until 8pm in the first weeks. Initially, her father disapproved of her returning home late, but soon after he accepted it and encouraged her to continue the training.

“

“We were never bored, in fact the contrary. We enjoyed every minute and laughed often, I used to wake up every day looking forward to the course - I really enjoyed it.

- Ashwaq

”

EMPOWERMENT AND PERSONAL DEVELOPMENT

For Ashwaq, the training brought empowerment both through professional and personal development. Professionally she saw a massive improvement of her soft skills: learning to respect the opinions of others, especially through group work during the training. As mentioned in the quote to the right, the training gave Ashwaq the opportunity to interact, work with people, and gain trust. When asked to reflect on how she changed before and after, she says *"I understand that people can have different views regarding the same issue, and that it is okay to be different."* This lesson has helped her become more confident, especially in light of cultural traditions for women in Yemen. Working in groups taught her to be more responsible and accountable for her actions, that she can't blame others or societal traditions for failures, as she has in the past. Ashwaq's views and perceptions about life have positively changed since taking the course; she has gained self-confidence in giving presentations and lectures, even while teaching. She considers herself to be more articulate in her answers, and feels that she can endure stress more than before in order to achieve her objectives.

“

Every girl in Yemen is told at home never to trust anyone and not to talk to strangers. As the training was mixed and due to my exposure to group work with other men and women, I gained more self-confidence to express myself freely in groups.

- Ashwaq

”

Figure 4.19 Challenges, Fulfillment and Opportunities



very unsure of herself. She described her personality at that stage, as very weak, as if she did not exist. During this phase, she never really expressed her opinion in front of anyone and could not make up an

Ashwaq was asked during the interview to create a visual of her story that provides views on how her life was before, during and after participation in the training program. Ashwaq decided to integrate the three storyboards into one. She explained that she thought very thoroughly about this exercise, and spent some time to find one single picture that combines and illustrates the three phases in her life.

If one looks to Figure 4.22, one notices a very big rooted tree in a form of a bird. The roots of the tree are dark to show the rooted traditions, values, and principles she has learned from her society, home, and family members. According to her, without those roots Ashwaq cannot exist. The minute the tree starts to grow out of the soil, one notices that it gets pale. Ashwaq explained here that once she went to the university and started to interact with the external world, she felt very insecure, afraid to interact with people and

opinion about many things in life. Ashwaq explained the rest of the storyboard by pointing to three different tree branches in the form of a bird. The branch on the left side, which is also the bird's tail represent, challenges, problems, criticism she has faced in her life before the training and still has to deal with in her life. The right branch, which also embodies the face including the beak of the bird, is her working life.

Through the beak of the bird comes the food or the 'salary' as she explained. The middle branch is the tallest and has leaves in contrast to the other branches. The middle branch is her personality, which became strong and independent. It is the tallest branch, because she is working hard on improving herself every day. She is able to express herself freely, when someone asks her about her opinion. Ashwaq is now ready to fly high and face any life challenge, while having very strong roots to keep her balanced and grounded. She does not see problems or challenges as obstacles rather as opportunities to grow. Ashwaq is free as a bird.

THE PATH TO DECENT EMPLOYMENT

Ashwaq's journey to finding a decent full-time job was not easy. Following graduation from the EFE program, Ashwaq applied to several companies through the program but was without luck in securing an interview. Taking her own initiative, Ashwaq approached several banks without luck and lastly, the Yemen Standardization, Metrology and Quality Control Organization. She made a proposal to train for them for a month to determine if she was a good fit, and although they first refused, she was persistent and provided a letter of recommendation from the EFE mentors, which is what brought them to accept her offer. Following several one-month extensions, the organization offered her a full-time annual contract in 2016.

Since then, Ashwaq has worked as the personal assistant to the general manger. Her responsibilities entail printing, photocopying, time management of the Manager's schedule, and collaborating with other branches nationally and internationally. While her salary doesn't cover all of her expenses, she still feels that *"having a salary in Yemen is a blessing these days. I do not ask anyone for money. I just regulate and control my spending."* Ashwaq's supervisor, Mr. Al-Worafi, is very satisfied with her work; she is smart and a fast learner who plays an important role in the organization.

ASHWAQ'S RECOMMENDATIONS FOR EFE

Having benefited so much from the program, Ashwaq made a series of recommendations that she feels can improve it. First, given the importance of the English courses, she feels they should be longer, a necessary step in learning a new language. On the note of language, Ashwaq thinks a strong addition would be teaching additional languages, as they're costly in private institutions. A second recommendation is for the EFE program to partner with companies to offer vocational training through short training internships of several weeks in a company which aligns with their own vocation. This recommendation is currently being offered by YEFE through the Healthcare program. Lastly, Ashwaq feels that the program should be doing more to engage women. Women in Yemen are faced with barriers for improving skills and working in new environments, and there is a large societal pressure placing limitations on women and discouraging them from having independent thoughts and personalities. She feels even that women are treated as if they are non-existent. Through the engagement of activities and courses such as this, women can learn to trust themselves and become more independent.

4.12 Salem's Story

Salem is a 26-year-old man from Sanaa' who has a B.A. in translation from Sanaa' University. The EFE program helped Salem find employment following his participation in the courses, but it was short-lived due to the conflict in Yemen. While the conflict has impacted his life and brings continuous challenges, Salem remains optimistic and sees the civil unrest as a challenge to which one should learn how to adapt, and be resilient to. This short story chronicles the challenges and successes Salem has been faced with before, during, and after his participation in the EFE program.

LOST WITH NO OBJECTIVES

Following graduation, Salem found himself being largely unproductive, spending the majority of his time with friends and largely not taking control of his life in terms of being decisive or taking action (Figure 4.23). After hearing about the EFE program through a colleague at the university, he enrolled a few months after graduation.

SUCCESS FOLLOWING THE TRAINING, BUT HINDERED BY CONFLICT

Salem has seen positive changes in his life both professionally and personally following the EFE courses. He believes that his participation at the training contributed to positive behavioral changes in different ways, including his interaction with family, friends, and in public, teaching him to have more patience and to listen to others' opinions and suggestions and not jumping to conclusions. Salem feels that the training taught him time management and planning, showing him how to effectively and clearly plan his days and to have a clear vision regarding self-improvement.

While cautious at first of the effectiveness and relevance of the program, looking back Salem could say with confidence that courses were highly relevant to the work he was doing, and that 90% of the services provided were relevant to his professional needs. Salem attended the Business Correspondence, Marketing, and Success at Work courses held by the program, and says that he enjoyed the structure, duration and content of the courses, giving special mention of the mentors, who he felt were very professional and knowledgeable of the subjects, which they could teach with clarity. This training was useful both personally and to help the businesses' of those close to him, as he passed on the lessons learned from the training.

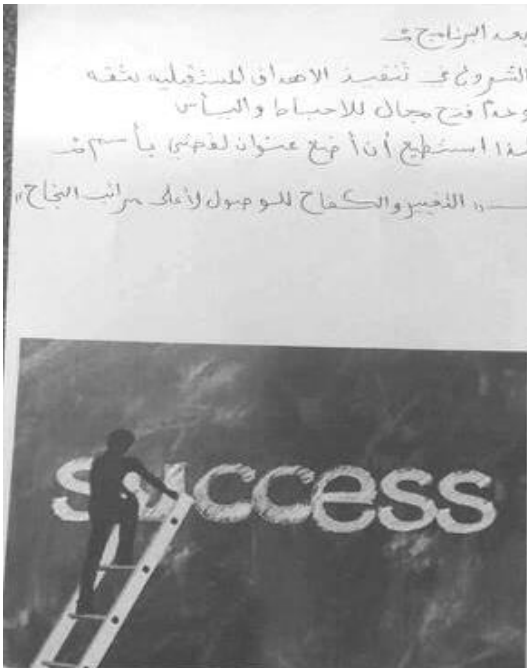
Figure 4.20 *Lost with no objectives in Life*



Figure 4.21 Exposure to Training



Figure 4.22 My Dream Coming True



The program helped Salem find a position at a travel company on a 6-month contract in 2014. This was brought to an end shortly after the beginning of the war, which saw a ban on international flights; something that Salem feels is a challenge which can be overcome.

Figure 4.24 shows how he happily found a solution to his disappointment and started his journey by starting to take the stairway up to reach his dream and goals in life. He now looks professional, excited, optimistic, persistent, and self-confident to start his journey.

REMAINING OPTIMISTIC IN CHALLENGING TIMES

The conflict has had a direct impact on Salem, but he continues to remain optimistic. Following losing the position at the travel agency, Salem got married and began a new career as an English teacher in a full time position, where he remains today. Although there are no financial awards or promotions at the school, he can still support his family financially.

In spite of the challenges he and his country have faced, Salem is determined to remain positive. He sees his country as undergoing a transformation, and feels that they *“should not give up hope or get pessimistic about the situation. We should always do our best to find a purpose in life”*.

Figure 4.25 illustrates a person taking the stairs up to reach success in life. The stairs are a symbol for a clear road to achieve his goals. He explains that he is following the plans he designed for his life but still did not reach his ultimate goal. He is currently looking for a job with a better salary that can cover his expenses. He feels he is more self-confident now to trust his instincts, as he aims to attain higher levels of success.

4.13 Omar's Story

Omar is a 32 year old male living in Sanaa'. His story shows how the current conflict in Yemen has affected his life in many ways. Omar is making the best out of a difficult situation by working as a freelance graphic designer.

OMAR'S LIFE AFTER GRADUATION

Omar graduated from the University of Sanaa' in 2008 where he studied chemistry but had difficulty finding work in his field. Upon graduation he opened a small business with a friend where they designed advertisements upon request. The business was going quite well but they had to close the office when the war started in 2011 for several reasons, namely the office being on the same street where rioting occurred. During the early months of the war, a fire erupted nearby, and Omar suffered from burns whose scars are still visible.

Upon recovery, Omar looked for opportunities to improve his situation. He was hopeful of reaching a stable situation and finding decent employment. At this point, he learned of the EFE program from a friend who also participated in it. The English course attracted him the most, as he did not have a job at that time and his financial status was deteriorating. Omar believed that mastering the English language will increase his chances of having a job opportunity, as many employers value that candidates who speak a foreign language-especially English.

Figure 4.23 Omar's Life After Graduation



Omar explained that his illustration (Figure 4.26) shows how he was excited about starting a career and was proactively looking for any opportunity rather than a specific job to improve his situation, as the country was undergoing major changes. While he was searching, he learned through a friend about the services offered through the Education for Employment Program.

ASSESSMENT OF TRAINING ATTENDED

Omar graduated from the Pioneers Program in 2012 and he recalls participating in the English, human resources, Workplace Success, and computer courses. Afterwards, he joined the business correspondence course and learned how to correspond formally in the business environment.

Omar was somewhat satisfied with the quality of the courses - the content, structure, and mentors of the program were up to his expectations. However he rated the timing and location of the training as not very suitable, because of the war. *"The training is offered on a street divided into parts, because of the security situation, which makes it difficult and longer for us to reach"* he says. As the country is going through turmoil and insecurity, the duration of the training course had to be shortened and condensed, including for the English course, which he was particularly interested in.

Omar reiterated that he liked the English course the most. He could not further assess other courses, as he did not have the chance to use or apply the newly gained knowledge in his professional life. When asked about the training content he mentioned the Success at Work course was more or less relevant for him, since he did not have the opportunity to apply what he learned from it: *"I do not want to criticize the course, but I did not benefit from it as others did"* he said, while adding *"I personally did not find a job opportunity where I could apply what I have learnt"*, said Omar with disappointment.

In order to achieve his goal, Omar attended the Pioneers course and graduated in 2012. One can see in Figure 4.27, she represented someone who has a higher position, as he is standing on top of the course but still not high enough to reach his goal of finding an opportunity to improve his life and find some stability.

Figure 4.24 While Attending the Training Course



CONFLICT HINDERING EMPLOYMENT CHANCES

While Omar doesn't feel that his behavior and attitudes have changed as a result of the training, he does feel that his English reading and writing has improved, noting that he could write his CV in English. Through the program, he received a month of training at DHL which entailed checking packages, where he didn't have the opportunity to apply what had been taught in the courses. Following the packaging job, he was denied being transferred to Human Resources following an interview. He felt that his appearance was the main reason for rejection, as he has visible scars and is missing an ear due to the accident. When asking Omar how his country context affected his life in general and employment situation in particular, he answered by confirming that the current country situation is one of the main factors why he cannot find a job since his graduation from the program. However, the main cause, in his point of view, is the physical appearance that he now suffers from. *"Most employers put a lot of emphasis on external appearance. I am sure I was not accepted at DHL for that reason"*.

He feels that he can't judge if he's changed personally from the program or not after only having training for a short period of time. Shayef, Omar's family member, had a different view on the effect of the training on Omar's personality and attitude. Shayef encouraged Omar to join the program to increase his chances in finding a job, as he was unsuccessful in finding work for some time. Shayef attributes some positive personal changes in Omar to the EFE training program; saying that Omar used to make impulsive decisions without listening to other's opinions, but now he is *"more stable and calm, he weighs decisions and options before acting and has improved in communication, especially with family members."* He also believes, like Omar, that the main factor hindering him from finding a job is the accident he had a couple of years ago, which left him with scars on his face. Another factor that can contribute to unemployment is the conflict, as few companies are hiring.

Omar explained that he chose this illustration (Figure 4.28) to show that he did not benefit much from the program like the others. He still feels a need to find an opportunity to improve his life and is a disappointed about his current situation.

Figure 4.25 A Photo Showing Omar's Disappointment in Life



LOOKING FORWARD

According to Omar, the program did not help him in finding decent employment. Although he tried hard, he couldn't find any opportunities which matched his skill set. Omar was however resilient, and kept on looking to improve his situation. In June 2017, he decided to resume his graphic design services for advertisements, a business which he is looking to expand and improve his skills in through digital marketing courses. This work keeps him busy for only two days a week (on average), and his father is largely supporting their 6-member family although he's in retirement. Shayef, a member of Omar's family, feels that this Omar has seen positive changes in his professional life, following his participation in the training. He added that Omar now has better self-confidence and persistence in searching for work, that he negotiates better and knows what to expect of employers, especially in terms of how they will react to his physical appearance.

Regarding the EFE courses, Omar suggests that it offers vocational training in applied technical fields such as plumbing and electrician training, for which he believes there is an increased demand.

4.14 Zahra's Story

Zahra is a 26-year-old woman living in Sanaa' who, although she had to end her participation in the program prematurely, still remembers the lessons taught in the program and continues to follow them in her everyday life. Zahra successfully landed a job in May 2017.

WORKING WHILE STUDYING

Zahra completed her bachelor's degree in English literature in 2014 at Sanaa' University, during which time she was working on a part-time basis as a substitute teacher. This work ended up being intensive as she worked five days a week, as a substitute and later as a secretary during her last year of university. Following graduation, Zahra stopped working as a secretary and found out through a friend of the EFE Way to Work (W2W) program, in which she enrolled in that same year.

SHORT EXPOSURE TO WAY TO WORK TRAINING PROGRAM

Unfortunately, Zahra only attended the program for 4-5 weeks and had to stop to take care of her sick mother. She says that she "was very sad to discontinue the training, as I was learning a lot. The course was too long and intensive and would have required my full attention." During the short time that she attended she felt like she was friends with the colleagues in the course although they hadn't known each other long. It also gave her a chance for social interaction with men through group work, which was for her the first time interacting and having "real" conversations on different topics with them. She also enjoyed the job training aspects received, such as how to prepare for job interviews, and training on situations she sees in her day to day life.

