Program Paper

IDA and GPE grants

to

The Republic of Yemen

For

Sustaining Education and Learning

Abbreviation and Acronyms

APA	Alternate Procurement Arrangements
AF	Additional Financing
AM	Accountability Mechanism
ASER	Annual Status of Education Report
AWPB	Annual Work Plan and Budget
CRI	Corporate Results Indicator
DEO	District Education Offices
ECA	Entry Criteria for Access
EMIS	Education Management Information Systems
E&S	Environmental and Social
ESCP	Environmental and Social Commitment Plan
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESP	Education Sector Plan
ETI	Education Teachers Incentives
FCS	Food Consumption Score
FCV	Fragility, Conflict, and Violence
FM	Financial Management
FMC	Fathers and Mothers Council
FMFA	Financial Management Financial Agreement
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GEO	Governorate Education Office
GPE	Global Partnership for Education
GPI	Gender Parity Index
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
IDA	International Development Association
IDP	Internally Displaced Persons
IFR	Interim Financial Report
IP	Implementing Partners
IRG	Internationally Recognized Government
IMF	International Monetary Fund
LMP	Labor Management Plan
LTA	Long-Term Agreement
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MoE	Ministry of Education

NER	Net Enrollment Ratio
NGO	Non-Governmental Organization
PDO	Project Development Objective
POM	Project Operational Manual
PPSD	Project Procurement Strategy for Development
PTI	Project Targeting Index
REAL	Restoring Education and Learning
RF	Results Framework
RFT	Rural Female Teacher
SDT	School Development Teams
SEA/SH	Sexual Exploitation and Abuse / Sexual Harassment
SEAL	Sustaining Education and Learning
SEP	Stakeholder Engagement Plan
STEP	Systematic Tracking of Exchanges in Procurement
STG	System Transformation Grant
TOR	Terms of Reference
TPD	Teacher Professional Development
TPM	Third-Party Monitoring
TPMA	Third-Party Monitoring Agent
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation, and Hygiene
WBG	World Bank Group
WFP	World Food Programme
YPC	Yemen Partnership Compact

INTRODUCTION AND CONTEXT

A. Country Context

1. Yemen's political scene remains deeply fragmented and unstable, primarily due to a nearly decade-long conflict that has split the country between the Internationally Recognized Government (IRG) and the Houthi Movement. Each side controls its own institutions and monetary systems, which has deepened political and economic disparities and complicated efforts toward lasting peace. This persistent division is reflected in Yemen's economic performance: between 2015 and 2023, the country experienced a 54 percent contraction in real GDP per capita, with nominal GDP per capita regressing to 2001 levels. The economic outlook is grim, with projections of a 1.0 percent contraction in 2024 following a 2.0 percent decline in 2023. Worsening fiscal and monetary challenges have been further intensified by the Houthi blockade on IRG oil exports and the breakdown of an UN-sponsored truce in October 2022, amid escalating regional tensions and renewed conflict in key areas such as the Red Sea.

2. The ongoing conflict and economic decline have precipitated a severe humanitarian crisis. By July 2024, 62 percent of households reported inadequate food consumption, marking a sharp increase of 24 percent in IRG-controlled areas and 30 percent in Houthi-controlled areas compared to the previous year. This crisis has been driven by the rapid depreciation of the Yemeni rial and reduced humanitarian food aid. As a result, extreme measures have become commonplace: surveys indicate that 19 percent of households have resorted to child labor or dangerous work to survive, further compromising safety, health, and the overall social fabric.

3. Years of conflict have not only stunted economic growth but also severely eroded human capital. Yemen's ranking on the Human Development Index has plummeted—from 160th out of 188 countries in 2014 to 186th out of 191 in 2022—and life expectancy at birth has dropped from 67.4 years in 2014 to 63.7 years in 2022. Educational attainment is among the lowest globally; children who start school at age four typically complete only 7.9 years of education by their 18th birthday. The crisis has also deepened gender inequality, with women and girls disproportionately disadvantaged. In the 2021 Global Gender Gap Report, Yemen ranked 155th out of 156 countries, reflecting diminished workforce opportunities, low secondary school attendance for girls, and persistently high female illiteracy rates.

