Global Partnership for Education

Education Sector Program Implementation Grant (ESPIG)

Annual Status Report January-December 2017

Yemen Program



© PMU-GPE/2017/ Class Session by Rural Female Teacher, Osamah Bin Zaid School in Amran Governorate

I. Acronyms

AWP	Annual Work Plan
BEDP	Basic Education Development Project
BoQ	Bill of Quantities
CA	Coordinating Agency
CLP	Community Livelihoods Program
DCP	Developing Country Partner
DEO	District Education Office
DO	District Education Office
DG	Directorate General
EFA	Education For All
EMIS	Education Management Information System
ERDC	Education Research and Development Center
ESPIG	Education Sector Program Implementation Grant
FO	Field Office
GA	Grant Agent
GEO	Governorate Education Office
GES	Girls Education Sector
FTI	Fast Track Initiative
GIZ	*Gesellschaft fur Internationale Zusammenarbeit* (German Development Agency)
GoY	Government of Yemen
GPE	Global Partnership for Education
GPS	Global Positioning System
IDP	Internally Displaced Person
IMSC	Inter-Ministerial Steering Committee
JAR	Joint Annual Review
LAEO	Literacy and Adult Education Organization
LEG	Local Education Group
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MoLA	Ministry of Local Authority

MoPIC	Ministry of Planning and International Cooperation
MoU	Memorandum of Understanding
MTRF	Medium-Term Results Framework
NAS	National Assessment System
NDC	National Dialogue Conference
NGELS	National General Education and Literacy Strategy
OM	GPE Program Operations Manual
OOSC	Out-of-School Children
PD	Program Document
PDO	Program Development Objective
PMU-GPE	Program Management Unit - Global Partnership for Education
PSS	Psychosocial Support
TEGRA	Teaching Early Grade Reading Assessment
TO	Technical Office
ToT	Training of Trainers
TPM	Third Party Monitoring
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

II. Table of Contents

I. Acronyms 2
II. Table of Contents 4
1. General characteristics 5
1.1 Program information 5
1.2 Program financing resources 5
1.3 Duration 5
2. Program implementation 6
2.1 Program implementation overview 6
2.2 GPE Program outcomes indicators: 15
2.3 Progress in Program implementation: overall progress and progress by components 16
2.4 Program Results (based on the revised result framework) 23
2.5 Program Disbursement 28
2.6 Technical, policy, or knowledge products: 29
2.7 Lessons learned and/or best practices and/or innovations: 30
3. GPE Corporate Results Framework 31
3.1Global numbers 31
3.1.1 Number of textbooks purchased / printed and distributed : 31
3.1.2 Number of teachers trained 333
3.1.3 Number of classrooms built or rehabilitated (as a result of the Program) 35
3.2 ESPIG support to (EMIS) 36
3.3 ESPIG support to the development or improvement of a learning assessment system 37
3.4 GPE Corporate Results Framework – ESPIG Variable Part Indicators 37
Annex 1: List of eligible activities until TEP is developed 38
Annex 2: Photos from program activities 39

1. General characteristics

1.1 Program information

Program Name: Education Sector Program Implementation Grant
Developing Country Partner: Ministry of Education (MoE) -Yemen
Grant Agent: UNICEF
Program Amount: US$ 72.6

1.2 Program financing resources

This Program is financed by the GPE (ESPIG) as well as other financing resources: □ Yes ■ No

1.3 Duration

Start date of Program: March 2014
End date of Program: March 2019

2. Program implementation

2.1 Program implementation overview

(a) Overall Program objective(s): Program Development Objective (PDO) is to help the Government of Yemen (GoY) improve equity in access, basic education learning environment in thirteen governorates, and institutional capacity at the MoE, Governorate Education Offices (GEOs) and District Education Offices (DEOs) levels. Following the first reprogramming on 22 July 2015, an additional objective has been added to focus on Education in Emergency (EiE) response justified by the onset, in March 2015, of the current conflict.

(b) Assess the likelihood that the overall objective(s) will be achieved at the end of program implementation:

Table 1: Progress toward achievement of overall objective(s)	
Rating from Previous Reporting Period	**Rating for Current Reporting Period**
□ Highly Satisfactory (HS) □ Satisfactory (S) ■ Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □ Highly Unsatisfactory (HU)	□ Highly Satisfactory (HS) ■ Satisfactory (S) □ Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □ Highly Unsatisfactory (HU)

Overall progress on program implementation has improved from "Moderately Satisfactory" in the previous reporting period (Jan-Dec 2016) to reach "**satisfactory (S)**" in 2017, with annual disbursement of US$ 15,276,481.13, a significant jump from the US$ 9,915,125.68 utilized in 2016. The increase in budget expenditure is due to rehabilitation works as well as training and monthly salary payment of rural female teachers and. Expenditure for the supervision component of the project for this reporting period was a further US$ 1,155,943.29 in 2017, resulting in total liquidated expenditure for the year of US$ 16,432,424,42. Including cash advances and prepayments, total utilization for the project currently stands at US$ 33,862,940.64, against a total project value of US$ 73,525,025.93[1], representing an expenditure rate of 45 percent.

Overall progress rating is likely to deteriorate in next reporting period in light of fact that many activities were put on hold after the agreement reached during the last Development Partners (DP) meeting in Amman in September 2017 that reprogramming proposed in June 2017 should be aligned to the Transitional Education Plan (TEP) 2018-20 under elaboration. Until then, only ongoing activities required to keep schools functional can be pursued as discussed and agreed by DPs. The TEP is yet to be finalized, the next step being a priority setting workshop in February 2018. The possibility of using the outcome of the workshop to proceed with proposed reprogramming will be discussed in order to resume program implementation.

[1] Including originally allocated management cost of US$925,925.93 (US$ 1million minus 8% indirect cost).

Major progress on implementation to date has been made in (i) sub-components 1.1 (school based development and community participation), 1.3 (developing teachers' performance), 2.2 (increasing social demand on education), 3.1 (educational information system) and (i) component 4 (EiE) introduced after the 1st reprogramming in mid-2015, leading to tangible results as follows:

- In schools that received development funds (420 schools) in 2015 and 2016, the following was observed: (i) 9.4 % increase in student population (25,915 children); (ii) larger participation of girls (improvement in gender parity ratio from 0.78 to 0.83); and (iii) 2 percentage point increase in students' achievement in the end-year exam to 89% according to the report submitted by PMU-GPE;
- Community ownership and engagement in school management and performance monitoring in target schools have been enhanced as demonstrated by increased attendance and participation of school development committee members in statutory and ad hoc meetings;
- To date, 3,521 supervisors, 436 of them female (out of 5,600 target) were trained on supervision and supervision tools developed;
- Supervisions by trained supervisors using supervision tools might have contributed to (i) increased functional discipline among school administrators and teachers; (ii) improved teachers' performance; and (iii) improved capacity of school administration to plan and manage, lead to enhanced learning by children per the report submitted by PMU-GPE. These visits have also provided opportunities to identify and challenges related to school operation such as shortage of teachers, lack of textbooks and poor infrastructure;
- Schools with rural female teachers supported by GPE funds have seen an 8.5% increase in girl's enrolment from the 2015/2016 to the 2016/2017 school year. Over the same period, the total population of student and teachers in these schools has increased by 9%;
- Out of the 700 BEDP II teachers taken over by the GPE-funded program, 19 teachers dropped out of the program. The rest having completed 3 years of service and on the job training by the end of 2017, they are expected to be taken over by the government system as per national laws. Meanwhile, 1,600 other teachers have been recruited and paid on GPE funds since October 2016.

(c) Cumulative progress towards overall objective(s)

Table 2: Cumulative progress towards overall objectives

Component 1	***Improving quality of basic education:*** *Moderately Satisfactory*	
Objective(s)	**Raise education outcomes in target governorates and elaborate new and scalable qualitative standards**	
Achievement	**Deviation and Reasons**	**Mitigation Measures**
Sub-component 1.1 (School based development and community participation)		
Capacity building of school development committees [1.1.1]: • 1,634 members (out of 2,325 target) trained on planning, implementation, monitoring and evaluation.	• Procurement of extra-curricular equipment and training on life skills put on hold after LEG meeting in April 2017.	• To be reprogrammed depending on TEP priorities.