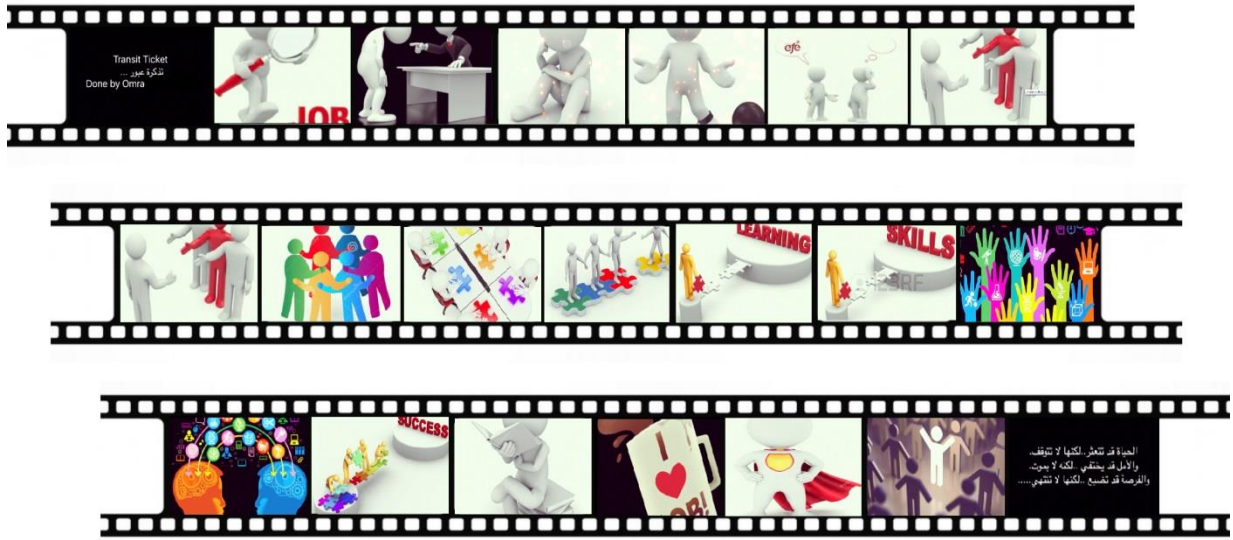
TRANSIT TICKET

Zahra was asked during the interview to create a visual of her story that provides views on her life before, during, and after participation in the training program. Zahra decided to integrate the three storyboards into one video. She feels that the training has offered her a transit ticket to pass to a different stage in her life.

The video starts by showing someone looking for a job and getting rejected. Afterwards, a friend tells her about the program and she decides to apply. Starting this point in her life, when Zahra's joins the training, all images are in color, in contrast to the phase before the training, where the images were in black and white. One can see images of colorful happy people standing in a circle, which is a symbol of group work she participated in. Zahra explained that she felt she belonged to a group of friends, even though they do not know each other for a long time. They complemented each other in one way or another, as each one of the group members had a different talent. The image with the various hands illustrate the different skills and abilities, each one shared in those groups. In the last two pictures, Zahra wrote *I love my job* and added a photo of superman. She explains that when she left the training, she had hoped that she will join a good job opportunity and felt ready and strong to take more responsibilities, as her character improved in many ways. It is very interesting to note that though she did not complete the training, she has more images in her video of the training than her current life. This shows that the training left an impact on her life.

The video shots are copied in Figure 4.29 below.

Figure 4.26 Transit Ticket



5 Cross Case Studies Analysis

This Section presents the cross case study findings, with findings on trends and divergence in terms of youth's perceptions of the relevance, their satisfaction levels, and the effectiveness of the EFE program in Yemen.

5.1 Relevance to Beneficiaries



Finding 1: Feedback about the trainings' relevance was generally positive. It is seen by beneficiaries as key to acquiring new skills and bridging the gap between the education system and the labor market. However, pre-training orientation is subject to improvement, in order to assist youth in selecting the most relevant trainings for their future career.

Indeed, most interviews gave very positive feedback about the training and its relevance. The table below summarizes beneficiaries' feedback when asked whether all the services they received were relevant.

As it can be observed, the feedback was generally positive, with 24 positive mentions of trainings, and 5 mentions of some trainings being more or less relevant.

Table 5.1 Summary of Interviewees Feedback about the Trainings

Workplace Success	
English	
Marketing	
Human Resources	
Computer Skills	
Business Correspondence	
Accounting	
Business Edge	

Legend:  = Positive Feedback  = Negative Feedback

In that sense, the trainings are seen as an opportunity to bridge the gap between the education system and the labor market. *Workplace Success* was the “star” of all trainings. Several interviewees described *Workplace Success* as the “must do” training, indicating that other trainings can be replaced by other organizations.

While some interviewees did not participate in the English and Computer training because they had already advanced levels, those who attended found the trainings useful to apply in their jobs or to use in their job search.

“The content was very relevant. One cannot have any decent job without speaking the English language these days, as it is the universal language” says Ashwaq, while adding: *“In addition, I am an accountant and I need computer skills to start writing reports and process data on the computer”*. Another beneficiary, Abdullah, also mentioned that English training was also relevant to him because *“a lot of the terminology used in the hospital is in English, so the English training helped. I now keep the English book with me at all times”*.

However, some interviewees mentioned that they attended trainings that they found less relevant. For example, some interviewed beneficiaries mentioned having attended some trainings without knowing what they were about, but they were not relevant for their career. For example, Hiba did not know what Business Edge was about, so it was not clear for her whether it was useful for her and how she would use it in the future. She says that she selected it because some of her friends did, kind of blindly. Other trainings options were offered, for example HR trainings. Had she known what Business Edge was about, she would have probably chosen something more relevant for her career (HR), she said.

Finding 2: Feedback about the EFE program was overall highly positive. Participants positively represented the program in their storyboards, and expressed their appreciation of the contact with a diverse set of participants and with alumni that the program has offered.

As part of the data collection, youth were asked to create a storyboard, a visual representation of their story using drawings or a collection of photos. The story documents their views on how their life was BEFORE, DURING and AFTER their participation in the training program. In other words, it documents change.

The storyboards were used as a complement to data collection. The creation process was an opportunity for youth to self-reflect on their experience and to express how they perceived it. The evaluation noticed that all storyboards collected presented EFE and its program in a positive way. Analysis of the storyboards captured a diversity of positive things that youth felt during the training, including storyboards that were created by those who were not successful in their job search. For example, scrolling throughout this report, one can easily capture the repetition of representations of key elements such as: goals setting, acquired presentation skills, EFE as key to success, empowerment, improved self-confidence, positive thinking, etc. We can also notice clouds shedding away, plants being watered. None of the storyboards presented EFE in a negative or a neutral way.

“

Workplace Success is innovative, bringing new ideas, and weird (different) in a good way.

- Majida

”

“

We were never bored. On the contrary, we enjoyed every minute and used to laugh a lot. I used to wake up every day looking forward to the course. I really enjoyed it very much - Ashwaq

”

In addition to the trainings that were well appreciated by interviewed beneficiaries, interviews with some youth revealed on different occasions that they appreciated the diversity of the training participants. For example, one female interviewee mentioned that the program provides the opportunity to interact through group work with men.

5.2 Satisfaction

Most of the interviewed beneficiaries were very satisfied with the services received thanks to the quality of the trainers, and the training process and content. Feedback on the training duration and content is mixed and provided elements for improvement.

Finding 3: One of the assets of the trainings is the quality of the trainers.

The majority of youth beneficiaries interviewed was satisfied with the quality of the trainers, especially their teaching style, as it stresses interaction with the class, group work and practical exercises. Some interviewees mentioned the high level of knowledge of trainers in different subjects.

Ashwaq, for example, mentioned that she was highly satisfied with the trainers, claiming that their teaching style is exactly the opposite of what she was used to in Yemen's educational system, where the teachers are very tough and strict. During the interview with Ashraf, he recalled learning a lot from just watching how the trainers communicate, present, and interact with the class – "*it was inspirational,*" he added.

Wahiba was also satisfied with the content, duration, structure, timeframe and especially mentors. According to her, mentors encouraged trainees to discuss different topics and answered all their concerns and questions. Hiba also appreciated the community of people she met. Her trainers, for instance, were "*amazing and incredible,*" she said.

The interviewed participants did not have any negative feedback or recommendations to EFE about the trainers.

Finding 4: Feedback on training duration and training material was mixed. While some interviewees appreciated the training duration and content, others had a number of reservations which they felt they must raise to help the program improve.

While the majority of participants was satisfied with the overall duration and content of the trainings received, some interviewees had insights about aspects that could be improved. For example, one interviewee mentioned that the training can be improved in terms of adaptability to the country context: On the module relating to how to dress professionally, Hiba noted that the content was not adapted to the Yemeni dress code. She added "*as an illustrative example, when talking about the way to dress, the training mentioned that professionals should dress wearing black, navy, or gray. That is not the way it goes in Yemen. There are some looks for women and for men. You need to adjust this kind of examples to make them more realistic, in order to avoid the shock when you find yourself in the workplace.*"

Another participant mentioned that some of the training on theoretical content is somehow redundant with what he had seen at the university. Although he mentioned his appreciation of the numerous practical aspects of the training, he added that there is room for some additional practical work.

Furthermore, timing and duration was generally perceived as good. A few interviewees mentioned that, in some cases, the content was dense, or that the duration was too intensive. For example, Reem mentioned that the training was sometimes too dense, and contained a lot of information to absorb in the same day.

Other interviewees highlighted that the 6 month full time program does not allow for any side activity or personal engagements. In Zahra's case, she mentioned that the program required full time presence, and when her mother got sick, she had the responsibility to take care of her. Zahra found it was impossible for her to attend while taking care of her mother, so she quit the program. Majida mentioned that the training duration could be improved. She suggested that trainings be held during longer periods of time. Ashwaq mentioned that when she started attending the training, she faced her father's resistance due to her returning home late. After a while, he got used to it, she added. Finally, in Wahiba's point of view, the program's content was intense and required full attendance during the week. Trainees could not really be engaged in any side activity, as attendance until late in the evening was sometimes mandatory. These insights shed light on a potential barrier to entry for some underprivileged youth and also for some young women whose parents are more conservative.

While the rationale behind a full time intensive training reveals a possible intention from EFE to ensure the program coherence and participants' real engagement, one can wonder whether this format is creating inaccessibility to those who are the most underprivileged and in need for the training. In the absence of quantitative data about the program, this evaluation is not in a position to draw conclusions. However, the evaluation considered that it would be wise to draw attention to this potential barrier to entry.

5.3 Effectiveness

Finding 5: The program contributed to improving participants' skills and knowledge, mainly in terms of job search, presentation and communication, planning and self organization, time management skills, and computer skills.

Interviews with youth and their family members/friends revealed a series of personal and professional skills and knowledge acquired. All interviewees had positive feedback about the skills acquired during the training. The following paragraphs group trends observed:

- **Job search skills:** Several interviewees mentioned that the training helped them improve their CV and job search skills. For example, Ashraf mentioned that the program helped him improve his CV, Omar appreciated having built a CV in English, Munassar mentioned that it helped understand how to apply for a job in a professional way. Majida mentioned that she learned how to build her CV effectively and to conduct job search – all valuable skills when on the job hunt. Raufa recalled that the training explained how to prepare a CV and how applicants are assessed.
- **Presentation, self-promotion, communication and moderation skills:** A multitude of interviewees also mentioned that the training helped them acquire communication and presentation skills. Ashwaq, for example, can now lecture and give a presentation in more self-confident way, as she said. Bader saw his communication skills positively changed. Wahiba mentioned that she acquired

new group moderation skill that she uses in her professional life: *"I mainly learned through the training to moderate groups, as we had many group work activities and someone had to lead the group. In this regard, I learned to lead others with the main objective of accomplishing a joint activity"*. Additional examples on presentation skills are presented under the section about change in attitudes. Reem also mentioned that she benefitted from the program in terms of self-presentation and promotion *"how to present and promote myself. Prior to the training I did not know how to talk about myself and how to present myself to employers."*

- **Planning and Self-organization skills:** Some interviewed youth also mentioned that they acquired planning and self-organization skills. For example, Abdullah acquired skills in long term planning, he mentioned that the course taught him skills *"that help you throughout your whole life,"* such as time management and professional interactions with others. Wahiba added *"I am now more acquainted on how to plan activities in a professional way. I can design a strategy and break it down to activities and small steps to achieve its goal. I learned to plan my life in a more efficient way, in comparison to before attending the training, where I was just acting randomly."* Raufa also mentioned that the training improved her organizational skills. Bader added that there were stories shared and examples from other people's experiences which he found very fulfilling, giving him the skills to plan for his future.

Additional skills also emerged, though less frequently than the preceding ones:

- **Time management:** As for positive changes at the professional level, Munassar confirmed that the training has contributed to his development in terms of multi-tasking. *"I am able to work in different fields/departments in the same company at the same time in an efficient way. This is because of my time management skills."* He adds that the acquired self-discipline and self-confidence helped him: he knows how to set goals and organize his time to perform different tasks in a short time, due to his exposure to difficult activities through the Alumni program.
- **Computer:** Bader saw his level of computer knowledge improved in many ways and mentioned that he has already applied the newly gained knowledge in different situations. For example, he used his computer skills to design ads on power point and hang them in the operation room at the hospital, where he is currently working. He also produced reports using the computer and submitted them to his manager.

“

Every girl in Yemen is told at home never to trust anyone and not to talk to strangers. As the training was mixed and due to my exposure to group work with other males and females, I gained more self-confidence to express myself freely in groups - Ashwaq

”

Finding 6: Following their participation in the EFE program, interviewed beneficiaries' attitudes improved in terms of self-confidence, positive attitude, and motivation.

The evaluation captured several elements in terms of change in attitudes such as increased self confidence that was expressed by a large proportion of interviewees. The other most occurring change was increased motivation and perception of others.

- **Self-confidence:** A majority of participants mentioned that the *Workplace Success* training they received was beneficial in increasing their self-confidence. For example, when asked about the changes that occurred in terms of her attitude during and following her participation in the EFE

program, Ashwaq recalls changes in terms of self-confidence (see quote on the right). She also added that she learned to be responsible for her decisions and actions. If she promises someone something, she will do her best to keep her word and will not blame anyone else or the traditions of the society—as she used to do after a failure. Raufa also mentioned that the training has provided her with self-assurance and a motivation to push her self-development further. Abdullah mentioned that he gained confidence: He started dreaming bigger and gaining greater confidence in his abilities. As Abdullah recalls, one training component involved students doing a presentation in front of the whole class. His first reaction was *“I would never be able to do that.”* However, with the insistence and encouragement of the trainer, *“I ended up doing it. And I did it well”* he said. This sense of achievement contributed to growing his self-confidence, as he recalled that what used to look impossible for him in the past is not impossible anymore. Munassar’s increased self-confidence manifested in the confidence to take on three different tasks at his current job simultaneously, which should have been initially performed by three persons, he said. Munassar explained that his self-confidence in his abilities made him take on these responsibilities under his own initiative – he says he is completing them effectively and efficiently. Third, the program increased his resilience by helping him better cope with stress and to solve problems in life, both at work and at home.

It is worth noting that increased self-confidence also appeared frequently in the storyboards that youth created. For example, notice Zahra’s photo of superman, Munassar’s mention of self-confidence, Reem’s “Be self-confident,” Salem’s writing “Al thika bil nafs” (meaning “self-confidence”) in Arabic.

- **Positive Attitude:** Some interviewees also mentioned that the program helped them adopt a positive attitude. For example, in the case of Ashwaq, she mentioned that her views and perceptions, insights about life and the world in general have changed for the better. Her awareness level has also expanded and she became more tolerant.