4. Rapid population growth and high vulnerability to climate crisis increase hardship for the people of Yemen. Yemen's population has been growing rapidly, increasing from 23.15 million in 2010 to 31.15 million in 2021 at an average annual rate of 2.7 percent, with projections suggesting a 3 percent annual increase through 2030. A significant share of the population—41 percent in 2021—is comprised of children and youth, placing heavy demands on education and other public services, with the school-age group expected to expand by nearly 3.84 million by 2030. At the same time, Yemen faces acute environmental challenges. The country is highly vulnerable to climate change, having endured devastating floods, landslides, and other natural disasters that have destroyed infrastructure and undermined agricultural systems. Rising temperatures, coupled with increasing risks of droughts, floods, and sea-level rise, are expected to exacerbate the hardships faced by an already impoverished population.

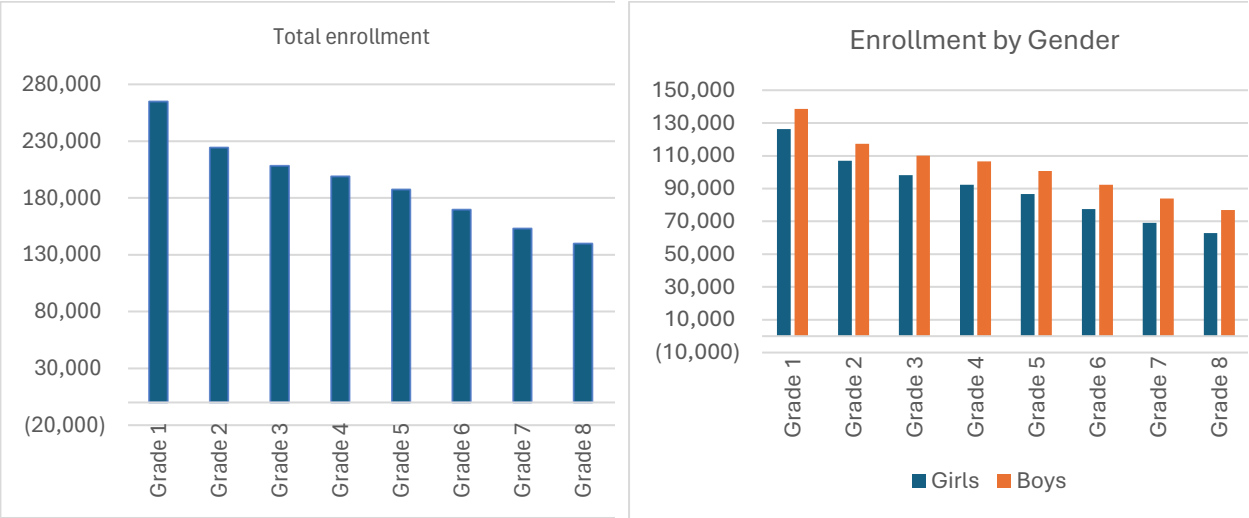
5. Yemenis remain resilient despite the political, social and economic challenges. The sources of resilience include: (a) adaptability to protracted instability and conflict; (b) decentralized government structures and role of local institutions; (c) social safety nets, and role of religious and cultural norms, informal and nonstate frameworks, including tribal structures; (c) a vibrant civil society; (d) role of women in community resilience and fostering social cohesion, and rising youth participation; (e) contributions of the private sector; and (f) remittances and support from the diaspora.

B. Sectoral and Institutional Context

6. **Yemen's education system continues to grapple with significant challenges related to access, equity, and quality of education services**. Yemen has one of the lowest Gross Enrollment Rates (GER) in the MENA region across all education levels. The pre-primary GER remains critically low at mere 1.5 percent compared to a regional average of 45 percent. At the primary level, GER has declined from 83 percent in 2015 to 79 percent in 2021. The GER at the secondary level is 67 percent, substantially lower than the regional average of 82 percent. Despite progress in gender representation at the primary level, Yemen continues to face disparities in girls' education, especially in rural areas. The Gender Parity Index (GPI) declines from 0.95 in primary to 0.91 in secondary education, with higher dropout rates among girls as they advance[1]. Over two and half million school-age children in Yemen remain out of school, many of whom are girls. Factors that adversely affects girls' education include social norms, safety concerns, lack of female teachers and long distances between schools and homes. These challenges emphasize the urgent need for targeted strategies to address gender disparities and ensure equitable access to education.