Component 1	*Improving quality of basic education: Moderately Satisfactory*	
Objective(s)	**Raise education outcomes in target governorates and elaborate new and scalable qualitative standards**	
Achievement	**Deviation and Reasons**	**Mitigation Measures**
Supporting capacities of local communities and local participation [1.1.2]: • 5,790 parent councils' members (out of 6,300 target) trained on regulation and tasks of parent councils.	• Training of 510 parents in 66 schools in Shabwah and Al-Dhale'a delayed due to suspension of activity in southern governorates by education authority in Aden until the PMU-GPE in Aden is set up.	• Suspension lifted following negotiations with authorities. To be implemented once program Management Unit - GPE (PMU - GPE) Aden is fully operational.
Providing school development fund [1.1.4]: • All 420 developed schools targeted in 13 governorates provided with development fund (US$ 1,500 per school per year) for two academic years (2015-2016 and 2016-2017) to improve learning environment, including teacher training, student participation in school management through student councils, provision of psychosocial support (PSS) and equipment/materials. Transfer for 2017-2018 school year pending.	• Transfer of funds for 2017-2018 school year delayed by late transmission by PMU of evaluation report on previous year implementation • Monitoring visits by developed team to 44 schools in Marib, Aden and Al-Jawf have been delayed by insufficient capacity of PMU-GPE Aden.	• Payment initiated following submission of draft report. • Establishment of PMU-Aden ongoing to be followed by capacity building of newly recruited staff.
'Providing educational inputs [1.1.5]: • Procurement of all 244 computers and 230 science laboratory equipment initiated; • Science labs manual developed and all 600 copies printed; • Audio-visual programs and illustrated materials developed, printed and copied.	• Number of computer labs equipment reduced from 420 to 244 because of price increase occasioned by addition of solar panels (from US$ 6,900 to US$ 11,877); • Provision of both computer and science laboratory equipment put on hold at LEG meeting in April 2017; • Provision of libraries put on hold to avoid use of books for political purposes.	• Agreement to procure laboratory equipment confirmed through 3-pager submitted in December 2018 upon GPE Secretariat request.
Training on active learning methods [1.1.6]: • 8,059 teachers, 2,022 of them female (out of 8,976 planned) trained in 420 targeted schools.	• Targeted number of teachers reduced from 9,400 to 8,976 due to increase in unit cost caused by ongoing conflict that generated unpreceded inflation in the country (from US$ 44 to US$ 46 as far as this specific activity is concerned); • Training of 917 teachers in Aden and Al-Dhala'a postponed until PMU in Aden, set up following request by education authority to implement activities in Southern governorates, becomes operational.	• Procurement of Monitoring and Evaluation (M&E) Specialist and Accountant ongoing.
Sub-component 1.2 (Curriculum development)		

<table>
<tr><td>Component 1</td><td colspan="3">Improving quality of basic education: Moderately Satisfactory</td></tr>
<tr><td>Objective(s)</td><td colspan="3">Raise education outcomes in target governorates and elaborate new and scalable qualitative standards</td></tr>
<tr><td colspan="2">Achievement</td><td>Deviation and Reasons</td><td>Mitigation Measures</td></tr>
<tr><td colspan="2">Curriculum development:
• Curricula revision for Grade 2 Arabic and Grades 2-3 mathematics and science completed.
• Framework / guidelines for elaboration of study books on basis of revised curricula for Grades 4-6 science and mathematics completed.
• About 50% of study books and teacher’s manuals for mathematics and science grade 4-6 revised before appearance of conflict-led political interference.</td><td>• Original plan was to complete revision of curricula by September 2017. However, all curricula-related activities had to be put on hold following changes in textbook content by de facto authorities and current sensitivity of curricula issues.
• Curricula revision for social, national and civil education at grades (5-6) reprogrammed in 2016 due to the same reason as above and hence no longer implemented.</td><td>•To be reprogrammed depending on TEP priorities.</td></tr>
<tr><td colspan="4">Sub-component 1.3 (Improvement of teachers’ performance)</td></tr>
<tr><td colspan="2">Teacher’s competency standards [1.3.1]:
• Competency standards for teacher in early childhood and basic education approved and used by universities and authorities (GEOs and DEOs) for training and supervision.</td><td></td><td></td></tr>
<tr><td colspan="2">Teachers and educational supervisors’ training on active learning and revised curriculum [1.3.2]:
• Manuals for training on active learning in Science and Math prepared.</td><td>• Training of 20,000 teachers reprogrammed to 2018 following misunderstanding that activity was to be suspended.</td><td>•To be implemented as soon as preparation is completed.</td></tr>
<tr><td colspan="2">Teachers’ supervision [1.3.3]:
• Materials for training of educational supervisors developed and 3,521 supervisors, 436 of them female (out of 7,000 original target) trained on supervision and use of tools developed.
• Five supervision visits conducted at each level, as indicated in table below, to increase capacity of concerned offices on supervision and management at decentralized level.
<table>
<tr><td></td><td colspan="2">Supervision visits by DEO to schools</td><td colspan="2">Supervision visits by GEO to districts</td><td colspan="2">Supervision visits by MoE central to governorates</td></tr>
<tr><td></td><td>Plan</td><td>Actual</td><td>Plan</td><td>Actual</td><td>Plan</td><td>Actual</td></tr>
</table></td><td>• Target number of supervisors to be trained reduced from 7,000 to 5,600 in light of the increase in unit cost from US$ 80 to US$ 100.
• Inflation of prices (for example, 50% increase in petrol) and security situation resulting from ongoing conflict have prevented visits to all schools targeted (See the table in the achievement column).</td><td>• Continue discussion with education authorities on best ways to ensure supervision in spite of decrease in number of schools to be supervised.</td></tr>
</table>

Component 1	*Improving quality of basic education: Moderately Satisfactory*					
Objective(s)	**Raise education outcomes in target governorates and elaborate new and scalable qualitative standards**					
Achievement						**Deviation and Reasons** / **Mitigation Measures**
2015 – 1st half	8,800 schools	4,351 schools	200 districts	201 districts	23 gov.	12 gov.	
2015 – 2nd half	8,800 schools	4,741 schools	200 districts	200 districts	23 gov.	12 gov.	
2016 – 1st half	8,095 schools	5,235 schools	200 districts	187 districts	23 gov.	17 gov.	
2016 – 2nd half	6,840 schools	4,123 schools	181 districts	82 districts	23 gov.	19 gov.	
2017 – 1st half	6,320 schools	3,533 schools	181 districts	120 districts	23 gov.	18 gov.	

Achievement	Deviation and Reasons	Mitigation Measures
Development of National Assessment System (NAS) for grades 4-6 of basic education [1.3.4]: • Development of NAS in Arabic language, Science and mathematics ongoing with approximately 90% of work completed. • Questions for national assessment and manuals for handling exams prepared, printed and supplied to 15,916 students in 273 schools in 13 governorates. These exams were graded and entered to the system. • Two guidance manuals to assess student skills in reading (G1-3) and science and mathematics (G4-9) prepared. 4,800 and 6,350 copies printed and distributed respectively (against original plan of 2,000 and 5,000) due to lower unit cost.	• Original plan to complete NAS development by October 2017 suspended pending reprogramming but agreement reached at a later stage to complete in light of fact that work is nearly completed. • NAS to initially cover G1-9 (4-6 from GPE and 1-3, 7-9 from BEDP-II) but now limited to grades 4-6 because of BEDP-II suspension by World Bank.	• Suggestion to extend assessment to G1-3 and G7-9 with 3rd reprogramming in order to cover all basic education cycle
Sub-component 1.4 (Pre-school education)		
• Three study books prepared for 8,800 children (hence 26,400 copies) as opposed to original target of 6,000 children (facilitated by lower unit cost) and distributed in 297 schools in 2017. Training toolkit for kindergarten teachers also prepared and 43 Training of Trainers (ToT) on its use.	• Procurement of equipment for 200 classes and training of 960 teachers put on hold until reprogramming since primary education has been prioritized due to the ongoing conflict.	• To be reprogrammed depending on TEP priorities.

Component 2	*Enrolment and equity (access): Satisfactory*		
Objective(s)	**Contribute to promotion of equitable access to quality basic education through supply and demand-based interventions.**		
Achievement		**Deviation and Reasons**	**Mitigation measures implemented**
Sub-component 2.1 (Infrastructure and social environment)			

Component 2	*Enrolment and equity (access): Satisfactory*	
Objective(s)	**Contribute to promotion of equitable access to quality basic education through supply and demand-based interventions.**	
Achievement	**Deviation and Reasons**	**Mitigation measures implemented**
• Construction: All 600 classrooms identified and Bill of Quantity (BoQ) and design prepared.	• Construction of new classrooms put on hold due to security situation since onset in March 2015 of current conflict.	• Given poor perspectives of improvement in current security situation, suggestion to be made under reprogramming to use funds available for new construction for other interventions.
• Rehabilitation: Sub-component shifted to Component 4 to support EIE response added in first reprogramming.		
Sub-component 2.2 (Increasing social demand on education)		
Rural Female Teachers Program [2.2.1]: • 88,940 teachers' manuals printed; • 681 World Bank BEDP II teachers now supported by GPE-funded program trained and paid since March 2015. • 1,589 teachers contracted under GPE-funded program (1,184 teachers with secondary education Diploma and 405 teachers with university degree) have received salaries since October 2016. Out of them, 1,040 teachers have completed training and 549 others will undergo a last phase of training in 2018.	• Deviation in number of teachers caused by either death or drop-out (2 passed away, and 19 of 700 BEDP-II and 11 of 1600 GPE dropped from program to get married or move).	
School bag kits [2.2.2] • 23,156 school bag kits (phase 1) out of 35,000 planned distributed in most affected areas during 2016/2017 school year. 20,000 additional bags (phase 2) procured to be distributed for 2017/2018 school year and 22,000 (phase 3) bags already contracted for purchase for 2018/2019 school year.	• Quantity for each phase reduced from 35,000 to approximately 20,000 due to higher unit cost (increased from US$ 6 to approx. US$ 8.75). • Delays due to longer lead-time of offshore procurement as sea ports and airports are not always functional due conflict in country.	
Sub-component 2.3 (Compensation opportunities for children outside the school)		
• 76,921 Out-Of-School Children (OOSC) identified through OOSC survey in 12 districts (one per selected governorates) as potential targets for activities planned under this component to be implemented following organizational framework elaborated with 70% of teaching guidelines completed.	• OOSC related activities (teacher training, open classes in mosques) delayed by late completion of OOSC framework and suspension of intervention pending reprogramming.	• To be reprogrammed depending on TEP priorities except elaboration of organizational framework.