Bader also noted changes at the personal level, he believes that his attitude towards people changed to be more positive. Bader joined the training he was more introverted, secretive, and did not have any friends. He became much more social after he joined the training, and has now more friends and is more sociable, in addition to being more active and energetic. Wahiba added *“Before the training, I was very much afraid during any professional encounter, especially interviews. In addition, I did not trust anyone. I would react furiously and quickly to distressed situation and did not have enough patience with people. Since then, I am very confident, patient and do not react to difficult situations quickly.”* Since the training, Wahiba felt confident, patient and non-reactionary to difficult situations. In her home life with her family and husband, she feels patient and able to discuss different opinions between them, being flexible and listening.

- **Inspiration:** Trainings also had some inspirational effect on some interviewees. Ashraf recalls coming out of the program with motivation and inspiration. Bader mentioned in particular the support he is receiving from the mentor of the subject of human resources, whom he respects a lot: *“He (the trainer) keeps encouraging us never to give up in spite of the harshness of reality. He taught us how to set our goals in life and work hard to achieve them. In addition, he encouraged us to contribute to improve our country’s conditions – especially the health sector. He is giving us advice on the phone for free.”* Abdullah found that the real benefit of the program is how it taught him the soft skills that are crucial for success in any working environment such as communicating with colleagues, self-presentation, and how to dream bigger. In many ways, the skills he gained helped him to think and see long-term, and to expand his dreams: *“I learned that I can further develop my skills, and that I can develop my skills and develop myself, and have bigger, longer term dreams”.*

Finding 7: Results were mixed in terms of change in behavior reported by youth.

Identifying the changes that are incurred in youth's lives as a result of their participation in the EFE program was the most challenging aspect to this evaluation. First, some of the recipients interviewed participated in the program many years ago. Thus, they expressed difficulty in identifying changes in their behavior. Others indicated that the program was a link to employment for them, but did not affect their way of working. For example, Omar does not feel that his behavior and attitude changed as a result of attending the training. *"I did not have the chance to work in a professional environment and apply the newly gained knowledge. Therefore, I cannot judge if I have changed in any way or not. I only had training in DHL company for one month."* Majida was also not able to provide any examples on changes at the professional level since she did not secure a job, which prevented her from applying her acquired skills in the workplace. Finally, some respondents mentioned that since they did not have previous professional experience before participating in the program, it is difficult for them to identify specific changes.

Still, some participants did mention that their participation in the program contributed to changes in their behavior at the personal and the professional levels. The following are illustrative examples of the stories of change, listed under four groups:

- **Job search:** Abdullah is very clear that the training – particularly the *Workplace Success* sessions – have changed his outlook on life and his behavior. He has become more self-confident, ambitious, and organized. *"The training overall changed me a lot",* Abdullah says, adding that the *"Workplace Success [course] changed the way I deal with others, the way I meet with employers, how to prepare my candidacy and draft my resume, and it helped get me well received by employers and people I wanted to meet with"*.
- **Resilience:** In Munassar's case, the program contributed to increasing his resilience level, by helping him to cope better with stress in life, family and marital problems; Finally, the content expanded his knowledge and perception on different matters in life and made him a more relaxed person. *"I used to get easily upset and stressed from any uncomfortable encounter with other colleagues or general problems I am facing in life. Losing my temper was one of the problem, which made it difficult for me to find and keep close friends. Through the courses I have taken, I have learned to control my temper."*
- **Professional and social behavior:** Salem believes that his participation at the training contributed to positive behavioral changes in many different ways - especially with his family members and friends. Sometimes he feels that the training had an impact on the way he deals with people in his environment in general. *"For example when I visit shops to buy products, I am now more patient with people and try to listen to their opinion and suggestions."* Before he joined the training, he jumped to conclusions easily and did not have enough patience or understandings for other people's matters. *"Now I have learned to be more patient and empathetic and not to jump to conclusions"*. Majida became more assertive, she feels that she has learned new ways of dealing and communicating with others, and has witnessed improvements in her relationship with her family as a result. Ashwaq mentioned that, before attending the training, she was very strict and tough, especially with people whom she did not know. She assesses herself now as more flexible and accepts the other's opinion easily. Akram, Bader's close friend and flatmate attributes the changes in Bader's behaviour to the

“

The will that I have comes from my participation in EFE's training. They taught that life is not worth wasting by feeling desperate

- Ashraf

”

training. He says that before Bader joined the training he was more introverted, secretive, and did not have any friends. He became much more social after he joined the training, and has now more friends and is more sociable, in addition to being more active and energetic. As for his behavior at work, Akram believes that Bader became much more proactive and wants to positively influence others.

- **Multitasking:** Munassar confirmed that the training has contributed to his development at the professional level. He is more able now to multi-task. For example, he mentioned that he is now able to work in different fields/departments in the same company at the same time in an efficient way. This is due to his time management skills that he gained through the training. He knows how to set goals and organize his time to perform different tasks in a short time, due to his exposure to difficult activities through the Alumni program. Munassar added that after he gained self-confidence through the program, he believes in himself and in his capacity to take on different tasks.

Finding 8: Alumni services were well appreciated; however the alumni network is subject to improvement.

Interviews with youth participants revealed that several respondents appreciated the Thursday meetings where alumni members shared their experiences. Munassar, for example, felt that the trainings he took were all highly relevant to his needs as an unemployed recent graduate. He mostly appreciated the activities organized by the alumni club on Thursdays, guest speakers were to share their success stories. Messages in the various Thursday meetings stimulated and developed his professional and personal skills and exposed him to new concepts like time management and networking in the professional world. Wahiba also noted that one aspect of the training she appreciated was the Thursday content, which included presentations by successful people who held discussions related to their achievements.

However, when asked whether they are still in touch with the EFE alumni network, all interviewees indicated that they did not have knowledge of the network, nor of any activities organized for alumni. Some interviewees indicated that they were in contact with other participants to the program, on an individual level. Therefore, it can be concluded that the alumni Thursday activities were well perceived as a service; however, the alumni club is somehow unknown and dormant beyond these activities and has not been proactive in building a mutually reinforcing network of alumni. According to YEFE staff, the alumni network activities generally came to a halt as a result of the war and YEFE's contingency plan. Some activities were held over the past few months with the resumption of YEFE's activities but funding and time constraints impede the institution from dedicating efforts to fully resuming it.



















Finding 9: EFE's program contributed in multiple ways to youth's employability. Other external factors were also influential in youth's success in landing a job.






















This multiple case study evaluation used a sample of 14 cases that were studied in depth. Purposeful sampling was adopted, where youth were targeted as per the following criteria: among the total of 14 case studies, the evaluation purposefully chose to study eight youth who had secured jobs, five who did not secure a job, and one who dropped out of the training.













The purpose of this finding is to determine whether EFE has contributed to the success of the interviewees in securing a job; also to provide insights into contributing factors and barriers to gainful employment faced by participants.

Interviews revealed that the EFE program contributed in different ways to the success of its beneficiaries in landing a job. In addition, some external factors were also influential in terms of employability and employment. The following table presents a summary of EFE's contribution and these external factors.






Table 5.2 Facilitating Factors / Barriers to Employment Identified

NAME OF PARTICIPANT /EMPLOYMENT STATUS	FACILITATING FACTORS /BARRIERS TO EMPLOYMENT	DETAILS
Bader (Employed) 	<ul style="list-style-type: none">  Network  Linking youth to employers 	<p>Professionally, Bader has benefitted from the program as it directly set him up with someone at the hospital where he is now working;</p> <p>The program gave him confidence, showed him the importance of presenting yourself professionally, and having a different attitude towards others.</p>
Raufa (Unemployed) 	<ul style="list-style-type: none">  Acquired skills  Linking youth to employers  Lack of professional experience  Personal Preferences  Gender 	<p>At the end of the program, Raufa's "graduation project" paired her with the Arab University, where she then volunteered for two months to acquire experience. However, Raufa felt that the school was not very prestigious or known, and ultimately left her volunteer position to search for jobs elsewhere, something she felt confident about; Also, Raufa mentioned that the scarcity of entry-level jobs, where most job postings require previous experience, and the low salaries offered, are barriers to her finding a suitable job. She also added that being a woman limits the hours during which she can work, since, as a woman, it is not well seen to return home after the dark.</p>
Munassar (Employed) 	<ul style="list-style-type: none">  Linking youth to employers 	<p>EFE helped Munassar find his current job at DHL by presenting and informing him about names of companies who need personnel and have different job openings. He took the initiative and applied two to three times until being accepted at his current job, almost four months after graduation from the training.</p>
Wahiba (Employed) 	<ul style="list-style-type: none">  Linking youth to employers  Personality and Resilience  Gender 	<p>The program attempted to help Wahiba to find a job by informing her about a couple of job interviews. She attended several interviews. However, due to the late and long working hours. "I could not accept any job offer. I cannot take a job where I would return home at 8 pm every day".</p> <p>In Wahiba's case, she did some research and kept applying to different jobs till she got accepted at the Yemen British School.</p>
Hiba (Employed) 	<ul style="list-style-type: none">  Skills development  Acquired Experience through volunteering with EFE 	<p>Following her participation in the EFE program, Hiba actually stayed on with EFE to continue volunteering as an English translator. Soon after, she applied for a job that had two principal requirements: computer skills, and translation experience – both of which she had obtained in her time at EFE. Hiba was hired.</p>

NAME OF PARTICIPANT /EMPLOYMENT STATUS	FACILITATING FACTORS /BARRIERS TO EMPLOYMENT	DETAILS
Reem (Employed) 	<ul style="list-style-type: none">  Personality and Resilience  Linking youth to employers (graduation project) 	<p>Reem's personality is definitely an important factor, as she is a qualified and flexible person with good communication skills.</p> <p>Reem mentioned that her participation in the EFE program, and especially the "graduation project" was a contributing factor to her finding a job.</p>
Salem (Interrupted Employment)  	<ul style="list-style-type: none">  Linking youth to employers  War 	<p>The program attempted to help Salem in finding a job by provided him and his colleagues with contact information of firms looking for employees. After applying, he was offered a six-months contract in a travel company as a sales person with a high salary, and was likely to get a fixed contract with the company after the 6 months probationary period. 40 days after starting the job, he was released as domestic and international flights were cancelled because of the war. He is working as an English teacher now.</p>
Abdullah (Employed) 	<ul style="list-style-type: none">  Networking  Improved CV  Acquired Experience through volunteering  Personality and Resilience  Family's financial and moral support 	<p>Abdullah gained in confidence through the program, and that improved his networking skills. He used his newly created network of EFE beneficiaries by asking those who landed a job to communicate his CV to their employers.</p> <p>Abdullah's acquired experience through volunteering in a hospital. His parents' support to cover the volunteering expenses related to his transportation and lodging were other contributing factors to him landing a first job.</p>
Ashraf (Interrupted Employment)  	<ul style="list-style-type: none">  EFE's post training support  Personality and Resilience  War 	<p>Ashraf's EFE graduation project did not turn into employment. However, EFE continued to support Ashraf, for instance by reviewing the CVs he sent with his applications. One of these applications led to Ashraf's first internship with an international NGO. Based on his good performance, this internship turned into a short-term, then a long-term contract.</p> <p>Conflict and Arab Spring led him to unemployment. Ashraf was resilient enough to adapt his skills to shift from the development world to the humanitarian world.</p> <p>Ashraf mentioned that the training helped empower him, by restraining from feeling sorry about himself.</p>
Ashwaq (Employed) 	<ul style="list-style-type: none">  EFE's post training support  Personality and resilience 	<p>Ashwaq recalls that it took her a lot of persistence to find a job. She had applied at several places before landing her first job. She added that large contribution to her success in finding a job was receiving a letter of recommendation from EFE.</p>

NAME OF PARTICIPANT /EMPLOYMENT STATUS	FACILITATING FACTORS /BARRIERS TO EMPLOYMENT	DETAILS
Zahra	<ul style="list-style-type: none">  Intensive training program  Gender and Culture: Traditional caring role for women 	<p>Zahra had to discontinue her participation to the training to take care of her sick mother. The course was too long and intensive and would have required her full attention, which was not a possibility in her case.</p> <p>Therefore, the 6 month full time program does not allow for any side activity or personal engagements, which might present a barrier to participation for some youth who are the most underprivileged.</p>
Omar (Unemployed) 	<ul style="list-style-type: none">  War 	<p>Due to the war, Omar has been through the trauma of a fire accident that left scars on his face. He blames the current country context for his unemployment situation. According to Omar, employers give a lot of importance to physical appearance, and his scars make it hard for him to land a job.</p>
Majida (Unemployed) 	<ul style="list-style-type: none">  Inadequacy of link to employers  Gender and Culture: Traditional jobs for women  High expectations and unwillingness to take low paying jobs 	<p>Majida was risk averse in terms of her job search. She did not want to accept a poorly paying job, and needed a “decent” position. This might be cultural and gender related (as it has been observed mostly in women’s cases).</p> <p>Computer Engineering is probably an untraditional field of work for women in Yemen. In the case of Majida, the external environment and the lack of suitable job opportunities (work relating to her studies, decent position, and sufficient salary to cover the transportation cost) and the country’s economic and political situation represent the main roadblocks for her to find a job.</p>
Ali (Interrupted Employment) 	<ul style="list-style-type: none">  Persistence and Resilience  EFE training certificate  War 	<p>Although that did not happen directly, completing the EFE training gave Ali a push to try again for a job in his field. Drawing on his new motivation and soft skills, he applied to over fifteen companies and institutions in Aden. When applying, he would present his EFE training certificate along with his university degree.</p> <p>Ali lost his job due to the war and went back to his previous job – taxi driver.</p>

Legend:

-  = Employed
  = Interrupted Employment
  = Unemployed
-  = Contributing Factor
  = Barrier

The cross analysis of these individual cases leads us to conclude that EFE's program contributed to youth's increased employability through:

- **Improved skills and capacities:** As mentioned in the preceding findings, namely in terms of job searches, improved interpersonal, communication and public speaking skills, positive attitude and self-confidence, increased knowledge, etc.
- **Use of the EFE network and networking:** While some youth benefitted from the graduation project, or were linked by EFE to specific employers (e.g. Raufa, Bader), others used their acquired network to circulate their CV to potential employers through friends who already landed a job (e.g. Abdullah's story).
- **Building youth resilience and youth empowerment:** In the harsh Yemeni context, it was observed that some youth who were successful in their quest for decent employment were able to adapt and use creativity to maintain employment (e.g. Ashraf).
- **Post-training continuous support:** This support was also beneficial for some youth who did not land a job directly following the training. Some interviewees mentioned that they received CV revision services and phone counselling from EFE trainers and indicated that this was helpful for their job search. Other interviewees indicated that the EFE training certificate and recommendation letter were useful too.
- **Acquired Experience through volunteering:** Some youth also indicated that their volunteering experience with or without EFE helped them land their first job. This volunteering experience helped youth gain an important employer requirement of having pre-existing professional experience (e.g. Hiba, Abdullah, Ashraf).

Other external factors were also influential in youth's success in landing a job. The following is a summary of these influencing factors.