7. **The transition rate in basic education is low, and up to date data from IRG-controlled areas shows a consistent decline in student enrollment observed between successive grades**. According to the most recent school census, conducted as part of the joint financing of World Bank and Global Partnership for Education Yemen Restoring Education and Learning (REAL, P175036) project, there were approximately 1.7 million students enrolled in basic education (grades 1-9), with girls representing 46 percent of the total school population. The school census data reveals a disturbing trend: student numbers decrease significantly as they progress through the grades, for both boys and girls. For instance, enrollment figures show that the number of students in grade 9 represents less than half of those in grade 1. This issue is particularly pronounced between grades 1 and 2. Specifically, the number of students enrolled in grade 2 is only 85 percent of those in grade 1, indicating that about 15 percent of students drop out after grade 1. The decline in enrollment rates suggests a potential dropout problem, which could be attributed to various factors such as economic hardships, lack of access to quality education, or social issues. Addressing this dropout rate is crucial for improving educational outcomes and ensuring that students can complete their basic education.

Figure 1: Student enrollment in IRG-controlled areas (school year 2024-25)



Source: Ministry of Education. 2024-25 School Census

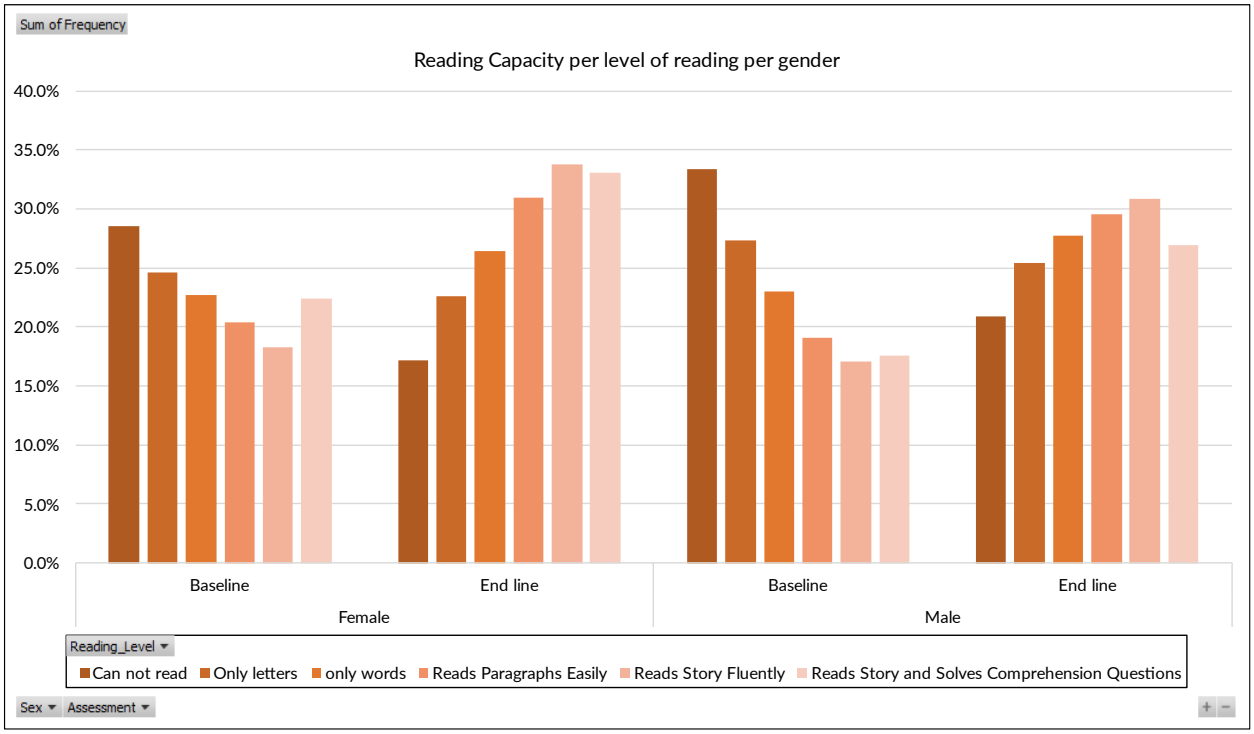
8. **The vast majority of Yemeni Children lack basic literacy and numeracy skills**. Even prior to the 2015 conflict, Yemen had one of the highest learning poverty rates in the World with 95 percent of children in Yemen are not able to read and understand a simple text by age 10. In the 2007 Trends in Mathematics and Science Study (TIMSS), Yemeni Grade 4 students ranked lowest among MENA countries,