Component 3	*Institutional Capacity Building for MoE: Moderately Satisfactory*	
Objective(s)	**Support national capacity to effectively and efficiently manage resources to oversee delivery of quality education services**	
Achievement	**Deviation and Reasons**	**Mitigation measures implemented**
Sub-component 3.1 (Education Management and Information System)		
Education Management Information System (EMIS) at decentralized level [3.1.1]: • EMIS software updated and 364 specialists from central, 8 from 13 governorates and 40 from 65 target districts trained on its use. Procurement of EMIS computing equipment and solar panels in final stage for completion during 1st half of 2018. • School data for 2014-2015 and 2015-2016 collected from all schools in the Republic of Yemen, reviewed and published. • 289 out of 406 planning specialists in DEOs trained on use of planning and monitoring manual. • All 195 specialists from the central, GEO and DEO level were trained on use of software in HR, school mapping, statistics and EMIS programming during phase 1.	• Training in southern governorates delayed due to request by education authority in Aden to implement activities in governorates under its own control. • Data collection at school level took longer than originally planned due to security situation.	• Work ongoing for set up of PMU with recruitment of M&E specialist and accountant. • Sustained discussions with all parties to encourage collaboration and expedite data collection.
Building the institutional capacities of the technical unit for managing the program at the Ministry [3.1.2] • Inter-Ministerial Steering Committee (IMSC) meetings in Sana'a have been held monthly up to July 2017 with participation of relevant authorities, PMU and UNICEF. Education authority in Sana'a prepared minutes for required action. • Monitoring progress reports submitted by PMU to UNICEF on monthly basis.	• Monthly meeting for IMSC members in Sana'a side have been put on hold since July 2017 due to suspension of payment of allowances (being revised with new Operations Manual). • The similar structure is to be set up in Aden. • Joint Annual Review (JAR) for Yemen has not taken place due to security and political situation in the country since the beginning of the program.	• Frequent meetings and communications have been made with PMU-GPE and education authorities in both sides to mitigate communication gap which might be caused by no IMSC meetings.
Sub-component 3.2 (Quality and school accreditation at decentralized levels)		
• Cancelled after May 2015 reprogramming.		
Sub-component 3.3 (Strategies of general education and literacy for the period 2016-2025)		
• Replaced with elaboration of Transitional Education Plan (TEP) for 2018-2020 now under of UNESCO, new LEG coordinator. Funds to be transferred to UNESCO for that purpose following signature of Memorandum Of Understanding (MOU) between UNICEF and UNESCO.		

Component 4	*Education in Emergency: Satisfactory*	
Objective(s)	**Support EIE response**	
Achievement	**Deviation and Reasons**	**Mitigation measures implemented**
Sub-component 4.1 (School Rehabilitation)		
• Assessment conducted in 216 instead of 150 planned after first reprogramming. • Out of 216 schools assessed, 192 retained (42 more than planned) in light of needs and budget available at time of assessment. To date, 165 out of 192 schools targeted rehabilitated within timeline and remaining 27 expected to be completed during 1st half of 2018.	• Delays experienced in selection of schools for rehabilitation and tendering process for construction works due to insufficient capacity of education authority. • Verification of works hampered by access restrictions to UN staff. • Devaluation of Yemeni Rial (YER) against US$ (from YER 215/US$ to nearly 400/US$) during implementation phase, resulted in (i) increased cost of construction materials and transportation; and (ii) unwillingness on part of contractors to bear the burden of exchange rate fluctuations.	• Working committees comprising UNICEF Field Offices (FO) and Governorate Education Offices' (GEO) engineers set up to provide technical support for tendering process. • Third party monitoring (TPM) conducted to provide technical support in locations not accessible by UNICEF and education authorities. • Payments in US$ made to contractors to stabilize contracts value and facilitate completion of works.
Sub-component 4.2 (Equipment and Furniture)		
• First batch - 17,000 pieces of furniture for 170 schools (out of 20,000 planned) procured and delivered to replace items looted or damaged by conflict and/or occupation of schools by IDPs /Armed groups to cater for 51,000 children to date – 10,000 delivered in 2016 and 7,000 in 2017. • Second batch - 20,000 pieces of furniture under procurement.	• 3,000 desks for South (Abyan, Shabwah, Hadhramout and Maharah) are yet to be procured from first batch of 17,000 desks.	• 3,000 desks to be added to second batch with expected delivery in Q2-2018.
Sub-component 4.3 (Psychosocial support)		
• Psychological support program fully implemented in 15 governorates with 4,800 teachers trained (out of 4,800 target) and 98,621 students reached (out of 87,500 target). The over-achievement for students resulted in more coverage per teacher than planned.		
Sub-component 4.4 (Provision of basic learning supplies)		
• School bags: 86,844 school kits procured and distributed in most affected areas in 14 governorates.	• School kits were reduced from 130,844 to 86,844 due to higher unit cost (US$ 10.8 versus US$ 6 planned).	

(d) RISKS, CAPACITIES AND MITIGATION MEASURES:

The following risks have had to be addressed in order to permit program implementation:

(d)-1: Security risks caused by protracted conflict

The protracted conflict has slowed program implementation and monitoring, especially in areas close to the border with Saudi Arabia, in the Taiz enclave and some governorates in the south. Ground fighting in Sana'a city in December 2017 has further exacerbated the problem and made program implementation even more difficult since as UNICEF international staff had to evacuate the country while both PMU and UNICEF national staff were forced to stay at home. To mitigate the risk leading to limited access to target implementation areas, UNICEF have provided remote support to the extent possible, whilst maintaining recourse to third party monitoring (TPM) to ensure actual implementation and use of funds for the purposes for which they were intended. UNICEF also expects that the upcoming reprogramming will help UNICEF and education authorities identify those activities essential to system preservation and sustained delivery of education services which can be implemented despite the continuation of the conflict.

(d)-2: Political risks caused by geopolitical division

Geopolitical division, which emerged particularly strongly since the beginning of 2017, has created enormous challenge and delayed program implementation while generating new risks related to accountability and capacity. For example, insistence by internationally-recognized authorities of a PMU in Aden to implement activities under its control despite limited technical capacity has put implementation at a standstill in the four governorates concerned. Likewise, refusal by authorities in Aden to have teacher training conducted by PMU in Sana'a or share EMIS data with education authority in Sana'a has substantially delayed publication of education statistical yearbook. UNICEF, in collaboration with other (DPs) led by UNESCO, is consistently communicating with both sides, inviting them to put their differences aside to facilitate program implementation for the greater benefit of children. Work is also ongoing for the set-up of the PMU in Aden with recruitment of key staff delayed by Ministry's insistence to nominate them although program rules call for a transparent recruitment process. This is also an issue in Sana'a for the recruitment of the accountant.

(d)-3: Fund management and accountability

To mitigate fiduciary risks in an unsecure and volatile context, UNICEF manages funds following a Harmonized Approaches to Cash Transfer (HACT). Under HACT, UNICEF transfers funds to PMU-GPE bank account after reviewing PMU-GPE's disbursement request based on 4-year and updated annual work plan and having ensured that prior requests have been financially liquidated and technically cleared. For verification of actual implementation, spot checks are also conducted by field office colleagues and third party monitors. The spot check planned for 2017 was replaced by an audit. The next one is planned for May 2018 to review 2nd payment made in 3rd quarter of 2017, amounting US$ 960,880. Close follow-up is done with the PMU to ensure that all issues raised by the audit are addressed.

(d)-4: Service delivery in the north due to the salary issue for teachers and education staffs

Before the crisis, the education system exclusively relied on public funds for salaries and operational costs. These have become unavailable with the

growing financial crisis and since October 2016, teachers in 13 governorates (two-third of teaching population) have not received any salary with a few exceptional cases[2]. As a result, the quality of the education provided to 4.5 million children is at stake as the previous school year was shortened while the new one started with a month delay. While UNICEF has kept advocating in national and international fora of the need to resume payment of salaries, the issue remains unresolved to date. Discussions are ongoing donors on a possible incentive payments for all public sector workers concerned.

2.2 GPE Program outcomes indicators:

Table 3 – GPE Program Outcome indicators and achievements

Indicators	Source	Baseline (2013-2014)		Reporting period (Jan-Dec 2017)			Next reporting period (Jan-June 2018)		End target	
				Data			Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Data	Month / Year	Target	Actual[3]	Month /Year for actual data				
1. Grade 3 retention rate in 13 targeted governorates improved	MoE Database	77.8%	Sep 2013-Aug 2014	77.8%	69.2%	Jan-Dec 2017	N/A	70%	N/A	To be updated during reprogramming
2. System for learning assessment in place (National)	MoE – Technical Office	Proposed system based on existing curriculum (grade 1-6 NASS)	Sep 2013-Aug 2014	Final Evaluation instrument in place for G 4-6	Developing system based on existing curriculum for grade 4-6 in progress	Jan-Dec 2017	N/A	System development completed for G 4-6	N/A	To be updated during reprogramming
3. Gender parity index in 13 targeted governorates improved	MoE Database	0.69	Sep 2013-Aug 2014	0.71	0.82	Jan-Dec 2017	N/A	0.83	N/A	To be updated during reprogramming

[2] They occasionally received a part of salary especially for the month of exams and school start.