- **Professional experience:** In some of the success stories, it can be observed that one facilitating factor to youth employment was the family's culture and willingness to provide financial and moral support. In that sense, youth were encouraged by their parents and family members to pursue a volunteering experience and were provided with financial support to cover their transportation and lodging expenses.
- **Personal preferences and resilience:** Some youth who were not successful in their quest for employment and had high expectations in terms of work conditions and pay. In that sense, it was observed that youth's unwillingness to take low paying jobs, volunteer, and make sacrifices in terms of work conditions limited their chances to acquire a first professional experience, and therefore, led to a lengthy period of unemployment.
- **Gender:** Despite the low number of cases studied, gender inequality came out as a potential influencing factor to young women's employability. Despite their willingness and ambition to work, lack of job offers for women in non-traditional work sectors (for example, computer engineering), culture and country context which prevent women from accepting jobs that require long working hours and late return to the home constitute barriers to employment.
- **War:** War is another factor that limited youth employment opportunities by limiting the job offers, worsening the economic situation, and leading to closure of companies.

Finding 10: Although employed interviewees were thankful for their employment, the harsh country context makes landing a decent job more difficult.

For those who are employed, and when asked about whether the salary they were making is sufficient to cover their needs and to make a decent living, respondents indicated that they were happy and felt lucky to have a job despite the harsh country situation. Some interviewees indicated that they are now the main breadwinner of a big family (e.g. Munassar), some contribute to the family expenses (e.g. Bader, Reem, Salem), and others acquired financial independence (i.e. Ashwaq).

In terms of the extent to which the current jobs of the interviewed youth was sufficient to cover their expenses, feedback was mixed; some were highly satisfied by the generous salaries they make. For example, Ashraf is in a good position and earns enough money to care for his family *"I started with a very low salary but through 2011-2017 I got a raise, when I was promoted to a different position with more difficult tasks. In comparison to the situation in Yemen, I am making good/sufficient money."* Others mentioned that the salary raises (where applicable) that were given since their entry level jobs are not enough to cover the price inflation due to the war. For example, Wahiba indicated that she is making sufficient money to cover part of her household expenses. She is sharing the household's costs with her husband. She wished she could earn a bit more but she is grateful for her job and the continuous encouragement and recognition by her manager. Reem is in a similar situation, where her actual salary is insufficient to satisfy her household financial needs due to inflation. Although Ashwaq's salary does not cover all of her expenses, she regulates her spending in order to avoid asking her father, who is the breadwinner of the family, for money. *"Having a salary in Yemen is a blessing these days. I do not ask anyone for money. I just regulate and control my spending,"* says Ashwaq.

Bader indicated that the salary he is making is not sufficient to cover his and his big families' expenses and that is why he has other side jobs to complement his earnings. This job keeps him busy for two days a week on average. His father is still supporting his six-member family, though he is retired.

6 Conclusions

As a conclusion, the evaluation captured highly positive feedback about EFE's training program in Yemen, both during interviews and in their drawings and storyboards. In terms of relevance, interviewed participants saw it as an opportunity to bridge the gap between education system and labor market, especially for *Workplace Success* that was clearly the "star" of all trainings.

In terms of their participation with the training process, youth participants expressed their high satisfaction with the quality of the trainers, their teaching style, and the interaction they created within the classroom. Feedback on training duration and content was however mixed. While most interviewees were satisfied, a few interviewees suggested that training duration can be improved: mainly in terms of spreading the training out over time, with less training hours per day. Others suggested that the trainings give further emphasis on practice rather than theory.

In terms of effectiveness, the evaluation concluded that the program contributed to improving participants' skills and knowledge, mainly in terms of job search, presentation and communication, planning and self-organization, time management skills, and computer skills. Following their participation in the EFE program, interviewed beneficiaries' attitudes also improved, mainly in terms of self-confidence, positive attitude, and motivation. Some youth also reported change in behavior that they noticed, following their participation in the program.

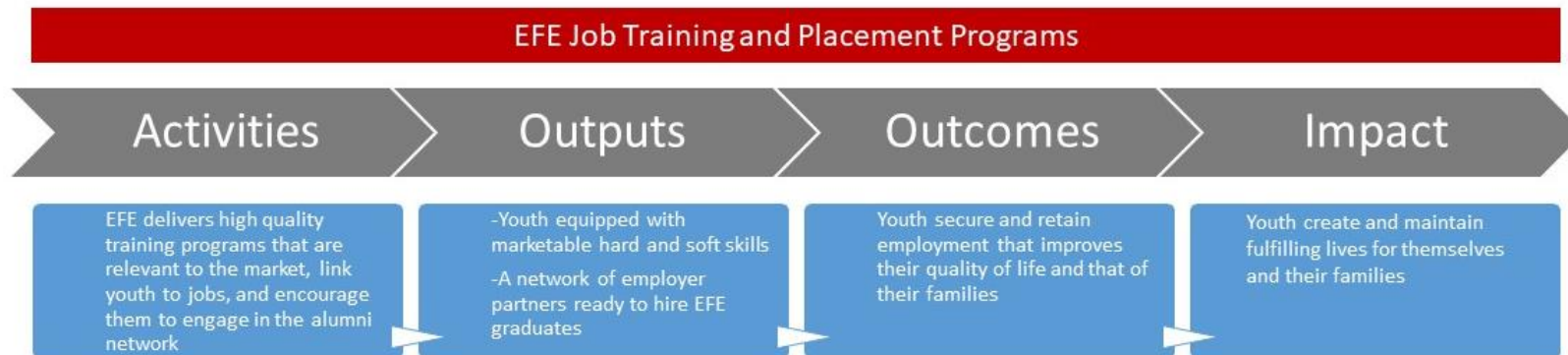
In the end, prior to the formulation of actionable recommendations for EFE, the evaluation conducted an analysis of EFE's theory of change presented in the figure below and the extent to which observed results are aligned with it.

The observation of the 14 completed case studies and their comparison with EFE's Theory of Change, represented in Figure 6.1, suggests that the results of the EFE program in Yemen are relatively well aligned with EFE's overall expected results. However, some variances in terms of results that require consideration are highlighted and relate to EFE's in-country programming. These considerations are:

- **Gender considerations:** as mentioned above, gender inequality came out as a potential influencing factor to young women's employability. Despite their willingness and ambition to work, lack of job offers for women in non-traditional work sectors (for example, computer engineering), culture and country context which prevent women from accepting jobs that require long working hours and late return to home were restraining barriers to employment.
- **Non-systemic activities of the alumni network:** While participants appreciated Thursday meetings organized by the alumni club, graduates are not engaged in the alumni network. This has also been influenced by the war and the temporary shutdown of YEFE. Therefore, the alumni club is somehow dormant and is not proactive in building a mutually reinforcing network of alumni.

In addition to programming relating considerations, other **external factors** affect the success of the program, and must be taken into consideration when deepening the analysis of the ToC: war (safety, political and economic stability), personal preferences, family's support and one's willingness to take an entry-level job were seen as external factors that affect the program's success and results attainment.

Figure 6.1 EFE's Theory of Change



7 Recommendations

The evaluation team developed a total of five prioritized and sequenced recommendations (outlined in Table 7.1 below). These recommendations are actionable and are derived from the findings and conclusions of this evaluation.

Table 7.1 Recommendations

RECOMMENDATION	RESPONSIBLE STAKEHOLDER
<p>Recommendation #1: EFE should offer an open program for all sectors of work and expand its training portfolio:</p> <p>As reflected throughout the present report, feedback about the program was highly positive. Therefore, this evaluation recommends that YEFE and its funders maintain and build on the preceding achievements and on the feedback collected throughout this report.</p> <p>Youth emphasized the need for YEFE’s program to be maintained and expanded. They also recommended increasing the number of participants, allowing more youth to benefit from this highly beneficial program. While EFE’s work in Yemen evolved from a training program that was open to all sectors to sector-specific trainings, young interviewees emphasized the need for EFE to continue offering a program that is open to all sectors of work because it could be beneficial to everyone: “it changes the way people think of themselves” as one participant mentioned.</p> <p>Finally, some interviewees wished that additional trainings are offered to acquire additional skills, for instance entrepreneurship training paired with some micro-financing, in order to provide youth with alternative work opportunities.</p>	<p>Donors, EFE-Global, and Yemen EFE.</p>
<p>Recommendation #2: EFE should ensure that the training is accessible to all, including the most underprivileged youth :</p> <p>Similar to the preceding barrier, the 6 months full time program might prevent youth who are the most underprivileged from attending the program. Indeed, some youth need to keep an income generating activity to support themselves and their families while attending the EFE program. In one case, a young participant had to quit the program to take care of her sick mother. Having had the possibility to attend the program part-time, she might have had the possibility to complete it.</p> <p>Therefore, EFE should further explore this potential barrier to entry and ensure that no one is left behind.</p>	<p>EFE-Global and Yemen EFE.</p>

RECOMMENDATION	RESPONSIBLE STAKEHOLDER
<p>Recommendation #3: EFE should adapt its training content and process to better respond to youth's needs :</p> <p>Feedback received from youth identified the following main areas for improvement:</p> <ul style="list-style-type: none"> • Pre-training orientation: some youth mentioned that it would be beneficial to offer pre-training orientation services to allow youth to understand training content and identify the ones that are the most appropriate for their career. • More practical trainings: although youth were satisfied with the practical format of the training, some mentioned that EFE should place further emphasis on the practical portion, and reduce the amount of theoretical content. Also, others mentioned that it would be beneficial for the training to provide youth with practical experience / vocational training in an actual workplace, to help them practice and apply what they are learning in real life. • Increase the duration of the English training: Some youth participants mentioned that the English training duration could be improved and suggested that English trainings be held during longer periods of time. Young interviewees argued that their level of English was very low before they attended the program. Although their participation was beneficial and improved their knowledge of English, they mentioned that they needed further training to become fluent in English, a skill that is highly needed in the job market. 	<p>EFE-Global and Yemen EFE management, Yemen EFE admission staff; EFE Trainers, EFE placement coordinator.</p>
<p>Recommendation #4: EFE should ensure that gender considerations are further integrated in its programs :</p> <p>As mentioned previously, the evaluation revealed potential barriers to women's participation in the program and to their success in landing an appropriate job. For example, a full time intensive training requires women to return home at late hours, which might create inaccessibility to those whose parents are against. Also, it was noted that the link to employers might not be effective in linking young women to appropriate jobs in non-traditional sectors.</p> <p>Therefore, EFE should adapt its gender strategy to ensure that these elements are taken into consideration and to ensure that young women have equal opportunities in attending a program and in landing a first adequate job.</p>	<p>EFE-Global and Yemen EFE.</p>
<p>Recommendation #5: EFE should activate the Alumni Network among EFE graduates.</p> <p>Young interviewees highly appreciated the Thursday meetings with Alumni members who were willing to share their experience. Beyond these meetings, the Alumni network seemed to be dormant in terms of linking graduates from the EFE program.</p> <p>Therefore, EFE should prepare and adopt an engagement and communication strategy for the alumni network to increase the level of involvement of its beneficiaries; make sure to energize the alumni network through activities and events; and create a peer coaching program where the commitment to support and maintain the alumni network is an eligibility criterion for the program.</p>	<p>Yemen EFE administration and engagement staff.</p>

Appendix I Terms of Reference

As per Article 2 of the signed Service Contract:

EFE hereby engages Universalia to provide EFE with services (the "Services") consisting of conducting a qualitative assessment of its core programming in Yemen using a multiple case studies design that employs significant cross-case synthesis and is descriptive and explanatory in nature, documents and analyzes program effects, and compares observed results against EFE's theory of change, forming hypotheses to explain any divergent results. The evaluation should also seek to understand and capture the long-term impact that EFE's programs have had on the life trajectories, career opportunities, and economic wellbeing of youth and their immediate family members. The evaluation should provide actionable recommendations regarding approaches to improve future programming.

Universalia hereby agrees to provide such Services to EFE, subject to receipt of the compensation described in Article 4 below.

Timeline

Under the terms of this contract, the agreement between the two parties will commence from July 17, 2017, and continue hereinafter until November 30, 2017.

Universalia Responsibilities

Under the terms of this agreement, Universalia is bound to deliver the Services to EFE as follows:

Conducting a qualitative assessment of EFE's core programming in Yemen, using the design and approach outlined in Item 2.1 above. The qualitative assessment shall include:

- **Deliverable 1:** A detailed report of the evaluation findings that includes case studies of 14 youth who graduated from EFE programs in Yemen, focusing on Sanaa' and Aden. The report should address the following questions, as well as any additional areas that Universalia deems relevant:
 - What are the impacts on youth and their families of graduating from EFE programs?
 - How have EFE's youth employment training programs affected youth's ability to secure and retain jobs?
 - How have EFE's programs affected youths' economic wellbeing?
 - What steps can EFE take to improve service delivery and impact?
- **Deliverable 2:** Profiles of the youth that outline their experiences with EFE programs and the impact that the programs have had on their lives and families. Profiles should be stand-alone documents that complement the evaluation findings presented in the formal report.
- **Deliverable 3:** Contents of the case study database produced during the data collection phase.
- **Deliverable 4:** A list of at least 3 recommended platforms for dissemination of evaluation results to enable sharing of learnings with stakeholders in the youth economic opportunities space.

- **Methodology:** The methodology informing the evaluation activity will consist of the following:
 - Desk review of EFE's evaluation and performance documents
 - Creative storyboards, which will help illustrate the changes that occur in youth's lives as a result of the training by retrospectively tracing their story prior to, during, and after the program.
 - Tracer studies that examine questions such as: What happens to graduates after graduating from EFE trainings? Are they able to secure employment in an acceptable period of time, and under acceptable conditions? Do they use the skills and competencies they acquired in the training, and if not, why?
 - One-on-one semi-structured interviews with selected youth to gain more in-depth information on youth's experiences and to explore any gaps in the information collected via the creative storyboards and tracer studies. Additional interviews will be conducted with EFE project staff, employers of youth, and their families to gain a better understanding of the environment and context.
 - Photovoice, which is a participatory process in which youth capture, via photography, the changes that occur in their lives as a result of their participation in the program. Guided by specific questions, youth take photos during a predetermined period of time and select the six most representative.
 - Sampling of youth project beneficiaries will adopt a purposeful sampling approach and will be based on diversity according to the following criteria: age, gender, level of education, sector of employment (in the case of employed youth), socioeconomic situation, length of time since graduation from EFE programs, positive/negative experiences with the program, and any other criteria that Universalialia deems relevant during the evaluation process.

The Services will also include any other tasks which the Parties may agree on.

Appendix II Data Collection Tools

Preparatory Work to Data Collection

CHECKLIST FOR EFE TEAM

- Flip Charts
- Printouts of list of guiding questions
- Markers and pens
- Sticky notes
- Paper
- Adhesive tape
- Color printer to print out photos or visuals/stories created electronically
- At least one assigned local staff to contact and follow-up with participants, to respond to their questions and needs, ensure accurate connectivity during their interview
- All produced visuals should be photographed and shared with the evaluator

NOTES TO THE EVALUATOR

BEFORE: Remember, you want to know – about beneficiaries before they joined your program, or initiative. This is your baseline data. This first frame tells you something about the participants' life or environment BEFORE any intervention or immersion has taken place. This tells you about everyday conditions, their behaviors, their skills/capacity, and knowledge prior to their involvement with your organization. This kind of data may also help identify key characteristics about who your participants are.

DURING: Remember, you want to know – what is going on for your beneficiaries once they begin – or during – your program or initiative. These are your strategies. Participants are likely to tell you what they are doing in terms of activities – the specifics of what your organization does on a daily basis – while in your program. They may also tell you what they are experiencing during these activities. This can reveal a great deal about your strategies – the overall assemblage or package of activities such as empowerment or skill building workshops – used by your organization and which are meaningful to participants.

AFTER: Remember, you want to know – what is going on for your beneficiaries after they leave your program or initiative. These are your outcomes or impacts. This last frame tells you about the change that is occurring for individuals or groups as a result of their participation in your program. It can also provide you with some insight as to how to begin measuring the change or progress happening based on the perspective of participants. Specifically, what are they experiencing that is new or different, what changes in their behavior are they reporting compared to BEFORE?