with over 90 percent not meeting basic proficiency levels in mathematics and Science. National data shows only 20 percent of Grade 6 students meet minimum math proficiency, with similarly low literacy rates. Rural schools lag urban ones, worsening regional disparities. A 2023 Annual Status of Education Report (ASER) assessment, conducted as part of the REAL, found that only 16 percent of students in Grades 2 and 3 met literacy and numeracy standards, while 60 percent fell below expectations, and 24 percent were illiterate. These gaps contribute to high dropout rates, particularly among girls after third grade due to a shortage of trained educators and resources. Although national exams report high pass rates—89 percent for secondary students and 97 percent for Grade 9 in 2021—these figures contrast sharply with international assessments revealing low achievement. This disparity highlights the urgent need for a robust system of standardized national assessments to identify learning gaps early and enhance foundational skills.

9. Yemen REAL project shows that intensive reading program can deliver very promising results in improving literacy skills. Figure 2 showed the change reading capacity of 162,538 grade 1 to 3 students who participated in an intensive reading program in 2025. 28 story books were selected from the depository of reading stories in Arabic made available by the Global Book Alliance. Each participating student received between 6 to 8 story books, selected by the local authority, with recalling and comprehension questions added to the end of each book. Teachers worked with students to keep track of their reading progress, along with the metrics of whether the student (i) cannot read; (ii) only reads letters; (iii) only reads words; (iv) reads paragraphs easily; (v) reads the story fluently; and (vi) reads the story and solve the comprehension questions. At the start of the program, around 30% of students (32% boys and 28% girls) could not read at all. At the end of the program, a third of these students have moved at least one level up the reading scale. The improvement is observed for students of all levels of competencies, with the share of students achieving Level 4 and above (able to read a story fluently) increasing from 40% at baseline to 60% at end line, and Level 5 (reading with comprehension) increasing from 15% to 28%.

10.

Figure 2: Reading capacity per level of reading per gender



11. The issues of limited access to education and poor-quality outcomes in Yemen are deeply interconnected, driven by systemic factors that perpetuate inequities and hinder progress. Inadequate infrastructure remains a critical challenge, with 20 percent of schools damaged or repurposed to host displaced populations, and 35,500 classrooms requiring rehabilitation. Overcrowding is widespread, with class sizes averaging 45 students in basic education and 40 in secondary schools, especially in urban and displacement-affected areas. Additionally, 71 percent of schools lack water, 90 percent lack safe drinking water, and many schools lack latrines, libraries, and science labs. Many of these schools are currently hosting IDPs or are occupied by armed groups. Because of the lack of basic school services, annual instructional time has dropped to just 350 hours—far below Yemen's standard of 750 hours and the global benchmark of 1,000 hours—leaving curricula incomplete and students without essential skills.

12. Severe shortage of resources for teachers compounds the crisis. Teacher shortages further undermine education, with 36 percent of teachers being unqualified and 14 percent working on temporary contracts or as volunteers. The official hiring process has been frozen since 2012, preventing replacements for retired teachers. Female teachers, crucial for increasing girls' enrollment, are underrepresented, particularly in rural areas. Teachers in non-IRG areas have not received salaries since 2018, with incentives from Teachers' fund and development partners offering limited relief. Traditional teaching practices, lack of training, and inadequate resources also hinder teachers' ability to support students effectively. The Rural Female Teachers (RFT) program was introduced to partially address these gaps. The United Nations Children's Fund (UNICEF), with WBG support, provides monthly incentives to contracted RFTs to sustain their teaching in schools. Verification in 2025 confirmed 559 RFTs actively teaching across eight governorates, with 99 percent attendance rates and strong commitment. The RFTs teach various grades (1 to 12) and various subjects or combinations of subjects. The schools that hosted the RFTs are predominantly rural in 32 districts in 8 of the governorates in IRG area. Most of the schools are mixed schools, and a small number of schools are separate girls' and boys' schools. Most of the schools are in rural areas, and data from these schools confirm that they are predominantly larger schools with significantly fewer school resources than an average school in IRG. For example, RFT-hosting schools have significantly less access to water, electricity and water, sanitation and hygiene (WASH) facilities, while having higher pupil/teacher and pupil/classroom ratios. Overall, the RFTs intervention in Yemen REAL project played a pivotal role in supporting access for girls in underserved communities, though the scale of the program remains limited compared to the overwhelming national needs.