[3] Source: 2015-2016 statistic book.

Indicators	Source	Baseline (2013-2014)		Reporting period (Jan-Dec 2017)			Next reporting period (Jan-June 2018)		End target	
				Data			Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Data	Month / Year	Target	Actual[3]	Month /Year for actual data				
4. Out-of-school Rate in 13 targeted governorates reduced	MoE Database	28%	Sep 2013-Aug 2014	27.6%	24.2%	Jan-Dec 2017	N/A	24.0%	N/A	To be updated during reprogramming
5. Governorate Performance Reports reflected in Joint Annual Reviews	MoE. Technical Office	N/A	Sep 2013-Aug 2014	Available	Not available as no Joint Annual Review (JAR) organized	Jan-Dec 2017	N/A	Available	N/A	To be decided whether to continue this indicator or not during reprogramming

Progress during 2017 has been registered in Table 3 below. Of note is the fact that this is the first time since the beginning of the program that data is available for indicators 1, 3 and 4 following the publication, in September 2017, of the 2015-2016 statistics book with support from GPE funds. Findings from these data are as follows:

- The gender parity index (GPI) – indicator 3 - has increased since 2014 up from 0.69 to 0.82. Moreover, the OOSC rate in target governments - indicator 4 - has improved since 2014 down, from 28% to 24.2%. Program objective has therefore already been reached for these two indicators.
- Regarding the system for learning assessment (indicator 2), the target was not achieved, regardless of the progress in the 1st half of 2017 when required questionnaires and manuals were developed and the exam piloted using those documents. After completion of data entry, however, the activity was put on hold because of agreement reached with partners during DP meeting in September 2017 in Lebanon that implementation of activities should be limited to those required to keep schools functioning until formal reprogramming. Following later discussions and agreement with GPE secretariat to pursue this activity through 3-pager UNICEF submitted as requested by GPE, additional progress will be reported on during the next period.

2.3 Progress in Program implementation: overall progress and progress by components

Overall progress in program implementation

Table 4: Overall progress in Program implementation

Rating from Previous Reporting Period	Rating for Current Reporting Period
□ Highly Satisfactory (HS) □ Satisfactory (S) ■ Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □Highly Unsatisfactory (HU)	□ Highly Satisfactory (HS) ■ Satisfactory (S) □ Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □ Highly Unsatisfactory (HU)

Overall 2017 progress rate has improved from previous reporting period (Jan-Dec 2016) and is now considered "Satisfactory". Despite the protracted conflict entering its third year and further deterioration of the context with the co-existence of two authorities, program expenditure has significantly increased from US$ 8,014,413.68[4] in 2016 to US$ 18,465,494.57 in 2017. This is a significant achievement taking into consideration the suspension of many activities until the proposal for third reprogramming is approved.

Significant progress was observed in sub-component 1.1 (School based development and community participation), sub-component 1.3 (Improvement of teachers' performance), sub-component 2.2 (Increasing social demand on education) and sub-component 4.1 (School rehabilitation) under education in emergency (EiE), introduced after the 1st reprogramming in mid-2015. Major achievements include (i) supervision visit to 3,533 schools by 3,521 trained supervisors (sub-component 1.3); (ii) continuous support to 2,263 rural female teachers through contracting, training and payment (including 659 teachers taken over from BEDP II project (sub-component 2.2); (iii) training of 195 EMIS specialists in 40 districts; (iv) training of 289 planning specialists from DEOs in 13 target governorates on strategic planning; and (v) rehabilitation of 134 affected schools out of 161 planned for 2017.

It is important to stress that at the end of December 2017, all BEDP-II female teachers have completed 3 years of service along with on the job training and will therefore have to be integrated in the MoE as per national regulations.

Table 5 – Overall progress in program implementation during reporting period

Component 1	***Improving quality of basic education:*** ***Moderately Satisfactory***	
Objective(s)	**Raise education outcomes in target governorates and elaborate new and scalable qualitative standards**	
Achievement	**Deviation and Reasons**	**Mitigation Measures**
Sub-component 1.1 (School based development and community participation)		
Building and developing capacities of school development committee [1.1.1]: • Specifications of equipment for extra-curricular activities prepared.	• Procurement of extra-curricular equipment and training on life skills put on hold after LEG meeting in April 2017.	• To be reprogrammed depending on TEP priorities.

[4] In the 2016 annual report, UNICEF reported annual disbursement as US$ 14,186,302.31. This was because UNICEF mistakenly added Cash advances and pre-payment of US$ 6,171,888.65.

Component 1	*Improving quality of basic education: Moderately Satisfactory*	
Objective(s)	**Raise education outcomes in target governorates and elaborate new and scalable qualitative standards**	
Achievement	**Deviation and Reasons**	**Mitigation Measures**
Providing school development fund [1.1.4]: • Development funds for 2016-2017 academic year transferred to remaining 51 schools' accounts out of 420 targeted (payment II out of III) to be used to activities in seven areas: (i) leadership and HR, (ii) teaching and learning, (iii) evaluation and examination, (iv) school guidance, (v) children rights and equal opportunities, (vi) parental and community partnership, and (vii) school environment.	•Transfer of funds for 2017-2018 school year delayed by late transmission by PMU of evaluation report on previous year implementation •Monitoring visits by developed team to 44 schools in Marib, Aden and Al-Jawf have been delayed by insufficient capacity of PMU-GPE Aden.	• Payment initiated following submission of draft report. • Establishment of PMU-Aden ongoing to be followed by capacity building of newly recruited staff.
Providing educational inputs [1.1.5]: • Procurement of 230 science and 244 computer laboratory equipment underway. • Science labs manual developed and all 600 copies printed. • Audio-visual programs and illustrated materials developed, printed and copied. They include teaching aids for mathematics, science, English and geographic subjects.	• Number of computer labs equipment reduced from 420 to 244 because of price increase occasioned by addition of solar panels (Unit cost was increased from US$ 6,900 to US$ 11,877). • Procurement of science and computer laboratory equipment and distribution of audio and visual programs put on hold after LEG meeting in April 2017.	• To be resumed following discussions with GPE Secretariat.
Training on active learning methods [1.1.6]: • 1,778 out of 3,119 teachers (667 of them female) trained on principles of active learning in target schools of Abyan and Aden.	•Targeted number of teachers reduced from 9,400 to 8,976 due to increase in unit cost; •Training of 917 teachers in Aden and Al-Dhala'a postponed until PMU in Aden, set up following request by education authority to implement activities in Southern governorates, becomes operational.	•Procurement of Monitoring and Evaluation (M&) Specialist and Accountant ongoing.
Sub-component 1.2 (Curriculum development)		
Revision of curriculum document, study books and teacher's manuals in science for G 2-6 [1.2.2]: • About 50% of study books and teacher's manual for grade 4-6 completed, following completion of activities for G2-3 before.	• Original plan was to complete revision of curricula by September 2017. However, all curricula-related activities had to be put on hold following changes in textbook content by de facto authorities and current sensitivity of curricula issues. • Curricula revision for social, national and civil education at grades (5-6) reprogrammed in	•To be reprogrammed depending on TEP priorities.
Revision of curriculum document, study books and teacher's manuals for the in mathematics for G 2-6 [1.2.3] • About 60% of developing study books and teacher's manual for grade 4-6 completed, following completion of activities for G2-3 before.		

Component 1	*Improving quality of basic education: Moderately Satisfactory*	
Objective(s)	**Raise education outcomes in target governorates and elaborate new and scalable qualitative standards**	
Achievement	**Deviation and Reasons**	**Mitigation Measures**
	2016 due to the same reason as above and hence no longer implemented.	
Sub-component 1.3 (Improvement of teachers' performance)		
Teachers and educational supervisors' training on active learning and revised curriculum [1.3.2]: • Training toolkits for active learning in science and mathematics prepared in 2017.	• Training of 20,000 teachers postponed until reprogramming.	• To be reprogrammed depending on TEP priorities.
Teachers' supervision [1.3.3]: • Supervision tools developed and distributed for use by all governorates. • 3,521 supervisors (436 of them female) out of 7,000 target trained to conducting school visits and use tools developed.	• Target number of supervisors to be trained reduced from 7,000 to 5,600 in light of the increase in unit cost from US$ 80 to US$ 100. • 2,064 supervisors in southern governorates were not trained due to the request by the education authority in Aden who wants to implement activities under its own PM	• Training in southern governorates will be conducted upon establishment of PMU in Aden. Also, education authorities will ensure that unreached supervisors get on job training during supervision visits.
• Fifth round of supervision visits conducted in 3,533 schools in 18 Governorates (out of 6,320 targeted), 120 DEOs (out of 181 targeted) and 18 GEOs (out of 23 targeted) to increase capacity of concerned offices on supervision and management for the decentralized level while supervision by DEOs to schools also meant to follow and support teachers on use of effective teaching methodologies.	• Increased prices (50% increase in petrol) and security situation resulting from ongoing conflict prevented visits of all targeted schools by supervisors.	• Education authorities have selected the neediest schools for school visits. • Continue discussion with education authorities on best ways to ensure supervision in spite of decrease in number of schools to be supervised.
Development of National Assessment System (NAS) for grades 4-6 of basic education [1.3.4]: • Questions for national assessment and manuals for handling exams prepared, printed and supplied to 15,916 students in 273 schools in 13 governorates. These exams were graded and entered to the system. • 4,800 guidance manual for assessing level of student achievement skills in reading in grades 1-3 and 6,350 manuals in science and mathematics in grades 4-9 prepared and distributed out of 2,000 and 5,000 respectively due to the lower unit cost than estimated and actual needs.	• Original plan to complete NAS development by October 2017 suspended pending reprogramming but agreement reached at a later stage to complete in light of fact that work is nearly completed. • NAS to initially cover G1-9 (4-6 from GPE and 1-3, 7-9 from BEDP-II) but now limited to grades 4-6 because of BEDP-II suspension by World Bank.	• Suggestion to extend assessment to G1-3 and G7-9 with 3rd reprogramming in order to cover all basic education cycle
Sub-component 1.4 (Pre-school education)		