- Voice recorder
- Ensure that the interviewee is in a room and has enough privacy to discuss freely
- Sensitive issues, like the privacy of youth, personal dignity, photographs that portray individuals should be handled ethically.
- The storyboards and photos and the written statements will be mounted to create a visually appealing display

Tracer Study

INFORMED CONSENT AND INTRODUCTION TO THE RESPONDENT

Hi! I am from an organisation called Universalia. We have been asked by EFE to conduct interviews with the job training and placement program participants to have their views about the project, learn about the changes that have occurred in their life over the last few years, and to learn how their participation in the program may have contributed to some of those changes.

You were pre-selected as one of the youth participants in the EFE training Program. If you agree to participate, your answers will contribute to the betterment of Programs in other parts of the country and other parts of the world.

CONSENT

You have the right to NOT participate. This will not affect overall results and I will not become angry or upset. You can decide which questions that you do not want to answer.

Also, your participation will not have any negative or positive effects on your future benefits from similar Programs.

If you agree to participate, we request your approval to share your story.

ANONYMITY

If you prefer to remain anonymous, we can use a fake name if you prefer to avoid sharing your name and your story. In this case, your real name will not be shared publicly and will not appear on the report that will be produced by us.

WHAT THIS IS ABOUT

If you consent to participate, I will ask you a set of questions, mainly to tell a story about your experience and changes that occurred in your life as a result of your participation in the EFE program. This may include positive or negative changes, if any.

QUESTIONS

Do you have ANY questions before we begin?

Types of questions could be:

- Why was I selected? We are looking at both studies who landed a job and others who did not. We are interested in learning about the facilitating and hindering factors to placement.
- How did you trace me? Your name was suggested by one of the trainers
- Will there be any personal benefits? There will be no direct benefits but your answers will help to improve the Programs for other people in this country and in other countries.

مرحباً! أنا من منظمة تسمى UNIVERSALIA. وقد طلبت منا EFE إجراء مقابلات مع المشاركين في برنامج التدريب الوظيفي والتنسيب للحصول على

1 - وجهات نظركم حول المشروع، و

2- التعرف على التغييرات التي حدثت في حياتك على مدى السنوات القليلة الماضية، ومعرفة إن كانت مشاركتك في برنامج EFE ربما أسهمت في بعض هذه التغييرات.

لقد تم اختيارك كأحد المشاركين الشباب الذين نود أن نتكلم معهم. إذا وافقت على المشاركة، ستساهم إجاباتك في تحسين البرامج في اليمن وأجزاء أخرى من العالم.

لديك الحق في عدم المشاركة. وهذا لن يؤثر على النتائج العامة ولن أغضب أو أستاء لعدم مشاركتك. إن مشاركتك لن يكون لها أي آثار سلبية أو إيجابية على فرصك المستقبلية في الانضمام لبرامج مماثلة كما يمكن لك أن تقرر عدم الإجابة عن بعض الأسئلة.

إذا وافقت على المشاركة،

1- فسأطرح عليك مجموعة من الأسئلة، وذلك لفهم قصة تجربتك والتغييرات التي حدثت في حياتك كنتيجة لمشاركتك في برنامج EFE وقد يتضمن ذلك تغييرات إيجابية أو سلبية، إن وجدت.

2- ، نطلب موافقتك على مشاركة قصتك. إذا كنت تفضل عدم الكشف عن هويتك أو تفضل تجنب مشاركة اسمك وقصتك، فيمكننا استخدام اسم مزيف. في هذه الحالة لن تتم مشاركة اسمك الحقيقي بشكل عام ولن يظهر في التقرير الذي سيتم إنتاجه من قبلنا.

3 وثق أن إدارة المشروع سوف تتعامل مع كافة المعلومات بسرية تامة

إذا وافقت على المشاركة، فسأطرح عليك مجموعة من الأسئلة، وذلك أساساً لإخبار قصة تجربتك والتغييرات التي حدثت في حياتك كنتيجة لمشاركتك في برنامج EFE. وقد يتضمن ذلك تغييرات إيجابية أو سلبية.

هل لديك أسئلة قبل البدء؟

Tracer Studies: Qualitative Beneficiary Questionnaire

SECTION A: Survey site information (To be completed by the evaluator)	
Name of interviewer	
Date of interview (day month year)	
Name of interviewee	
Name of district	
Name of city/village	

SECTION B: Personal information	
What is your age? ما هو عمرك؟	
Sex الجنس	
What is the highest level of formal education you have obtained? Please describe degree , university or institute name and field of education. ما هو أعلى مستوى للتعليم الرسمي الذي حصلت عليه؟ يرجى وصف الدرجة ومجال التعليم واسم الجامعه	
Are you married? هل انت متزوج	
How many people live in your household? كم عدد الأشخاص الذين يعيشون في منزلك؟	

SECTION C: Exposure to the project/programs

1. When did you attend the JT&P program? (year)

في أي عام شاركت في برنامج JT&P؟

2. What services did you receive from the intervention?

ما هي الخدمات التي تلقيتها من البرنامج؟

SECTION D: At the start of the project T₀

Start of the project

End of the project

Current

T₀

T₁

T₂

Interviewer instructions

Explain the structure of the questionnaire. You will now ask questions relating to their situation in the period before the project began. Make sure they understand that the questions relate to their life in THAT period and not today. Explain if necessary that we want to ask the same questions for three periods of time to get an idea if there have been changes.

هذه الأسئلة متعلقة بوضعك في الفترة التي سبقت بدء البرنامج. لذا هي تتعلق بحياتك في تلك الفترة وليس اليوم.

3. In this period, were you going to school?

في تلك الفترة، هل كنت تذهب إلى المدرسة/الجامعة؟

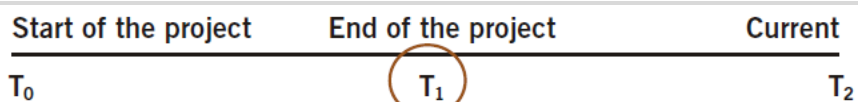
4. In this period, were you working? If not, please give the reason and proceed with Nr. 10?

في تلك الفترة، هل كنت تعمل؟ من فضلك اذكر السبب إذا كانت الإجابة لا.

5. During this period, did you stop working at any time?

خلال تلك الفترة، هل توقفت عن العمل في أي وقت من الزمن؟

<p>6.What kind of work did you have? Full time, part time or part time job on demand. Please describe the work you were doing.</p> <p>ماذا كنت تعمل ايه نوع عملك ؟ هل كنت تعمل كل الوقت /بعض الوقت او كنت تعمل عمل موسمي ميني على الطلب. يرجى وصف العمل الذي كنت تقوم به.</p>	
<p>7.What did you do in your work (what were your tasks)?</p> <p>ماذا كانت مهامك في عملك ؟</p>	
<p>8.Formal/informal sector, paid/unpaid, permanent/temporary/with or without social and medical insurance?</p> <p>هل كنت تعمل في القطاع الرسمي / الخاص، عمل مدفوع الاجر / غير مدفوع الاجر، دائم مؤقت/ موسمي مع أو بدون التأمين الاجتماعي والطبي أوصحي؟</p>	
<p>9.Approximately how many hours a week did you work?</p> <p>كم عدد ساعات العمل التي كنت تعملها في الأسبوع تقريبا؟</p>	
<p>10.How did you hear about EFE's training?</p> <p>كيف سمعت عن تدريب EFE؟</p>	
<p>11.What attracted your interest to attend the training? Why did you want to join the program?</p> <p>ما الذي جذب اهتمامك؟ لماذا أردت الانضمام إلى البرنامج؟</p>	

SECTION E: At the end of the project T1**Interviewer instructions**

Explain the structure of the questionnaire. You will now ask questions relating to their situation in the period by the end of the training.

For non-recently graduates from the program, make sure they understand that the questions relate to their life in THAT period and not today. Explain if necessary that we want to ask the same questions for three periods of time to get an idea if there have been changes.

In the case of students currently participating to the program, T1 would also be today.

بالنسبة لغير الخريجين مؤخرا من البرنامج، الأسئلة تتعلق بوضعهم قبل نهاية التدريب وليس اليوم.
بالنسبة للطلاب المشاركين حاليا في البرنامج، الأسئلة تتعلق بوضعهم اليوم.

12. Were all the services received relevant? Please give an example or a percentage of how and why you found them relevant/irrelevant

هل كانت جميع الخدمات التي شاركت فيها
ضرورية وملئمة لاحتياجاتك؟ من فضلك اذكر
نسبه او مثل

13. Overall, how did you find the trainings and other services received (content, duration, structure, timeframe, mentors, the alumini program...)? (Satisfactory? In your opinion, is there something that EFE could have done differently by that time to enhance its services and provide better support youth employability in Yemen? Please explain and give examples

ما رأيك في التدريب والخدمات الأخرى التي
تلقيتها (المحتوى، والمدة، والبنية، والإطار
الزمني، والموجهين برنامج الخريجين...)? بشكل
عام هل عندك مقترحات لأشياء أو أنشطة مختلفة
يمكن للبرنامج تقديمها بشكل مختلف؟ إذا كانت
الإجابة بنعم، رجاء التوضيح من خلال ذكر أمثلة.

<p>14. Do you consider any of the services you received unnecessary? If so, which ones?</p> <p>هل تعتبر أي من الخدمات التي تلقيتها غير ضرورية؟ إذا كانت الاجابة بنعم، من فضلك اذكر هذه الخدمات ؟</p>	
<p>15. Did the training contribute to positive changes in your life on the personal level?</p> <ul style="list-style-type: none"> ▪ Level of knowledge (health sector, IT, English, etc.) ▪ Attitude (self confidence, communication skills, team work, professionalism, resilience, etc.) ▪ Behaviour (interaction with others, etc) <p>هل ساهمت مشاركتك في التدريب إلى أي تغييرات إيجابية في حياتك على المستوى الشخصي؟ من فضلك وضح السبب ؟</p> <ul style="list-style-type: none"> ● مستوى المعرفة (قطاع الصحة، تكنولوجيا المعلومات، اللغة الإنجليزية، إلى اخره) ● الاسلوب/ الطباع (الثقة بالنفس، ومهارات التواصل، والعمل الجماعي، والاحتراف في العمل، المرونة، إلى اخره) ● السلوك (تعاملك مع الاخرين الى اخره) 	
<p>16. Did they cause any negative changes in your life? (i.e. family conflicts, resistance)</p> <p>هل تسببت مشاركتك في التدريب الى تغييرات سلبية أو خلافات في حياتك؟ (كالنزاعات الأسرية مثلاً)</p>	

<p>17.Has your participation in the training made any changes at the professional level?</p> <ul style="list-style-type: none"> ▪ Level of knowledge (health sector, IT, English, etc.) ▪ Attitude (self confidence, communication skills, team work, professionalism, resilience, etc.) ▪ Behaviour (interaction with others, etc) <p>هل ساهمت مشاركتك في التدريب إلى أي تغييرات إيجابية في حياتك على المستوى المهني؟ من فضلك وضح السبب؟</p> <ul style="list-style-type: none"> • مستوى المعرفة (قطاع الصحة، تكنولوجيا المعلومات، اللغة الإنجليزية، إلى اخره) • الأسلوب/ الطباع (الثقة بالنفس، ومهارات التواصل، والعمل الجماعي، والاحتراف في العمل، المرونة، إلى اخره) <p>السلوك (تعاملك مع الآخرين الى اخره هل ساهمت مشاركتك في التدريب في أي تغييرات على المستوى المهني؟</p>	
<p>18.Did the intervention help you find a job? How and why?</p> <p>هل ساعدت مشاركتك في التدريب على العثور على وظيفة/عمل؟ كيف ولماذا؟</p>	
<p>19.Did somebody else help you find a job?</p> <p>هل ساعدك شخص أو برنامج آخر في العثور على وظيفة/عمل؟</p>	
<p>20.What did you do in your work (what were your tasks)?</p> <p>ما كانت مهامك في عملك؟</p>	

<p>21.How did your participation to the project change the way you were working by that time?</p> <p>(in general, and compared to other staff who did not attend the training you attended with EFE)</p> <p>كيف غيرت مشاركتك في المشروع طريقة عملك في ذلك الوقت؟ (بشكل عام، وبالمقارنة مع الموظفين الآخرين الذين لم يشاركوا في التدريب الذي تلقينته من (EFE</p>	
<p>22.Was the salary you were making sufficient to your needs and to make a decent living? If not employed, how did you support your financial needs?</p> <p>هل كان المرتب الذي تتقاضاه كافيا لتلبية احتياجاتك والعيش بطريقة مريحة ولاتقة؟ إذا لم يتم توظيفك، كيف لبيت احتياجاتك المالية؟</p>	
<p>23.Who is currently the main person supporting your household?</p> <p>من هو حاليا الشخص الرئيسي الذي يعول أسرتك؟</p>	
<p>24. What is your household main source of revenue?</p> <p>ما هو مصدر دخل الأسرة الرئيسي؟</p>	
<p>25.How is the current country context affecting your employment situation?</p> <p>كيف يؤثر وضع وطنك الحالي على وضعك الوظيفي؟</p>	
<p>26.Is there anything that you would like to additionally mention about that period of time?</p> <p>هل هناك أي شيء تود ذكره عن تلك الفترة الزمنية؟</p>	

SECTION F: Current period T2

Start of the project	End of the project	Current
T ₀	T ₁	T ₂
Interviewer instructions		
Explain that now you are investigating the current situation of the respondent. اشرح الآن أنك تقوم بالتحقيق في الوضع الحالي للمستجوب.		
27. Since you completed the EFE training, did you work at any point of time? منذ انتهائك من تدريب EFE، هل عملت في أي وقت من الأوقات؟		
28. Are you currently working? Why? هل تعمل حالياً؟ من فضلك اذكر السبب .		
29. If working, what kind of contract do you have? (full time, part-time, part-time on demand, working without having a contract) إذا كانت الإجابة إيجابية، من فضلك اذكر نوع العقد: عقد كل الوقت / عقد بعض الوقت / عقد موسمي / لا اعمل بعقد		
30. If working, what do you do at work (what are your tasks)? ما هي المهام التي تقوم بها؟		
31. How long have you been doing this work? منذ متى وأنت تقوم بهذا العمل؟		
32. Approximately how many hours a day do you work? ما هو عدد ساعات العمل في اليوم تقريبا؟		
33. Approximately how many days a week do you work? ما عدد أيام الأسبوع التي تعمل فيها تقريبا؟		

<p>34. Do you work throughout the year? هل تعمل على مدار العام؟</p>	
<p>If not, when do you work? إن كانت الإجابة سلبية، متى تعمل؟</p>	
<p>35. If still working, what are the most relevant aspects of the training that helped you and still help you at your work? إذا كنت لا زلت تعمل، ما هي أكثر الجوانب من التدريب التي ساعدتك ولا تزال تساعدك في عملك؟</p>	
<p>36. Did the intervention help you find a job? How and why? هل ساعدتك مشاركتك في البرنامج في العثور على وظيفة؟ كيف ولماذا؟</p>	
<p>37. Did somebody else help you find a job? هل ساعدك شخص أو برنامج آخر في العثور على وظيفة/عمل؟</p>	
<p>38. Did your participation to the project change the way you are working? (in general, and compared to other staff who did not attend the training you attended with EFE) هل غيرت مشاركتك في المشروع الطريقة التي تعمل بها؟ (بشكل عام، وبالمقارنة مع الموظفين الآخرين الذين لم يشاركون في التدريب الذي اكملته مع EFE)</p>	
<p>39. Is the salary you are making sufficient to your needs and to make a decent living? If not employed, how did you support your financial needs? هل المرتب الذي تتقاضاه كافياً لتلبية احتياجاتك وتحقيق معيشة لائقة؟ إذا لم يتم توظيفك، كيف تلبي احتياجاتك المالية؟</p>	

<p>40. Did you receive a promotion/financial reward/recognition by other peers as a result of implementing the knowledge you have gained from this training to your work</p> <p>كنتيجة لتنفيذ المعرفة التي اكتسبتها من هذا التدريب، هل حصلت على ترقية / مكافأة مالية / اعتراف من زملائك لعملك؟</p>	
<p>41. If unemployed, how is the current country context affecting your employment situation?</p> <p>كيف يؤثر السياق الحالي لوطنك على وضعك الوظيفي؟</p>	
<p>42. If unemployed, what are the main challenges and facilitating factors to your employment?</p> <p>ما هي التحديات الرئيسية والعوامل الميسرة لإيجادك للعمل؟</p>	
<p>43. In your opinion, is there something that EFE could have done differently or could do to enhance its services and provide better support youth employability in Yemen?</p> <p>برأيك، هل هناك شيء يمكن أن تفعله EFE بشكل مختلف أو شيء إضافي يمكن أن تقدمه لتعزيز خدماتها وتوفير دعم أفضل للعمالة الشبابية في اليمن؟</p>	
<p>44. Are you still in touch with other EFE graduates? Has the EFE network been useful for your professional life?</p> <p>هل لا تزال على اتصال مع خريجي EFE الآخرين؟ هل كانت شبكة EFE مفيدة لحياتك المهنية؟</p>	
<p>45. Is there anything that you would like to mention about this period of time?</p> <p>هل هناك أي شيء إضافي تود أن تقترحه أو تود ذكره عن الفترة الزمنية الحالية؟</p>	

Creative Storyboards & Photovoice

Thank you for having responded to this long list of questions.