13. Operational costs remain a significant issue, as schools do not receive sufficient funding for essential supplies such as textbooks, stationery, teaching aids, or administrative necessities. This makes it difficult to send notices to parents, print school records, or provide students with basic learning materials, further limiting the functionality of schools and their ability to support students. The 2021/22 academic year saw a 95 percent textbook shortfall due to halted printing. Financial barriers also restrict access to education. Families face challenges affording school-related costs like uniforms and meals due to an 80 percent loss in purchasing power caused by currency collapse. In non-IRG areas, additional "community contribution" fees imposed by authorities make it even harder for families, especially those with multiple school-aged children—to send their children to school.

14. The institutional capacity of Yemen's Ministry of Education (MoE) is severely constrained by conflict, resource limitations, and systemic inefficiencies. The MoE struggles to effectively coordinate education services across the country, hampered by a fragmented political landscape and staffing shortages, with nearly 40 percent of management positions unfilled or occupied by unqualified personnel. Training and professional development opportunities are inconsistent, limiting the ability of existing staff to implement policies and manage programs effectively. Outdated infrastructure and unreliable data systems further weaken the MoE's operational capacity. These challenges have undermined the MoE's ability to deliver education services and achieve sector goals, highlighting the urgent need to strengthen institutional capacity.

15. The dual MoE structure undermines efforts to rebuild a cohesive and effective education system in Yemen, **significantly hindering the country's educational progress**. Governance is split

between the IRG in Aden and Houthi Movement in Sana'a, resulting in inconsistencies in policies, curricula, resource allocation, and the school calendar. Students in different regions complete the school year at varying times, complicating efforts to measure progress and learning outcomes nationally. Each governing entity operates independently, prioritizing its own administrative strategies. This causes confusion among educators, students, and parents, disrupting educational continuity and exacerbating disparities across regions. Teachers often face delayed or non-payment of salaries, leading to strikes and interruptions in schooling. Salary amounts and incentives differ significantly between IRG and non-IRG areas due to variations in exchange rates and levels of inflation. The division has also impeded dialogue on critical issues, such as increasing annual instructional time, which has been drastically reduced during the conflict.

16. The financing of Yemen's education sector is heavily dependent on external aid, as domestic resources are constrained by the ongoing economic crisis. Public expenditure on education has declined significantly, representing just 8 percent of total government spending in 2023, down from pre-conflict levels. Despite government commitments, including pledges to allocate 20 percent of the national budget to education, fiscal constraints have made achieving these targets challenging. External donors play a critical role, with $2 billion in humanitarian funding for education reported between 2014 and 2022. However, this remains insufficient to address gaps in teacher salaries, infrastructure maintenance, and the provision of learning materials. The projected funding gap for the Education Sector Plan (ESP) 2024–2030 is estimated at US$1.2 billion, underscoring the need for more sustainable financing strategies. Strengthening domestic resource mobilization and improving financial efficiency are vital for supporting long-term education sector recovery**.**

17. The ESP, building on the foundation laid by the Transitional Education Plan 2019–2022 (TEP), lays out directions for Yemen's education sector. It focuses on critical priorities aimed at rebuilding and enhancing the education system amidst ongoing challenges. Its primary goals include increasing access, participation, and equity in education; improving learning quality; promoting early childhood development; strengthening governance and institutional frameworks; and expanding literacy and alternative education opportunities. The plan seeks to address significant obstacles such as damaged infrastructure, teacher shortages, and gender disparities, while fostering inclusive and sustainable education reforms. Complementing the ESP, the Yemen Partnership Compact (YPC) aligns with its priorities and provides a collaborative framework to coordinate efforts among the government and development partners. It emphasizes improving foundational learning outcomes, particularly in early grades, while promoting accountability and equitable access to quality education. The YPC has been reviewed and endorsed by the Local Education Group in August 2024.