Component 1	*Improving quality of basic education: Moderately Satisfactory*	
Objective(s)	**Raise education outcomes in target governorates and elaborate new and scalable qualitative standards**	
Achievement	**Deviation and Reasons**	**Mitigation Measures**
• Three study books prepared for 8,800 children (hence 26,400 copies) as opposed to original target of 6,000 children (facilitated by lower unit cost) and distributed in 297 schools in 2017. Training toolkit for kindergarten teachers also prepared and 43 ToT training on its use.	• Procurement of equipment for 200 classes and training of 960 teachers put on hold until reprogramming.	• To be reprogrammed depending on TEP priorities.

Component 2	*Enrolment and equity (access): Satisfactory*	
Objective(s)	**Contribute to promotion of equitable access to quality basic education through supply and demand-based interventions.**	
Achievement	**Deviation and Reasons**	**Mitigation measures implemented**
Sub-component 2.1 (Infrastructure and social environment)		
• Construction: All 600 classrooms identified and Bill of Quantity (BoQ) and design prepared.	• Construction of new classrooms put on hold due to security situation since onset in March 2015 of current conflict.	• Given poor perspectives of improvement in current security situation, suggestion to be made under reprogramming to use funds available for new construction for other interventions.
• Rehabilitation: Sub-component shifted to Component 4 to support EIE response added in first reprogramming.		
Sub-component 2.2 (Increasing social demand on education)		
Rural Female Teachers Program [2.2.1]: • 122 trainers of BEDEP II's female teachers trained as planned. • 537 BEDEP II female teachers with secondary education diploma have completed last phase of trainings during July-Oct 2017 – all planned training was completed for them. • 1,184 of GPE female teachers with secondary education diploma (out of 1,229 target) have received their training (phase 2 out of 3) during May-Oct 2017. • 1,589 GPE teachers (out of 1,600 target) have received salaries for Oct 2016-Dec 2017 (1,184 with secondary education diploma and 404 with university degree), while 681 former BEDP II teachers (out of 700 target) have received salaries for Oct 2016-Dec 2017. • 2,269 (681 BEDEPP II & 1,588 GPE) female teachers were confirmed their existence and service and their contracts were renewed up to Dec 31, 2017 as a result of monitoring visits.	• Deviation in number of teachers caused by either death or drop-out (2 passed away, and 19 of 700 BEDP-II and 11 of 1600 GPE dropped from program to get married or move).	

Component 2	*Enrolment and equity (access): Satisfactory*	
Objective(s)	**Contribute to promotion of equitable access to quality basic education through supply and demand-based interventions.**	
Achievement	**Deviation and Reasons**	**Mitigation measures implemented**
School bag kits [2.2.2] • 20,000 bags (phase 2) were procured to be distributed for 2017/2018 school year and additional 22,000 bags (phase 3) have been already contracted for 2018/2019 school year. These bags will be distributed to schools with high female dropout rates based on the information extracted from last educational survey.	• Delays due to longer lead-times of offshore procurement as sea ports and airports are not always functional due conflict in country.	
Sub-component 2.3 (Compensation opportunities for children outside the school)		
Compensation opportunities for OOSC [2.3.1]: • Organizational framework of OOSC program prepared and 70% of teaching guidelines completed. • A consulting meetings was held at the targeted districts with attendance of 72 local authorities' leaders and 917 school management staff, supervisors and social workers to enroll OOSC	• OOSC related activities (teacher training, open classes in mosques) delayed by late completion of OOSC framework and suspension of intervention pending reprogramming.	• To be reprogrammed depending on TEP priorities except elaboration of organizational framework.

Component 3	*Institutional Capacity Building for MoE: Moderately Satisfactory*	
Objective(s)	**Support national capacity to effectively and efficiently manage resources to oversee delivery of quality education services**	
Achievement	**Deviation and Reasons**	**Mitigation measures implemented**
Sub-component 3.1 (Education Management and Information System)		
Education Management Information System (EMIS) at decentralized level [3.1.1]: • 289 out of 406 planning specialists in DEOs trained on use of planning and monitoring manual. • Procurement of EMIS computing equipment and solar panels in final stage for completion during 1st half of 2018.	• Training in southern governorates delayed due to request by education authority in Aden to implement activities in governorates by themselves.	• Work ongoing for set up of PMU with recruitment of M&E specialist and accountant.
• School data for 2014-2015 and 2015-2016 collected from all schools except those with risk in the Republic of Yemen, reviewed and published.	• Data collection at school level took longer than originally planned due to security situation.	• Sustained discussions with all parties to encourage collaboration and expedite data collection.
Building the institutional capacities of the technical unit for managing the program at the Ministry [3.1.2] • Inter-Ministerial Steering Committee (IMSC) meetings in Sana'a have been held monthly up to July 2017 with participation of relevant	• Monthly meeting for IMSC members have been put on hold since July 2017 due to	• Frequent meetings and communications have been made with PMU-GPE and education

Component 3	*Institutional Capacity Building for MoE: Moderately Satisfactory*	
Objective(s)	**Support national capacity to effectively and efficiently manage resources to oversee delivery of quality education services**	
Achievement	**Deviation and Reasons**	**Mitigation measures implemented**
authorities, PMU and UNICEF. Education authority in Sana'a prepared minutes for required action. • Monitoring progress reports submitted by PMU to UNICEF on monthly basis.	suspension of payment of allowances (being revised with new Operations Manual). • Joint Annual Review (JAR) for Yemen has not taken place due to security and political situation in the country since the beginning of the program.	authorities in both sides to mitigate communication gap which might be caused by no IMSC meetings.
Sub-component 3.3 (Strategies of general education and literacy for the period 2016-2025)		
• Replaced with elaboration of Transitional Education Plan (TEP) for 2018-2020 now under of UNESCO, new LEG coordinator. Funds to be transferred to UNESCO for that purpose following signature of Memorandum Of Understanding (MOU) between UNICEF and UNESCO.		

Component 4	*Education in Emergency: Satisfactory*	
Objective(s)	**Support EIE response**	
Achievement	**Deviation and Reasons**	**Mitigation measures implemented**
Sub-component 4.1 (School Rehabilitation)		
• Out of 161 targeted schools in 2017, 134 schools were rehabilitated with remaining 27 schools to be rehabilitated in 1st half of 2018.	• Delays experienced in selection of schools for rehabilitation and tendering process for construction works due to insufficient capacity of education authority.	• Working committees comprising UNICEF Field Offices (FO) and Governorate Education Offices' (GEO) engineers set up to provide technical support for tendering process.
Sub-component 4.2 (Equipment and Furniture)		
• 7,000 pieces of school furniture to cater for 21,000 students delivered to schools in Q2-2017 as a part of first batch of 20,000 desks (of which 10,000 furniture were delivered in 2016). • An additional 20,000 pieces of furniture are under procurement process that started in 3rd Q-2017	• 3,000 desks for South (Abyan, Shabwah, Hadhramout and Maharah) are yet to be procured from first batch of 17,000 desks.	• 3,000 desks to be added to second batch with expected delivery in Q2-2018.
Sub-component 4.3 (Psychosocial support)		
• 2,469 teachers trained to complete 4,800 target teachers. • Psychosocial support provided with 8,000 students in Dhamar, Abyan and Al-Dhala'a governorates.		