In this next step, I will ask you to create a VISUAL of your story - A drawing or a collection of photos that represent a story that documents change. The story should provide your views on how your life was BEFORE, DURING and AFTER your participation in the training program.

In order to create your story, you can use whatever tools, materials, and images you would like to create the storyboard – markers, crayons, paper, cardboard, stickers, sparkly things, pictures, and photographs – whatever helps you tell your story!

If you prefer to take photos instead of drawings, I can give you more time to complete your photos and then we can have another meeting in the coming days.

Here are some guiding questions that you can read before starting your piece of art.

أشكرك على الرد على هذه القائمة الطويلة من الأسئلة.
 في هذه الخطوة التالية، سأطلب منك إنشاء عرضاً بصرياً/قصة مصورة - رسم أو مجموعة من الصور التي تمثل قصتك. القصة يجب أن تعكس وجهات نظرك حول كيف كانت حياتك قبل، أثناء وبعد مشاركتك في برنامج التدريب.
 من أجل إنشاء قصتك، يمكنك استخدام كل الأدوات والمواد والصور التي ترغب بها - أوراق كبيرة ، أقلام ملونة، ، كرتون، ملصقات، صور، ورسوم - أيا كان يساعدك على قص قصتك!
 إذا كنت تفضل التقاط الصور بدلاً من الرسومات، يمكنني أن أعطيك المزيد من الوقت لاستكمال الصور الخاصة بك وبعد ذلك يمكن أن يكون لدينا اجتماع آخر في الأيام المقبلة.
 إليك بعض الأسئلة الإرشادية التي يمكنك قراءتها قبل البدء في عملك الفني.

REMINDER: DO NOT FORGET TO ASK THEM TO PROVIDE THE NAME AND COORDINATES OF ONE FAMILY MEMBER WHO CAN SPEAK ABOUT THE CHANGES OBSERVED IN THE PARTICIPANT'S LIFE FOLLOWING HIS/HER PARTICIPATION IN THE PROGRAM

GUIDING QUESTIONS:

BEFORE: what was happening in your life before you joined the training program?

- Can you tell me how your life looked like before you have joined the program? How did you spend your day?
- Were you employed? If yes, were you satisfied with your employment? And why?
- If you are not employed, do you feel that you have the right skills and capacity to obtain a decent job?
- What were the challenges that you were facing in your daily life? How would you assess your self-confidence and skills level by then?
- Did you have a diploma or a degree?
- Did you find that your employment situation was affecting your relationships with your entourage? And how?

DURING: what was happening to your life once you began participating or during your participation to the training program?

- What were the activities that seemed to be the most successful in helping you achieving your goals?
- To which extent was the training program including content, trainers, structure, schedule, duration, etc. responding to your expectations?
- While you were participating in the program, were you observing changes in your skills, knowledge, capacities, behavior, self confidence, etc?
- Did you find that your participation in the training program is changing your relationships with your environment? And how?
- Were there negative changes that you were experiencing due to your participation to the program?

AFTER: what is happening, going on in your life after you completed the training program?

- According to your point of view, what has changed in your life as a result of your participation in the training? Think about this in terms of the changes in behaviors, skills and capacities, knowledge, awareness, personal and work relationships, etc.
- How are you keeping yourself busy following your participation to the program (new job? Further education program? Other?)
- What progress do you see in your own life in general? Any improvements in your earnings and spending? Can you give me an example on how you have used the newly acquired knowledge/skills?
- Are you able to apply what you have learnt without external support?
- Do you feel changes in your character including self confidence level, knowledge, attitude and skills?
- Are there changes positive or negative that you are experiencing due to your participation to the program?

Finally, can you give your story a name?

أسئلة إرشادية لعملك الفني

قبل: ما الذي كان يحدث في حياتك قبل انضمامك إلى برنامج التدريب؟

- كيف كانت حياتك قبل انضمامك إلى البرنامج؟ كيف كنت تقضي يومك؟
- هل كانت لك وظيفة قبل انضمامك إلى البرنامج؟ إذا كانت الإجابة بنعم، هل كنت راض عن عملك؟ ولماذا؟
- إذا لم تكن تمتلك وظيفة هل كنت تعتقد بأن لديك المهارات المناسبة والقدرة على الحصول على وظيفة لائقة؟
- ما هي التحديات التي كنت تواجهها في حياتك اليومية؟ كيف تقيم ثقتك بنفسك ومستوى مهاراتك أثناء ذلك الوقت؟
- هل لديك دبلوم أو درجة دراسية؟
- هل كان وضعك الوظيفي يؤثر على علاقاتك مع بيتك؟ وكيف؟

خلال مشاركتك في برنامج التدريب: ما الذي كان حدث في حياتك بعد بدء مشاركتك أو أثناء مشاركتك في برنامج التدريب؟

- ما هي الأنشطة الأكثر نجاحا في مساعدتك على تحقيق أهدافك؟
- إلى أي مدى كان برنامج التدريب بما في ذلك المحتوى والمدرسين والهيكل والجدول الزمني والمدة، الخ مستجيب لتوقعاتك؟
- بينما كنت تشارك في البرنامج، هل لاحظت تغيرات في المهارات الخاصة بك، والمعرفة، والقدرات، والسلوك، والثقة بالنفس، إلى اخره
- هل وجدت أن مشاركتك في برنامج التدريب يؤثر على علاقاتك مع بيتك؟ وكيف؟
- هل كانت هناك تغييرات سلبية تعاني منها بسبب مشاركتك في البرنامج؟

بعد انتهاء برنامج التدريب: ما الذي يحدث في حياتك بعد إكمال البرنامج التدريبي؟

- حسب وجهة نظرك، ما الذي تغير في حياتك نتيجة مشاركتك في التدريب؟ فكر في ذلك من حيث التغيرات في السلوكيات والمهارات والقدرات والمعرفة والوعي والعلاقات الشخصية والعمل، إلى اخره.
 - هل أنت قادر على تطبيق ما تعلمته دون دعم خارجي؟
 - هل يمكنك أن تعطيني مثلا على كيفية استخدامك للمعرفة / المهارات المكتسبة حديثا عبر البرنامج؟
 - هل تشعر بأي تغيرات في شخصيتك بما في ذلك مستوى الثقة بالنفس، والمعرفة، والاسلوب والمهارات؟
 - هل هناك تغييرات إيجابية أو سلبية تعاني منها بسبب مشاركتك في البرنامج
 - كيف تقضى يومك بعد مشاركتك في البرنامج (وظيفة جديدة؟ برنامج التعليم الإضافي؟ أخرى؟ (ما هو التقدم الذي تراه في حياتك بشكل عام؟ هل هناك أي تحسن في دخلك ومستوى معيشتك؟
- وأخيرا، هل يمكن أن تعطي قصتك اسما؟

Questionnaire for Beneficiary's Relative/Friend/Employer

INFORMED CONSENT AND INTRODUCTION TO THE RESPONDENT

Hi! My name is ... I am from an organisation called Universalia. We have chosen a list of youth, who participated in the training Program. (NAME OF BENEFICIARY) was pre-selected as one of the youth participants we would be interested in interviewing.

The purpose of these interviews is to learn about the changes that have occurred in his/her life over the last few years and to learn how his/her participation in the program may have contributed to some of those changes. Your answers will contribute to the betterment of Programs in other parts of the country and other parts of the world.

Your participation will not have any negative or positive effects on your future benefits from similar Programs.

CONSENT

You have the right to NOT participate. This will not affect overall results and I will not become angry or upset. You can decide which questions that you do not want to answer.

If you do not have time right now, I can come back later when it is more convenient for you.

ANONYMITY

The responses you give will be restricted to our research use only. Your REAL name will not appear in any public documents. Your answers will be kept confidential.

QUESTIONS

Do you have ANY questions before we begin?

Types of questions could be:

- Why was my relative selected? We are looking at both studies who landed a job and others who did not. We are interested in learning about the facilitating and hindering factors to placement.
- How did you trace him/her? Your name was suggested by one of the trainers
- Will there be any personal benefits? There will be no direct benefits but your answers will help to improve the Programs for other people in this country and in other countries.

SECTION A: Survey site information	
To be completed by the enumerator	
Name of interviewer	
Date of interview (Day month year)	
Name of district	
Name of city/village	
Interviewee ID:	
Name of Interviewee	
Relative/Family/Friend to Interviewer ID:	

SECTION B: Personal information	
What is your age? ما هو عمرك؟	
Sex الجنس	
What is the highest level of formal education you have obtained? Please describe degree and field of education. ما هو أعلى مستوى للتعليم الرسمي الذي حصلت عليه؟ يرجى وصف الدرجة ومجال التعليم.	
How does your family make a living? Does your wife/husband work? كيف تعيش عائلتك؟ هل تعمل زوجتك / زوجك؟	
How many kids/dependants do you have? كم عدد الأطفال / المعالين لديك؟	

How many are at an age of working and who have a decent job?

كم منهم في سن العمل والذين لديهم وظيفة محترمة و
لائقة؟

SECTION C: Observed changes in beneficiary' life/behavior

Are you aware that (NAME OF BENEFICIARY) participated in a job training and placement program ?

هل أنت على علم بأن (اسم المستفيد) شارك في برنامج
التدريب والتوظيف الوظيفي؟

By the time (NAME OF BENEFICIARY) discussed his/her willingness to attend the training, what did you think of it?

هل ناقش(.....) رغبته في حضور التدريب، ما ذا
كان رأيك في ذلك؟

During and following (NAME OF BENEFICIARY)'s participation in EFE's training, have you seen changes in his/her behaviour (with family, friends, community, professional life)?

Please describe with as much detail as possible. Can these changes be attributed to his/her participation to the program?

أثناء مشاركة (اسم المستفيد) وبعدها في تدريب EFE، هل
شاهدت تغيرات في سلوكه / سلوكها (مع العائلة
والأصدقاء أو في المجتمع والحياة المهنية)؟

يرجى وصف أكبر قدر ممكن من التفاصيل. هل يمكن
ربط هذه التغيرات لمشاركته أو مشاركتها في البرنامج؟

If (NAME OF BENEFICIARY) is currently employed, what have been the contributing factors to his/her landing a job?

إذا كان (اسم المستفيد) يعمل حالياً، ما هي العوامل
المساهمة في حصوله على وظيفة؟

<p>If (NAME OF BENEFICIARY) is currently unemployed, what have been the limiting factors to his/her landing a job – or keeping his/her job?</p> <p>إذا كان (اسم المستفيد) عاطلا عن العمل حاليا، ما هي العوامل التي تحد من حصوله على وظيفة - أو الاحتفاظ بعمله؟</p>	
<p>If (NAME OF BENEFICIARY) is currently employed, did he receive a promotion/financial reward as a result of implementing the knowledge s/he gained from this training to his/her work</p> <p>إذا كان (اسم المستفيد) يعمل حاليا، هل حصل على ترقية / مكافأة مالية نتيجة لتنفيذه للمعرفة التي اكتسبها من خلال هذا التدريب ؟</p>	

Appendix III Case Study Template

Insert 1 sentence such as: Amer is young professional working as a At an import/export company in Aden. Here is the story about his path.

BACKGROUND

This section will provide an in-depth overview about what his life was like before EFE program, how he heard about the programme (and year), what he thought about it, what his expectations was, age, level of education, marital status, family members, city, did he work?, etc.

SERVICES RECEIVED

During the program: Services received, impressions, relevance, satisfaction about the program, reactions regarding the received services, etc.

CHANGES

Talk about Changes that occurred: during the program, after the program, whether he found a job or not and why, changes in the way he works compared to others, changes in attitude, beliefs, behavior, any significant stories he told, examples.

(Employability status, differential impact, sustainability of acquired knowledge/skills/etc.)

Appendix IV List of Youth Interviewed

Note: Pseudonyms used to protect evaluation participant confidentiality.

NAME	MALE/ FEMALE	CATEGORY	VALIDATION INTERVIEWEE	YEAR OF BIRTH	YEAR OF GRADUATION (YEFE TRAINING PROGRAM)	YEAR OF GRADUATION (UNIVERSITY)	EDUCATION	REGION	EFE PROGRAM
Ashraf	Male	Employed	Fekri	1985	2011	2008	Bachelor - Management Information Systems	Sana'a	Pioneers
Hiba	Female	Employed	n.a.	1987	2011	2010	BA. English	Sana'a	Pioneers
Abdullah	Male	Employed	Khaled	1993	2017	2017	Diploma - Doctor Assistant	Aden	Health Care Program
Ali	Male	Unemployed	n.a.	1988	2015	2010	BA. Accounting	Aden	W2W
Reem	Female	Employed	Sharifa	1988	2011	2010	BA. English	Sana'a	Pioneers
Majida	Female	Unemployed	Zainab	1989	2015	2013	BA. Computer Engineering	Sana'a	Pioneers
Raufa	Female	Unemployed	Arwa	1982	2009	2008	BA. Mathematics Education	Sana'a	Pioneers
Munassar	Male	Employed	n.a.	1988	2011	2009	BA. Computer Science	Sana'a	Pioneers
Wahiba	Female	Employed	Yasser	1989	2015	2010	BA Information Technology	Sana'a	W2W

NAME	MALE/ FEMALE	CATEGORY	VALIDATION INTERVIEWEE	YEAR OF BIRTH	YEAR OF GRADUATION (YEFE TRAINING PROGRAM)	YEAR OF GRADUATION (UNIVERSITY)	EDUCATION	REGION	EFE PROGRAM
Bader	Male	Employed	Akram	1989	2017	2015	Diploma - Anesthesia Technician	Aden	Health Care Program
Ashwaq	Female	Employed	Al-Worafi	1990	2015	2013	BA. Accounting	Aden	W2W
Salem	Male	Unemployed	Haidar	1989	2015	2014	BA. Translation	Sana'a	W2W
Omar	Male	Unemployed	Shayef	1984	2012	2008	BA. Chemistry	Sana'a	Pioneers
Zahra	Female	Dropout	n.a.	1991	joined 2014	2014	BA. English	Sana'a	W2W

Appendix V Youth Summary Cases

Ashraf's Story

Although educated with a Bachelor of Management Information Systems at Queen Arwa University in Sanaa', Ashraf¹⁰ could only find work outside of his field selling furniture and textiles, which paid insufficiently and could only provide work for three months a year. With a desire to increase his employability and skills, a friend recommended he apply to the EFE program, and he did in 2010. Having strong English skills, Ashraf struck a deal at the EFE office – he would be an English training assistant in the mornings, and in the afternoon, he would attend courses.