2.4 Program Results (based on the revised result framework)

Table 6 – Program results matrix

	Source	Baseline (Jan-Dec 2014)		Reporting period (Jan-Dec 2017)			Next reporting period (Jan-June 2018)		End target	
				Data			Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Data	Month /Year	Target	Actual	Month /year for actual data				
Component 1: Improving Quality of Basic Education										
Sub-component 1.1 (School based development and community participation)										
1.1.1. Number of school committee's members trained (originally 1.1.3)	MoE – Education Sector	0	Jan-Dec 2014	N/A (completed)	N/A (completed)	Jan-Dec 2017	N/A	N/A (completed)	820	420
1.1.2 Number of schools implementing school-based Development Program (originally 1.1.1)	MoE – Education Sector	0	Jan-Dec 2014	420	420	Jan-Dec 2017	N/A	420	420	420 (Implemented in the same schools for 3 years)
1.1.3 Number of schools provided with libraries, science labs and computer labs (originally 1.1.2)	MoE – Project Sector + Education Sector	0	Jan-Dec 2014	230 science labs equipment, 244 computer labs equipment provided in the target schools	0 (under procurement)	Jan-Dec 2017	N/A	230 science labs equipment, 244 computer labs equipment provided in the target schools	244 computer lab equipment	230 science labs equipment, 244 computer labs equipment
Sub-component 1.2 (Curriculum development)										
1.2.1 New curricula and study books developed for Math,	MoE – Curriculum Sector +	No	Jan-Dec 2014	Revision of Arabic grade 3-4,	Revision of Arabic grade 3-4 put on	Jan-Dec 2017	N/A	To be reprogrammed	All study books developed	To be reprogrammed

	Source	Baseline (Jan-Dec 2014)		Reporting period (Jan-Dec 2017)			Next reporting period (Jan-June 2018)		End target	
				Data			Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Data	Month /Year	Target	Actual	Month /year for actual data				
science in grades 2-to 6 and for Arabic language in grades 2 -4-5	Research Centre			Math, science grades 4-6 underway (to be completed by end 2017)	hold, Math, science grades 4-6 achieve 60% then put on hold			depending on TEP priorities.		depending on TEP priorities.
Sub-component 1.3 (Improvement of teachers' performance)										
1.3.1 Teachers competency standards designed based on curricula	MoE – Curriculum Sector + Research Centre	No	Jan-Dec 2014	Yes	Yes	Jan-Dec 2017	N/A	N/A (Completed)	Yes	N/A (Completed)
1.3.2 Number of teachers trained in active learning (in-service training)	MoE – Training Sector	No	Jan-Dec 2014	23,119	1,778	Jan-Dec 2017	N/A	To be reprogrammed depending on TEP priorities.	37,250	To be reprogrammed depending on TEP priorities.
1.3.3 National Learning Assessment System for end of basic education (NASS Grade 6) in place	MoE – Curriculum and Guidance Sector + Research Centre	No	Jan-Dec 2014	Final Evaluation instrument in place	Exam piloted and data entered	Jan-Dec 2017	N/A	Result of data analysis will be published and discussed for better system	Final Evaluation instrument in place for grade 4-6	To be reprogrammed depending on TEP priorities.
Sub-component 1.4 (Pre-school education)										
1.4.1 Number of pre-school (KG) classrooms provided	MoE – Project Sector +	0	Jan-Dec 2014	200	N/A	Jan-Dec 2017	N/A	To be reprogrammed	200	To be reprogrammed

	Source	Baseline (Jan-Dec 2014)		Reporting period (Jan-Dec 2017)			Next reporting period (Jan-June 2018)		End target	
				Data			Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Data	Month /Year	Target	Actual	Month /year for actual data				
with learning materials	General Education Sector							depending on TEP priorities.		depending on TEP priorities.
1.4.2 Number of preschool (KG) teachers trained	MoE – General Education Sector	0	Jan-Dec 2014	960	N/A	Jan-Dec 2017	N/A		960	
Component 2. Enrolment and equity (access)										
Sub-component 2.1 (Infrastructure and social environment)										
2.1.1 Number of new classrooms built	MoE – Project Sector	0	Jan-Dec 2014	120	N/A	Jan-Dec 2017	N/A	To be reprogrammed depending on TEP priorities.	600	To be reprogrammed depending on TEP priorities.
Sub-component 2.2 (Increasing social demand on education)										
2.2.1 Number of new female teachers employed and trained in rural areas	MoE – General Education Sector	0	Jan-Dec 2014	2,300 (= 700 from BEDP II+1,600 from GPE)	2,270 (=681 from BEDP II+1,589 from GPE)	Jan-Dec 2017	N/A	1,589 from GPE	1,600	1,589
2.2.2 Number of school kits delivered for students in grades 1-6	MoE – Girls' Education Sector	0	Jan-Dec 2014	70,000 for 2017/2018 school year	20,000 procured to be delivered in early 2018 and 22,000 under procurement	Jan-Dec 2017	N/A	42,000	105,000	65,156
Sub-component 2.3 (Compensation opportunities for children outside the school)										

	Source	Baseline (Jan-Dec 2014)		Reporting period (Jan-Dec 2017)			Next reporting period (Jan-June 2018)		End target	
				Data			Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Data	Month /Year	Target	Actual	Month /year for actual data				
2.3.1 Advocacy campaigns to increase enrolment implemented	MoE – Girls' Education Sector	No	Jan-Dec 2014	Advocacy campaigns conducted in targeted districts	Two activities out of nine have been implemented	Jan-Dec 2017	N/A	To be reprogrammed depending on TEP priorities.	Advocacy campaigns implemented with national radio and TV and in targeted districts	To be reprogrammed depending on TEP priorities.
2.3.2 Out of School Children strategy prepared	MoE -All Sectors	No	Jan-Dec 2014	Program implementation started	Not implemented	Jan-Dec 2017	N/A	Organizational framework of OOSC program developed	Final strategy in place	
Component 3. Institutional Capacity Building for MoE										
Sub-component 3.1 (Education Management and Information System)										
3.1.1 EMIS operational at GEO and DEO level	MoE - Technical Office	EMIS software developed and available only at central level	Jan-Dec 2014	EMIS software under installment in all 65 DEOs in 13 governorates	EMIS equipment under provision for 65 DEOs and 13 GEOs with 160 DEO & 32 GEO officers trained	Jan-Dec 2017	N/A	EMIS software installed in all 65 DEOs in 13 governorates	All GEO and DEO of the 13 Governorates trained	EMIS operational at 65 DEO level with 260 DEO officers & 52 GEO officers trained
Sub-component 3.3 (Strategies of general education and literacy for the period 2016-2025)										
3.3.1 National General Education and Literacy Program Strategy (NGELS)	MoE - Technical Office	No	Jan-Dec 2014	No	No	Jan-Dec 2017	N/A	N/A (Responsibility transferred to UNESCO)	Strategy approved and adopted by MOE	N/A (Responsibility transferred to UNESCO)

	Source	Baseline (Jan-Dec 2014)		Reporting period (Jan-Dec 2017)			Next reporting period (Jan-June 2018)		End target	
				Data			Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Data	Month /Year	Target	Actual	Month /year for actual data				
2016-2025 developed and adopted										
Component 4. Education in Emergency										
Sub-component 4.1 (School Rehabilitation)										
4.1 Number of schools rehabilitated and provided with furniture	MoE - Project sector	N/A	Jan-Dec 2014	161	134	Jan-Dec 2017	N/A	27	N/A	192
Sub-component 4.2 (Equipment and Furniture)										
4.2 Number of schools having received classroom supplies and furniture	MoE - Project sector	N/A	Jan-Dec 2014	214	170	Jan-Dec 2017	N/A	144	N/A	314
Sub-component 4.3 (Psychosocial support)										
4.3 Number of children having received psychosocial support	MoE - Training	N/A	Jan-Dec 2014	7,935	19,056	Jan-Dec 2017	N/A	N/A (Completed)	N/A	87,500
Sub-component 4.4 (Provision of basic learning supplies)										
4.4 Number of pupils having received basic learning supplies	MoE – Project sector + Girls Sector	N/A	Jan-Dec 2014	N/A (completed)	N/A (completed)	Jan-Dec 2017	N/A	N/A (completed)	N/A	86,844

2.5 Program Disbursement

Note: "Disbursement" refers to funds transferred by the Grant Agent (or by other financing resources) to the government or other implementing partners, or funds directly expensed by the Grant Agent (or by other financing resources).

Table 7 – Program disbursement per sub-component

		Reporting period (Jan-Dec 2017)		Cumulative		Next reporting period	
Component	Sub-component	Planned Disbursement (US$)	Actual Disbursement (US$)	Planned Disbursement (US$)	Actual Disbursement (US$)	Reporting period (US$)	Future disbursement (US$)
GPE – Implementation (ESPIG) under UNICEF		**35,091,609.70**	**15,276,481.13**	**46,348,038**	**31,413,811.27**	**7,646,126**	**39,486,188.73**
1. Improving Quality of Basic Education	1.1. School based development and community participation	6,887,900	2,237,895	9,109,673	4,485,820	3,179,477	2,824,821
	1.2 Curriculum development	601,322	127,867	1,330,812	862,701	To be reprogrammed	To be reprogrammed
	1.3 Improvement of teachers' performance	4,066,341	1,310,733	5,496,413	2,740,795	443,800	6,043,050
	1.4 Pre-school education	668,000	74,630	720,190	126,299	0	652,180
	Sub-total (Component 1)	**12,223,563**	**3,751,125**	**16,657,088**	**8,215,615**	**3,623,277**	**9,520,051**
2. Enrolment and Equity (Access)	2.1 Infrastructure and school environment	2,224,000	18,411	2,540,799	335,297	0	13,717,690
	2.2 Increasing social demand on education	7,232,975	6,513,995	12,452,627	11,479,675	1,486,973	1,830,666
	2.3 Compensation opportunities for children outside the school	1,466,740	75,606	1,641,238	250,104	47,147	2,922,349
	Sub-total (Component 2)	**10,923,715**	**6,608,012**	**16,634,664**	**12,065,076**	**1,534,120**	**18,470,705**
3. Institutional Capacity Building for MoE	3.1 EMIS	1,044,260	399,439.73	1,535,362	*871,320*	368,180	749,578
	3.3 Strategies of general education and literacy for 2016-2025	489,889	0	500,250	*10,361*	489,889	0
	3.4 Program management (excl. UNICEF Management cost transferred to second last row of this table)	401,223	329,945	1,157,342	*1,086,065*	207,221	588,041

		Reporting period (Jan-Dec 2017)		Cumulative		Next reporting period	
Component	Sub-component	Planned Disbursement (US$)	Actual Disbursement (US$)	Planned Disbursement (US$)	Actual Disbursement (US$)	Reporting period (US$)	Future disbursement (US$)
	Sub-total (Component 3)	**1,935,372**	**729,385**	**3,192,954**	***1,967,747***	**1,065,290**	**1,337,619**
4. Education in Emergency*	4.1 Rehabilitation	7,435,596	5,946,702	7,494,546	6,005,652	957,792.95	536,555
	4.2 Equipment and furniture	2,500,541	1,044,439	3,342,277	1,886,175	0	1,456,102
	4. 3 Psychosocial support	413,783	185,868.83	525,000	297,085	0	227,915
	4.4 Provision of basic learning supplies	0	0	854,220	854,220	0	0
	Sub-total (Component 4)	**10,349,920**	**7,177,010**	**12,216,043**	**9,043,132**	**957,793**	**2,220,572**
Total (PMU-GPE/MoE)		**35,432,570**	**18,265,532**	**48,700,798**	**31,291,570**	**7,180,480**	**31,548,947**
GPE – Management (ESPIG) under UNICEF– incl. part of 3.4 related to UNICEF		**856,328**	**1,155,943,29**	**2,086,988**	**2,449,129.37**	**176,796.56**	**0.00 (unless increased through reprogramming)**
Total [GPE – Implémentation (ESPIG) + Management (ESPIG)]		**35,947,937.78**	**16,432,424.42**	**48,435,026**	**33,862,940.64**	**7,822.922.56**	**31,840,062.73**

**Resources for this component are directly managed by UNICEF.*

2.6 Technical, policy, or knowledge products during Jan-Dec 2017:

Table 8 – List of policy or knowledge products during Jan-Dec 2017 (most of them can be found at https://www.gpeyemen.org/gpeEn/index.php/gpe-unit/gpe-product)

Product No.	Products Description	Products Type	Produced Date	Place	Remarks
1.4.1.3	Training kit for kindergarten teachers.	Toolkit	Dec 2016-April 2017	UNICEF	Used to train kindergarten teachers.
3.1.1.2	Standard procedural guide for strategic planning in education.	Manual	Jan– March 2017	UNICEF	Used by planners in preparing the strategic and annual plans.
1.3.4.2.1	Questions of national assessment and manuals for exams.	Tools	Dec 2016-Jan 2017	UNICEF	Used by researchers to apply the national assessment (NASS) for G 4-6.
1.1.1.3.1	Training manual for life skills.	Manual	2016-2017	UNICEF	Used to train life skills supervisors in school.

Product No.	Products Description	Products Type	Produced Date	Place	Remarks
2.2.1	Practical education manual for rural female teacher program.	Manual	Jan-Dec 2017	UNICEF	Used to train rural female teachers on teaching methodology.

2.7 Lessons learned and/or best practices and/or innovations:

The following lessons have been drawn from implementation so far:

<Lessons learned>

1) Intensive communication on specific issues is helpful for better understanding and earlier action. For example, sustained communication on rural female teachers and developed schools enabled implementation of these two activities in spite of challenges shared above; and
2) Support of DPs is crucial on negotiation with both authorities to facilitate implementation of activities although more engagement by coordinating agency with authorities in Sana'a is required.

<Innovations/best practices>

1) Decentralization for all UNICEF's emergency programs paved the way for decentralizing the GPE program as one of the solutions to facilitate implementation in southern governorates given that the current political situation in the country makes it difficult to implement some activities. The set-up of another PMU in Aden has been suggestion as a possible way to strengthen existing mechanisms;
2) Based on experience and to speed further rehabilitation works, UNICEF has developed Standard Operating Procedures (SOP) in consultation with the MoE. This will be applicable for all types of school rehabilitation by UNICEF with all grants;
3) To further ensure smooth implementation of rehabilitation works, a monthly construction meeting is held, attended by UNICEF, MoE and GEO engineers, creating a platform for sharing and coordinating activities in the field, update and monitor progress, and promote experience sharing between different field offices.

3. GPE Corporate Results Framework

3.1 Global numbers

3.1.1 Number of textbooks purchased / printed and distributed:

Table 9 – Number of materials purchased/developed/printed and disbursed

Subsector	Source	Reporting period (Jan-Dec 2017)				Next reporting period (Jan-June 2018)		End target	
		Data				Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Target	Actual	% (actual /target)	Month/ Year for actual data				
Primary (ISCED 1)		N/A	N/A	N/A	N/A	N/A		N/A	
Lower Secondary (ISCED 2)		N/A	N/A	N/A	N/A	N/A		N/A	
Other materials than textbooks									
School development manuals [1.1.1.2.3]	MoE-Education Sector	N/A	Completed	N/A	Jan-Dec 2017	Completed		1,680	
School extra-curricular activities manual [1.1.1.3.2.3]	MoE-Education Sector	N/A	Completed	100%	Jan-Dec 2017	Completed		1,000	
Guidance manual for school extra-curricular activities [1.1.1.3.2.4]	MoE-Curricula Sector	N/A	Completed	N/A	Jan-Dec 2017	Completed		1,000	
Executive regulation and manuals for parent councils [1.1.2.1.1]	MoE- Girl Sector	N/A	Completed	100%	Jan-Dec 2017	Completed		8,600	
Training manual of sciences laboratory [1.1.5.2.1]	MoE-Training Sector	600	600	100%	Jan-Dec 2017	Completed		600	
Training toolkit of on principles of active learning [1.1.6.1 & 1.3.2]	MoE-Training Sector	20,000	N/A	0%	Jan-Dec 2017	To be reprogrammed depending on TEP priorities.		To be reprogrammed depending on TEP priorities.	

Subsector	Source	Reporting period (Jan-Dec 2017)				Next reporting period (Jan-June 2018)		End target	
		Data				Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Target	Actual	% (actual /target)	Month/ Year for actual data				
Teachers' standards [1.3.1.4.3]	MoE-Research Centre	N/A	Completed	N/A	Jan-Dec 2017	Completed		3,000	
Reference frame for educational supervision [1.3.3.1.1]	MoE-Guidance Sector	10,000	12,000	120%	Jan-Dec 2017	Completed		12,000	
Training toolkit for the reference frame for educational supervision [1.3.3.2]	MoE-Guidance Sector	N/A	Already completed	N/A	Jan-Dec 2017	Completed		9,340	
The guidance manual for constructive evaluation (TIGRAA) for teachers at grades (1-3) [1.3.4.4.2]	MoE-Guidance Sector	2,000	4,800 distributed	240%	Jan-Dec 2017	Completed		4,800	
The guidance manual for constructive evaluation (TIMRAA) for teachers at grades (1-9) [1.3.4.4.4]	MoE-Guidance Sector	5,000	6,350 distributed	127%	Jan-Dec 2017	Completed		6,350	
Early childhood textbooks [1.4.1.2.5]	MoE-Education Sector	6,000 for each book (total 18,000 books)	8,800 for each book (total 26,400 books) distributed	140 %	Jan-Dec 2017	Completed		26,400	
Training toolkit for kindergarten [1.4.1.3]	MoE-Education Sector	960	N/A	0%	Jan-Dec 2017	To be reprogrammed depending on TEP priorities.		To be reprogrammed depending on TEP priorities.	