In the course he attended, *Workplace Success*, he notes that he was given the opportunity to learn how to better communicate with others, both orally and in writing, through improved presentation and speaking skills, and in improving his CV. The EFE courses taught Ashraf to test and apply his new skills, the supportive and confident trainers motivated him and just by observing them he learned how to communicate, present and interact with the class in a superior way. He says that it was “very hard to convince someone of my



Here is the story,
Hopeless



ideas” prior to attending the course, but by observing and learning he could improve his own style of interaction with others. The courses with EFE provided Ashraf with a newfound confidence in his life professionally and personally, and while he doesn't feel the program necessarily gave him a fundamental transformation of his behavior, he does feel that it has greatly influenced the way he communicates with others: “The will that I have comes from my participation in EFE's training. They taught that life is not worth wasting by feeling desperate”, Ashraf tells us.

His path to employment at the end of the program came with some challenges, but through persistence and hard work he found gainful employment. The first position he interviewed with directly through EFE did not end up in full-time employment, however through continued support from EFE, he ultimately landed a very promising position with the World Food Programme and a Monitoring and Evaluation specialist.

According to Ashraf's friend Fekri, Ashraf's success is due to a combination of personal factors – Ashraf being an enterprising and keen learner – and of the skills he learned through EFE. He has heard Ashraf speak highly of the program, and praise how it helped him find a job and progress within it. Now, Ashraf recommends the program to youth, so that they too may gain inspiration and experience from it.



¹⁰ For confidentiality, a pseudonym has been used.

Hiba's Story

After completing a degree in English, Hiba¹¹ was like many recent graduates – having difficulty finding work in a job market that was competitive and often required years of experience. Although her parents wanted her to begin work immediately after finishing school, Hiba was introduced to the EFE program which she saw as a bridge between university and the labor market, and joined in 2010.

During the program, she found a strong community, “amazing and incredible” teachers and mentors, and found inspiration from the Alumni Club, where she learned of the successes of local experts and business owners. While she found the courses relevant to varying degrees, she put her strong English skills to use and volunteered at EFE, helping with translation and other language-oriented tasks. Over the six months with EFE taking courses and volunteering she became increasingly skillful, especially working with computers and in translation.

As she continued volunteering while applying for jobs, Hiba gained crucial skills which soon paid off. She was hired in 2011 in a well-paying position with an International NGO operating in the humanitarian sector. She still works there today and has seen frequent advances within the organization.



Hiba says that the experience she gained with EFE proved to be “invaluable” to her finding meaningful work. In her opinion, one of the strengths of the program is that it allowed her to be connected to the business world outside of university, to see how it operates and what kind of practical skills are needed.

Her successes are the result of her hard work and dedication to reaching her goals, which she reached by building on her strengths through the tools offered at EFE, such as gaining translation experience and computer skills (e.g. Microsoft Excel). Her story is an inspiration for other young women and men who graduate from the university and are faced with uncertainty, that by actively pursuing the networks which exist to help find employment, they can reach their goals and dreams.

¹¹ For confidentiality, a pseudonym has been used

Abdullah's Story

Moving to Aden after graduating from the Nasher Institute for Health Sciences, Abdullah¹² began volunteering at a public hospital in pursuit of full-time employment. The volunteer work was difficult as the stipend he received was low, but by working there he was introduced to EFE, who offered to provide training to the health-care workers there free of cost and on-site. Although unsure about what the program would entail, Abdullah was eager for new training and for advancing his skills to increase his chances of finding full time work.

From February to August 2017, Abdullah attended three courses for free with EFE, where he says he was taught “skills that help you throughout your entire life” such as time management and how to interact with others professionally. Abdullah found the courses to be invaluable. For him, the real benefit of the program are how they taught him the soft skills which are crucial for success in any working environment; such as communicating with colleagues, self-presentation and how to dream bigger. In many ways, the skills he gained helped him to think and see-long term, to expand his dreams: “I learned that I can further develop my skills, and that I can develop my skills and develop myself, and have bigger, longer term dreams.” Abdullah is very clear that the training – particularly the *Workplace Success* sessions, have changed his outlook on life and his behavior. He has become more self-confident, ambitious, and organized. These

changes are also perceived by those around him. Abdullah feels that he has earned greater respect from his family, and that his father looks at him with pride now, saying that he looks like a doctor. “The training overall changed me a lot”, Abdullah says, adding that the “*Workplace Success* course changed the way I deal with others, the way I meet with employers, how to prepare my candidacy and draft my resume, and it helped get me well received by employers and people I wanted to meet with.”

The positive changes in his life – increased confidence in himself, his appearance, and capabilities brought him to new heights. Building on this new mindset, Abdullah started actively looking for a job, networking, and passing his CV around his circle of friends and their employers. And soon enough, his efforts paid off: Abdullah confirmed that he just got hired as a nurse at the intensive care unit (ICU) of the Al-Husaini clinic.

Abdullah is now on the cusp of starting his first job. He acknowledges that the situation remains difficult in the country, as there are few jobs and many job-seekers, and salaries are low. For now, he is glad to have overcome hurdles in the market, and in his own mind, and is grateful to his family and to EFE for having supported him through his development.

¹² For confidentiality, a pseudonym has been used

Ali's Story

The war has had a devastating toll on life in Yemen, and while people try to live as best as possible it is a challenging and uphill journey with positive gains and setbacks abound. In this regard, Ali¹³ is no exception. As the sole income earner in his house, Ali has aspirations for a better life for himself and his wife, yet the conflict has often dashed these hopes.

Graduating from the Aden University in accounting in 2011, Ali found it difficult to find work in his field so instead began work as a taxi driver. Still striving for more, and to find work in his field, Ali attended the Education for Employment program in 2014 – 2015, which he found to be very helpful in developing the soft skills necessary in the workforce.

Completing the EFE training gave Ali a push to try again for a job in his field. Drawing on his new motivation and soft skills, he applied to over fifteen companies and institutions in Aden. When applying, he would present his EFE training certificate along with his university degree.

In time, Ali's search was a success - he finally found a position in his field. He got hired in early 2015 as an accountant by a company that imports food products, and started working there. Although the salary was not high, it was sufficient for Ali's needs, and it was a start. Unfortunately, war soon crossed paths with Ali's aspirations. In the face of conflict and a deteriorating economic situation, his company was forced to close down seven months after his hire, and he

was again out of a job. When it re-opened 1.5 years later, he was hired again – but it closed again five months later.

Today, the situation remains difficult for Ali and his wife. There is pressure on him since he is the only income-earner in the household. For now, he has returned to working as a taxi driver, whilst continuing to search for a job, and hoping for the end of conflict.

¹³ For confidentiality, a pseudonym has been used.

Reem's Story

Before she could make profound changes in her career, Reem¹⁴ had to first make changes to her confidence level and her approach to the job market. Graduating from the University of Sanaa' in 2010, Reem had no luck finding employment, as is the case with many recent graduates. While job hunting, she heard from friends about the Education for Employment (EFE) Pioneers program, and two months after completing university she was enrolled. The program appealed to her as it brought her closer to the job market, helping her find meaningful work.

She wasn't sure what to expect from the program, and attended three courses over a 6-month period. The structure of the program helped her understand concepts around the recruitment process, how to develop and plan her career, and it enhanced her ability to communicate better in professional settings with colleagues, something not taught at the university. Setting her for success, the EFE program taught her the fundamentals of the job interview process, such as being confident in her skills. In that light, Reem adds that the way she mostly benefitted from the program was "mainly self confidence, how to present and promote myself. Prior to the training I did not know how to talk about myself and how to present myself to employers."

While the skills gained were important, what she noticed became fundamentally important to her professional success was the increase in confidence she felt due to the training – "the main and most important change was increased self-confidence" she told us in a 2017 interview. These positive

personal changes were noticed and applauded by her family members and by those close to her, and turned out to be a key to her success in finding work.

At the end of the program students are required to complete an end-of-training project, which is a hands-on exercise requiring them to select companies, conducting site visits about the company, holding meetings with its' staff, and later presenting on their findings. With the help of her mentor, Reem found a company she wasn't familiar with – and it turned out they were hiring.

Now it has been seven years that she has been working for that organization, and Reem was promoted recently: she is now Senior officer in Commercial IP. She acts as Chief Officer for client accounts relating to Intellectual Property Rights and Patents. For Reem, finding success was a combination of both her personality, newly gained confidence, and a dedication in her job search out of school. The connection between EFE and her landing a job quickly after graduation shows that with the right combination of help from the community and giving personal growth a change, dreams can be met.



For Reem, EFE helped her find confidence, and gave her the keys to success

¹⁴ For confidentiality, a pseudonym has been used.

Majida's Story

After graduating with a degree in computer engineering at the University of Aden in 2013, Majida¹⁵ continued in her professional development journey by taking relevant courses with a variety of institutions, such as learning more about web applications and using specialized software. While taking these supplementary courses, Majida was introduced to Education for Employment (EFE), and enrolled for further classes in computer, business, and language-related courses.

To her surprise, it was the course she had no expectations for that proved to be the most useful and relevant - the business course - which helped her develop her business and job-related skills. She says that it “was what was really needed” in her training, that it was intriguing, innovative, and, importantly – it was useful. The EFE program helped her develop crucial skills and also had a positive and lasting impact on her personality. Regarding the former, she learned to build her CV effectively, to conduct job searches and how to work effectively with colleagues – all valuable skills when on the job hunt. For Majida, the biggest changes came regarding how the course impacted her personal development. Those close to Majida noticed

that after taking the courses she had gained confidence in herself, that she “became more assertive” in her opinions. In many instances, gaining confidence and self-awareness can have just as big an impact on addressing unemployment as the ‘hard-skills’ which are taught.

Although she had overcome several barriers relating to the job market, one place where she has no influence is on the job market; as such she hasn't found work for the time being. For many women and other young professionals in Yemen, the only jobs made available are those entirely outside of their field of expertise, and often offer insufficient pay or have barriers related to required years of experience. The war had a direct impact on Yemenis' abilities to find gainful employment, and even in some cases where assistance is provided, such as in the EFE program, it isn't enough. Majida is now taking care of her newborn child, but tells us that she is hopeful for the future and will continue searching.

¹⁵ A pseudonym is used for confidentiality.

Raufa's Story

In Yemen, finding gainful employment has been tumultuous due to instability and conflict, and for Raufa,¹⁶ it has been a difficult journey. Raufa graduated from the University of Sanaa' in 2008 with a Bachelor of Education, where she now lives with her four other family members. After having no luck finding work following graduation, Raufa joined the Education for Employment (EFE) program in the summer of 2009 where she took a variety of courses, including English and Computer Skills, which she found particularly useful.

The program introduced her to a university in the city where she volunteered and carried out a "graduation project"; however, she felt that it wasn't a good fit for her, and she decided to look for employment elsewhere. What followed was a difficult time applying for positions at different schools and institutions without success due to experience and salary conditions which weren't aligned to her needs.

Following the EFE training and her brief time at the Arab University, Raufa tried different avenues. She applied to various schools, but these usually required substantial previous experience. In some cases, she did receive offers, but at such low salary that it would not even cover her transportation cost. In other cases, the work would have required her to be out at night, which, as she notes, is "very hard for me because women cannot be outside late and feel safe." Raufa also twice attempted to become self-employed: once trying to teach from home, which she found

too tiring; another time selling perfume, which did not generate enough sales.

While the EFE program helped her to gain confidence in her organizational skills and helped show new ways of communicating, she still has had difficulty finding gainful employment. Young professionals are often faced with difficult decisions regarding finding work which suits their experience and education levels, but like many others Raufa is still trying hard, and has faith in her job search.

¹⁶ For confidentiality, a pseudonym has been used.

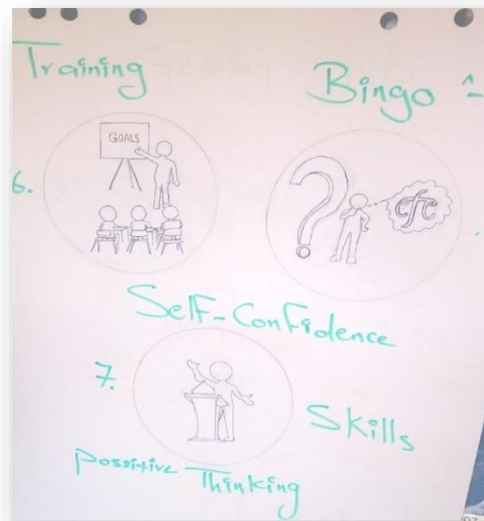
Munassar's Story

Despite his efforts to find a job, Munassar¹⁷ remained unemployed following graduation from university – until friends told him about the Job Training and Placement Program held by Education for Employment (EFE). He could see the positive changes it made in their lives, so he enrolled in four courses in 2010 and graduated in 2011.

Munassar felt that the programs he took were all highly relevant to his needs as an unemployed recent graduate; especially the Alumni Club meetings on Thursday, where he would listen to inspiring stories held by guest speakers.

In the EFE program Munassar had gained tools which proved to be crucial throughout his job search and in his life; soft skills such as being a more attentive listener, more sociable, and presenting himself better for job interviews. Professionally, he had learned the importance of effective time and task management, and the importance of setting goals, and of being held responsible for his actions.

Munassar had a chance to apply the new tools he had been equipped with. After being connected to hiring managers at DHL through the EFE program, Munassar had the chance at getting an interview. It took persistence and hard work, but after applying for the position three times he got in for an interview and was accepted for work only four months after attending the EFE training program.



In his storyboard, Munassar shows us how the skills and abilities he gained in training led to his increased self-confidence and helped him find gainful employment

Fully employed since then, Munassar is in a challenging and rewarding environment as he continuously seeks to improve himself and those around him. As proof of this hard work, he was awarded the employee of the year award in 2013 and continues to see his roles and responsibilities expanded.

Munassar feels that the EFE program allowed him to learn and grow positively, that it gave him the tools to find success in life. Through his determination, attitude and mentality changes, and being surrounded by a supportive community, Munassar could meet his dreams and can now proudly support his family.

¹⁷ For confidentiality, a pseudonym has been used.

Wahiba's Story

Wahiba¹⁸ graduated from the Modern Science University with a degree in Information Technology in 2010, and despite having an internship opportunity for 3 months after this, the company wasn't hiring. While looking for work, she continued studying at the University taking an English course, which is when she heard about the Education for Employment (EFE) Way to Work (W2W) program.

“What attracted me the most is that I will be attending many courses, which will qualify me for the job market free of costs, in comparison to a language course I am attending.”

Although intense, Wahiba was very satisfied with the content and structure of the courses she took within the program, particularly the mentors who she felt were engaging and knowledgeable.