Subsector	Source	Reporting period (Jan-Dec 2017)				Next reporting period (Jan-June 2018)		End target	
		Data				Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Target	Actual	% (actual /target)	Month/ Year for actual data				
Rural Female teacher's manuals [2.2.1.2.1]	MoE-Training Sector	7,800	7,800	100%	Jan-Dec 2017	Completed		88,940	
Training manual for preparation of strategic and transition plans [3.1.1.2]	TO	500	500	100%	Jan-Dec 2017	Completed		500	
GPE operational manual [3.1.2.1.2]	PMU-GPE	N/A	Completed	100%	Jan-Dec 2017	Completed		400	
PSS manual [4.3.1.1.2]	GEOs	4,427	4,427	100%	Jan-Dec 2017	Completed		4,427	
Total		**63,287**	**62,877**	**99%**	**0**	**0**		**176,637**	

3.1.2 Number of teachers trained

Table 10 – Number of teachers trained per training

Subsector	Source	Reporting period (Jan-Dec 2017)				Next reporting period (Jan-June 2018)		End target	
		Data				Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Target	Actual	% (actual/target)	Month /Year for actual data				
ECD (ISCED 0)	**MoE-Education Sector**	**960**	**0**	**0%**	**Jan-Dec 2017**	**N/A**	**To be reprogrammed depending on TEP priorities.**	**N/A**	**To be reprogrammed depending on TEP priorities.**

Subsector	Source	Reporting period (Jan-Dec 2017)				Next reporting period (Jan-June 2018)		End target	
		Data				Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Target	Actual	% (actual/target)	Month /Year for actual data				
Primary[5] (ISCED1)	**MoE**	**24,469**	**5,968**	**24.4%**	**Jan-Dec 2017**	**N/A**	**1,183**	**N/A**	**To be reprogrammed depending on TEP priorities.**
Teacher training on active learning [1.1.6.1 & 1.3.2]	MoE-Training Sector	20,119	1,778	9%	Jan-Dec 2017	N/A	To be reprogrammed depending on TEP priorities.	N/A	To be reprogrammed depending on TEP priorities.
Rural female teachers' qualification and training [2.2.1.2]	MoE-Training Sector	1,881	1,721	91%	Jan-Dec 2017	N/A	1,183	N/A	2,300
Teacher training on psychological support manual [4.3.1]	MoE-GEO	2,469	2,469	100%	Jan-Dec 2017	N/A	Completed	N/A	4,800
Lower Secondary (ISCED 2)	**N/A**	**N/A**	**N/A**	**N/A**	**Jan-Dec 2017**	**N/A**	**N/A**	**N/A**	**N/A**
Overall (ECD + Primary)		**25,429**	**5,968**	**23.5%**		**N/A**	**1,183**	**N/A**	**To be determined after TEP is developed**
Other training									
Training TOT of life skills manual [1.1.1.3.1.3]	MoE- Girl Sector	26	29	111.5%	Jan-Dec 2017	N/A	Completed	N/A	26
Training educational supervisors on conducting visits and using developed tools [1.3.3]	MoE-Guidance Sector	5,600	3,521	51%	Jan-Dec 2017	N/A	2,079	N/A	5,600

[5] The number is total sum for teachers trained for active learning and rural female teachers.

Subsector	Source	Reporting period (Jan-Dec 2017)				Next reporting period (Jan-June 2018)		End target	
		Data				Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Target	Actual	% (actual/target)	Month /Year for actual data				
Training TOT of kindergarten teachers on kindergarten training toolkit [1.4.1.4.1]	MoE-Education Sector	48	43	90%	Jan-Dec 2017	N/A	Not planned	N/A	48
Training TOT of female teachers on 38 manuals [2.2.1]	MoE-Training Sector	122	122	100%	Jan-Dec 2017	N/A	Completed	N/A	629
Training on EMIS software programs: [3.1.1]	MoE-Technical Office	260	195	84%	Jan-Dec 2017	N/A	65	N/A	429
Training on elaboration of strategic and transition plans [3.1.1.2]	MoE-Technical Office	406	302	74%	Jan-Dec 2017	N/A	104	N/A	406
Total for other training		**6,462**	**4,212**	**65.2%**		**N/A**	**2,248**	**N/A**	**7,138**

3.1.3 Number of classrooms built or rehabilitated (as a result of the Program)

Note: If the Program does not include this indicator, insert "not applicable."

Table 11 – Number of classrooms built or rehabilitated

Sub sector	Source	Jan -Dec 2016				Reporting period (Jan-Dec 2017)				Next reporting period (Jan-June 2018)		End target	
		Data				Data				Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)	Target for next reporting period (as per Program Document)	Indicator target for next reporting period (revised when applicable)
		Target	Actual	% (actual /target)	Month /Year for actual data	Target	Actual	% (actual/target)	Month /Year for actual data				
ECD (ISCED 0)	N/A												
Primary		414								292 classrooms (27 schools)			

(ISCED1) Lower Secondary (ISCED 2)	MoE Project sector	(75 schools)	161 (31 schools)	39% (41%)	Jan-Dec 2016	1,635 classrooms (161 schools)	1,347 classrooms (134 schools)	82 % (83%)	Jan- Dec 2017		Construction - 600 (classrooms) Rehabilitation - 420 schools	Construction - 340 classrooms, Rehabilitation – 1,796 classrooms (192 schools)
Overall	**MoE Project sector**	**414 (75 schools)**	**161 (31 schools)**	**39% (41%)**	**Jan-Dec 2016**	**1,635 classrooms (161 schools)**	**1,347 classrooms (134 schools)**	**82 % (83%)**	**Jan- Dec 2017**	**292 classrooms (27 schools)**	**Construction - 600 classrooms Rehabilitation - 420 schools**	**Construction - 340 classrooms Rehabilitation – 1,796 classrooms (192 schools)**

.

Please see the detail in section 2.1. (c) and 2.3.

3.2 ESPIG support to the development or improvement of an Education Management Information System (EMIS)

Note: 3-2. applies only to the ESPIG

Baseline (Jan – Dec 2014)	Reporting period (Jan-Dec 2017)	Next reporting period (Jan-June 2018)
a. Did the ESPIG plan to support the development or improvement of an EMIS during the reporting period? □ Yes ■ No b. Did the ESPIG support the development or improvement of an EMIS during the reporting period? □ Yes □ ECD □Primary □ Lower Secondary *(check all that apply)* ■ No	a. Did the ESPIG plan to support the development or improvement of an EMIS during the reporting period? ■ Yes □ No b. Did the ESPIG support the development or improvement of an EMIS during the reporting period? ■ Yes ■ ECD ■Primary ■ Lower Secondary *(check all that apply)* □ No	Does the ESPIG plan to support the development or improvement of an EMIS during the next reporting period? ■ Yes ■ ECD ■Primary ■ Lower Secondary *(mark all that apply)* □ No

3.3 ESPIG support to the development or improvement of a learning assessment system

Note: 3-3 applies only to the ESPIG

Baseline (Sep 2013– Aug 2014)	Reporting period (Jan-Dec 2017)	Next reporting period (Jan-June 2018)
(a) Did the ESPIG plan to support the development or improvement of a learning assessment system during the reporting period? ■ Yes □ No (b) Did the ESPIG support the development or improvement of a learning assessment system during the reporting period? ■ Yes □ ECD ■Primary □ Lower Secondary *(check all that apply)* □ No	(a) Did the ESPIG plan to support the development or improvement of a learning assessment system during the reporting period? ■Yes □ No (b) Did the ESPIG support the development or improvement of a learning assessment system during the reporting period? ■ Yes □ ECD ■Primary □ Lower Secondary *(check all that apply)* □ No (c) If Yes to (b), was the learning assessment system implemented during the reporting period? ■ Yes □ No (d) If Yes to (c), is the updated data on learning available this reporting period? □ Yes ■ No (e) If Yes to (d), please attach to Annex 3 the updated data on learning.	Does the ESPIG plan to support the development or improvement of a learning assessment system during the next reporting period? ■ Yes □ ECD ■Primary □ Lower Secondary *(check all that apply)* □ No

3.4 GPE Corporate Results Framework – ESPIG Variable Part Indicators

that (some of the) indicators have been reached, how verification has been conducted, and that the Variable Part is being (partially) disbursed.

Not applicable to GPE program in Yemen.

Annex 1: List of eligible activities until TEP is developed

Following donors' recommendations at the DO meeting and subsequent discussions and agreement with GPE Secretariat, the activities below are to be implemented and/or being implemented until TEP completion. More activities may be included as deemed important and agreed mutually.

- ***Category 1: activities with major progress to date therefore difficult to discontinue or suspend***
  - Provision of audio and visual programs and images and maps for 420 developed schools (1.1.5.1.6);
  - Completion of training manual of active learning for teachers and supervisors of science and mathematics at grades 4-6 (1.3.2.1);
  - Data analysis and results sharing on national assessment system for grades 4-6 (1.3.4.2.3); and
  - Elaboration of executive manual for enrolment of out-of-school children outside (2.3.1.2)

- ***Category 2: activities discussed at DP meeting required to keep schools operational and system operation***
  - School operation grants (1.1.4);
  - Educational supervision visits (1.3.3);
  - Ongoing procurement:
    - Science labs (1.1.5.1.2);
    - Computer labs (1.1.5.1.4);
    - School bags (2.2.2.1.3); and
    - EMIS equipment and related activities (3.1.1.1.);
  - Payment and training of rural female teachers (2.2.1);
  - School rehabilitation -under UNICEF responsibility (4.1); and
  - Supervision cost for rehabilitation work (4.1)

- ***Category 3: activities not yet initiated but required to maximize effect of ongoing ones***
  - Training of science labs specialists in targeted schools (1.1.5.2);
  - Training of computer labs specialists in targeted schools (1.1.5.3); and
  - Teacher training on improved pedagogy in targeted schools (1.1.6.2)

Annex 2: Photos from program activities

- Training on life skills (TOT) [1.1.1.3.1.3] – Amanat Al Asimah





School development fund [1.1.4]



Small maintenance- Osamah Bin Zeid school – Amran



Life skills workshop – Abdulwhab Said school - Aldhalea



Training course on first aid - Alansar school – Abyan



Psychosocial support- Anas Bin Malik school - Hodeidah

Rural female teachers [2.2]





Osama Bin Zeid School – Amran (both photos)





Ali school in Masuar district – Amran (both)