During the course, Wahiba and those close to her noticed something remarkable that was happening: she was gaining confidence in herself, and starting to love herself more. In the program she was being challenged in ways she had never experienced, and learning what she was capable of was empowering both with regards to employment and outside of it. Since taking the course, Wahiba feels confident, patient and non-reactionary to difficult situations. In her home life with her family and husband she feels patient and able to discuss different opinions between them, being flexible and listening.

Informing her about employment opportunities as they arose, the program helped Wahiba attend several interviews which didn't work out because of the job requirements. Not deterred, Wahiba continued doing research in the job market and was eventually accepted at the Yemen British School to work as a secretary, where she has seen steady growth and is now an accountant. Wahiba says that she “has many more responsibilities than before”; being able to apply what she has learned and find solutions to issues with clients she faces on a daily basis.

Wahiba felt that before she took the courses she was “acting randomly” in her daily actions, that she was confrontational and didn't have patience to listen to others. Her mother has seen great changes in her personality, saying that she is more outgoing, happier with her work and that she generally isn't afraid in professional settings.

Finding work and advancement for women can be particularly challenging when faced with societal pressures and norms, however through the assistance of the EFE program we can see how women can become empowered and have strong personal growth.

¹⁸ For confidentiality, a pseudonym has been used.

Bader's Story

Bader's¹⁹ story is a common one across Yemen: a young man looking to move on from his family's traditional work in agriculture into a professional field in the city. Graduating with a diploma in Anesthesiology in 2015, Bader could only find insecure work which paid on a day-to-day basis while volunteering at the el Gomhoreya University and at the Red Crescent.

Working one day at the hospital, Bader saw an advertisement for the Education for Employment (EFE) Program and soon after applying was accepted to the EFE Health Care Program. Bader graduated from the program in 2017, and it has had a significant impact on him both in the workplace and in his personal life. Being given the opportunity to attend additional training was something Bader could never have afforded before EFE: "We used the revenue generated from agriculture and my allowance or bonus received from my volunteering work to cover our expenses. Still, I was working a lot with very little return. I never had time to continue my education", he tells us in an interview.

The program provided him with a positive environment led by mentors who were encouraging, positive, and motivational, showing Bader how to set goals in life and work hard towards achieving them. They are still in touch by phone even after the courses have ended; dedication which has been very encouraging for Bader and those close to him to remain positive in life and work together to improve their country.

"We have printed the main messages we have learned in the training - especially what we have learnt from Dr. Moataz - and hung them on our wall at home to remind ourselves to stay positive"

In addition to being taught skills both professional and personal, the EFE Program directly opened opportunities for more stable employment for Bader. After teaching him the fundamental aspects of successful job interviews, he was directly put in touch with a key contact person at the el Sadaqa Hospital where he currently works with a full time renewable contract. Bader believes that he became much more proactive in his work life since the program, and wants to positively influence others, improving the workspace and helping others where he can. The skills he has learned often come in handy in the workplace, where he uses his newfound computer skills to create notices in the operation room, and creating reports which he submits to his manager; "I was very proud of myself", says Bader, "I have designed a number of boards through using the computer and hung them in the operation room. When my colleagues saw them they were impressed and my work was more recognized."

Thanks in a large part to the EFE program, Bader can now contribute a large portion of his income to help his family out, and he continues to volunteer with the Red Crescent, proudly working to help those in his country impacted by the war. His story shows how despite immeasurable barriers, a supportive environment and personal dedication can help bring people towards achieving their goals and becoming happier at home and at work.

¹⁹ For confidentiality, a pseudonym has been used.

Ashwaq's Story

Personal development for women in Yemen faces much more deep-seeded challenges than those faced by men, and Ashwaq²⁰ shows us how her hard work and perseverance helped her overcome some of these challenges. Ashwaq graduated from the University of Aden in 2013 with a degree in accounting, but still found the job market to be highly unstable and could only find short-term contracts which weren't enough to start a professional career. Faced with these challenges, Ashwaq and a friend joined the Education for Employment (EFE) Way to Work (W2W) program together, with hopes it would be able to change their respective situations.

She could never have expected how much she enjoyed taking the courses. She says that the unique teaching style of the mentors made the courses interesting in a way that she didn't find in traditional schools or universities: engaging students, group work, lively discussions, and providing examples through visual aids and success stories. Ashwaq felt that she was using her mind creatively with an imaginative style for the first time to answer the teacher's questions; something she felt was the opposite of how subjects are taught in Yemen's education system, which is very strict and tough on students. "We were never bored," she says, telling us that it was "in fact the contrary - we enjoyed every minute and laughed often, I used to wake up every day looking forward to the course - I really enjoyed it."

For Ashwaq, the training brought empowerment both through professional and personal development. Professionally she saw a massive improvement of her "soft" skills: learning to respect the opinions of others, interacting with new people. When asked to reflect on how she changed before and after, she says "I understand

that people can have different views regarding the same issue, and that it is okay to be different".



The rooted bird is for Ashwaq, representative of how she feels. The dark roots are representative of traditions, values and norms, without which she cannot exist. The early paleness of the tree represents the insecurities she felt in university, but the bird shape identifies how she feels after the EFE program – with self-expression, and a freedom to grow and fly high to address challenges in life.

This lesson has helped her become more confident, especially in light of cultural traditions

²⁰ For confidentiality, a pseudonym has been used.

for women in Yemen. "Every girl in Yemen is told at home never to trust anyone and not to talk to strangers," she says. "As the training was mixed and due to my exposure to group work with other males and females, I gained more self-confident to express myself freely in groups." Working in groups taught her to be more responsible and accountable for her actions, that she can't blame others or societal traditions for failures, as she has in the past.

Ashwaq's journey to finding a decent full-time job was not easy. Following graduation from the EFE program, Ashwaq applied to several companies through the program but was without luck being connected for an interview. Taking her own initiative, Ashwaq approached several banks without luck and lastly the Yemen Standardization, Metrology and Quality Control Organization. She made a proposal to train for them for a month to determine if she was a good fit, and although they first refused, she was persistent and provided a letter of

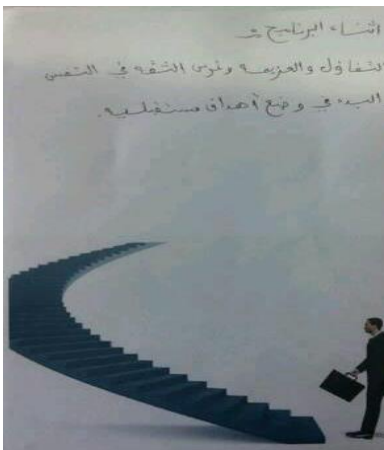
recommendation from the EFE mentors, which is what brought them to accept her offer. Following several one-month extensions, the organization offered her a full-time annual contract in 2016.

With Ashwaq's success, she points out that in Yemen women are faced with barriers for improving skills and working in new environments and there is a large societal pressure placing limitations on women and discouraging them from having independent thoughts and personalities; even that women are treated as if they are non-existent. Through their engagement in active training and employment such as provided by EFE, women can learn to trust themselves and gain independence – but more can always be done. Ashwaq's story shows us how difficult it can be for a woman to reach a successful place in life, and that they need to receive more support.

Salem's Story

Life in Yemen has become increasingly difficult since the start of the war, with high unemployment and inflation making daily tasks extremely difficult and at times – deadly. Despite having graduated with a degree in translation from Sanaa' University, Salem²¹ found himself being unproductive and generally indecisive when it came to making decisions on his career. Having heard about the positive impact that the Education for Employment (EFE) program had on a colleague from university, Salem decided to take control of his future and enrolled in the program.

Salem found the four EFE courses he participated in to be highly relevant to his professional needs, saying that he enjoyed the structure, duration, and content of the courses. Like many participants in the EFE program, Salem found the mentors to be especially professional and knowledgeable, teaching important lessons clearly and concisely.



While he was cautious at first of how the program would benefit him professionally, he feels that there is no doubting how it changed his life on a personal level.

The training taught him to be more patient with others: “now I have learned to be more patient and empathetic and not jump to conclusions, if I do not understand something I will ask questions to better understand”, he says.

Not only has EFE helped him, but the program has helped him help others around him. A family friend had been having issues with customers and employees, often disagreeing with them and losing his temper, which had a negative impact on his business. Teaching the friend lessons and skills he learned in the program, Salem has shown his friend how to better communicate and to resolve issues; “he now has a better relationship with the employees,” adds Salem, saying that due in part to the positive changes, the friends’ business continues to grow: “the business has improved so much that they have opened three other branches – I may even join the team in the future.”

As part of the program, Salem was introduced to an international travel company which offered him a 6-month contract in 2014. The position was promising and well-paying, and then was cut short due to the war, which led to international flights being banned.

While this was disappointing, Salem isn't despairing – he soon after found a full-time position teaching English, where he now works. He sees his country as undergoing a transformation, and that they “*should not give up hope or get pessimistic about the situation. We should always do our best to find a purpose in life*”.

Remaining optimistic and finding a purpose can be difficult in dire situations as many Yemenis, and people around the world, face on a daily basis. One way to help increase the feeling of optimism is through connecting young people with the chance of finding meaningful employment, chances to learn new things, and teaching them to pass on lessons to their communities, as we can see EFE has done with Salem.

²¹ For confidentiality, a pseudonym has been used.

Omar's Story

Omar²² graduated from the University of Sana in 2008 where he studied chemistry but had difficulty finding work in his field. Upon graduation he opened a small business with a friend where they designed advertisements upon request. The business was going quite well but had to close the office when the war started in 2011 for several reasons, namely the office being on the same street where rioting occurred, and due to an accident where Omar suffered from burns.

Upon recovery, Omar looked for opportunities to improve his situation. He was hopeful to reach a stable situation and find decent employment, which is when he learned of the EFE program from a friend who also participated in it. Omar graduated from the Pioneers Program in 2012, but due to the turmoil and insecurity in Yemen, the training course durations had to be shortened and condensed, including for the English course which he was particularly interested in.

While Omar doesn't feel that his behavior and attitudes have changed as a result of the training, he does feel that his English reading and writing has improved, noting that he could write his CV in English. Through the program, he received a month of training at DHL which entailed checking packages, where he didn't have the opportunity to apply what had been taught in the courses. Following the packaging job, he was denied being transferred to Human Resources following an interview. He felt that his appearance was the main reason for rejection, as he has visible scars and is missing an ear due to the accident.

He feels that he can't judge if he's changed personally from the program or not after only having training for a short period of time. Shayef, Omar's family member, had a different view on the effect of the training on Omar's personality and attitude. Shayef encouraged Omar to join the program to increase his chances in finding a job, as he unsuccessful in finding work for some time. Shayef attributes some positive personal changes in Omar to the EFE training program; saying that Omar used to make impulsive decisions without listening to other's opinions, but now he is "more stable and calm, he weights decisions and options before acting and has improved in communication, especially with family members." He also believes, like Omar, that the main factor hindering him from finding a job is the accident he had a couple of years ago. Another factor that can contribute to unemployment is the conflict, as few companies are hiring.

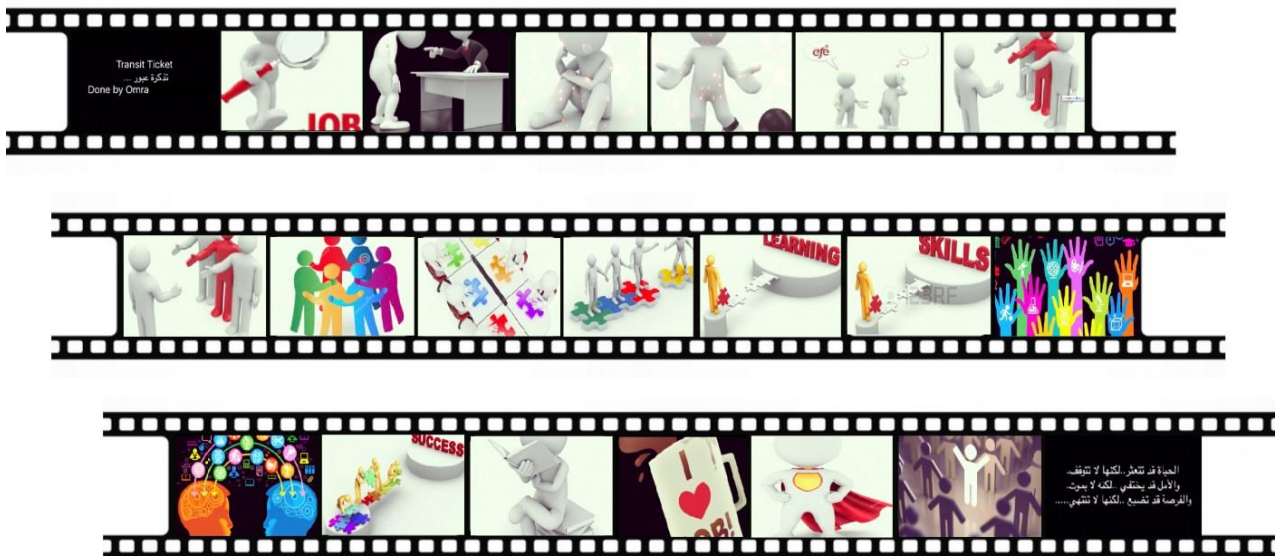
²² For confidentiality, a pseudonym has been used.

Zahra's Story

Graduating from Sanaa' University in 2014 with a degree in English literature, Zahra²³ is a hard-working woman: she had a full-time job teaching while she was completing her degree, and as a secretary during her last year of school. As her position wasn't what she was looking for, Zahra searched for new means of work and was introduced to the Education for Employment (EFE) Way to Work (W2W) program. After attending for 4 or 5 weeks, Zahra needed to end her involvement in the program to take care of her sick mother; she explained, "I was very sad to discontinue the training, as I was learning a lot", and that she gained much in the short time she was in it.

Zahra enjoyed her time in the EFE training, saying that she felt like she was friends with the colleagues in the course although they hadn't known each other long. It also gave her a chance for social interaction with men which through group work, was her first time interacting and having "real" conversations on different topics with them. She also enjoyed the job training aspects received, such as how to prepare for job interviews, and training on situations she sees in her day to day life.

She feels strongly about the course, and although it was cut short she feels that the training has positively impacted her life and set her on track to continue to different stages of her life.



²³ For confidentiality, a pseudonym has been used.

Appendix VI List of Findings

- Finding 1: Feedback about the trainings' relevance was generally positive. It is seen by beneficiaries as key to acquiring new skills and bridging the gap between the education system and the labor market. However, pre-training orientation is subject to improvement, in order to assist youth in selecting the most relevant trainings for their future career.
- Finding 2: Feedback about the EFE program was overall highly positive. Participants positively represented the program in their storyboards, and expressed their appreciation of the contact with a diverse set of participants and with alumni that the program has offered.
- Finding 3: One of the assets of the trainings is the quality of the trainers.
- Finding 4: Feedback on training duration and training material was mixed. While some interviewees appreciated the training duration and content, others had a number of reservations which they felt they must raise to help the program improve.
- Finding 5: The program contributed to improving participants' skills and knowledge, mainly in terms of job search, presentation and communication, planning and self organization, time management skills, and computer skills.
- Finding 6: Following their participation in the EFE program, interviewed beneficiaries' attitudes improved in terms of self-confidence, positive attitude, and motivation.
- Finding 7: Results were mixed in terms of change in behavior reported by youth.
- Finding 8: Alumni services were well appreciated; however the alumni network is subject to improvement.
- Finding 9: EFE's program contributed in multiple ways to youth's employability. Other external factors were also influential in youth's success in landing a job.
- Finding 10: Although employed interviewees were thankful for their employment, the harsh country context makes landing a decent job more difficult.