18. The proposed operation is fully aligned with the Yemen Country Engagement Note (CEN) 2022–2023, the World Bank's FCV Strategy 2020–2025, and IDA20/21 priorities, as well as with the education plans and frameworks developed by the Government and its partners. Preserving and building institutional capacity and human capital remains central to resilience and recovery in Yemen, where the cost of inaction is immense. Against this backdrop, the operation is processed as Additional Financing (AF) to the Sustaining Education and Learning (SEAL, P179932) Project, approved by the World Bank's Board on June 17, 2025, and effective since July 6, 2025. SEAL itself builds on the achievements of the REAL Project, which demonstrated that with a basic package of support, targeted schools could increase early grade enrolment and sustain transition rates above targets. Communities and parents have shown remarkable resilience and commitment to education, even under severe economic pressures. The AF expands the scope and implementation arrangements of SEAL, bringing in Global Partnership for Education (GPE) financing alongside IDA resources under a unified platform. While UNICEF remains a key implementing partner under the parent project, the AF introduces Save the Children International (SCI) as a joint partner, with both agencies responsible for designated components and operating under harmonized fiduciary, safeguards, and reporting arrangements. The project design carries forward tested delivery modalities from REAL—such as timely student assessments, intensive reading and remedial programs, support to teachers that combines income relief with strengthened pedagogy, and close

monitoring of classroom practices—while emphasizing adaptive and flexible approaches suited to Yemen's FCV context. Effective partnerships, clearly defined roles among the WBG, donors, and government counterparts, and sustained institutional capacity building remain essential for successful implementation and for preventing further erosion of

19. The value-added of WBG support in the education sector is multidimensional. Remaining engaged in education is fundamental to ensuring children enroll, stay in school and learn. Beyond providing critical financial resources, the WBG leverages its extensive experience in managing complex education projects, such as the REAL project, to deliver critical interventions to sustain enrolment and help students acquire foundational skills. With its technical expertise and data-driven approach, the WBG supports initiatives that promote safe and inclusive schools, empower communities, enhance teaching practices, and increase gender equality. Additionally, the WBG works closely with implementing partners (IPs) to strengthen local capacity in service delivery and system monitoring.

DETAILED PROJECT DESIGN

A. Project Development Objective(s)

20. The project aims to strengthen Yemen's capacity to sustain basic education and learning in targeted areas.

B. Key Results

a. Number of students supported with better education, disaggregated by gender
b. Number of schools sustaining transition rate (disaggregated by gender) from Grade 1 to Grade 2 in targeted schools
c. Share of students in targeted schools acquiring foundational skills (literacy and numeracy), disaggregated by gender
d. Number of schools with improved learning conditions
e. Number of schools reporting core data to district, governorate and MoE

C. Project Beneficiaries

21. The project beneficiaries will be students, teachers and community members in the targeted schools as well as school supervisors at all levels.

22. The project employs a systematic, evidence-based targeting methodology to ensure that vulnerable school communities are prioritized for intervention. Utilizing the Project Targeting Index (PTI), districts are ranked based on indicators such as school-aged population, access to educational services, displacement, and food insecurity. Within these districts, schools are selected according to strict Entry Criteria of Access (ECA), which include: (i) availability of baseline data on school enrollment, teachers, and infrastructure, and (ii) the implementing partner's capacity to (a) access schools to deliver interventions that meet technical standards, without security risks, (b) allocate funds for the intended purposes and in compliance with anti-money laundering and counter-financing of terrorism regulations, and (c) conduct monitoring and evaluation without political interference.

23. To operationalize this approach in Yemen's fragile context, the project will apply the ECA in an agile manner, allowing adjustments as conditions evolve. For each ECA trigger, the WBG and UNICEF have identified actionable management measures, indicators to assess continuity of operations, and scenarios for immediate corrective actions. This ensures that geographic targeting remains responsive to changes on the ground, with ECA assessments informing whether activities can continue safely and effectively. The ECA framework will be detailed and regularly updated in the Project Operations Manual (POM), providing clear guidance to adapt interventions while maintaining accountability.

24. The targeting process is further refined using data from the MoE's2024 Schools Census, funded by the REAL project, ensuring an accurate and current list of eligible schools. Of the 5,745 schools

surveyed, 4,452 meet the eligibility criteria, with a primary focus on basic education schools, those currently operating, and government-supervised schools. Schools are prioritized by district PTI scores and school size to optimize the allocation of resources and interventions. Based on discussions with the MoE, Target districts may be adjusted during implementation, as needed, based on the enabling environment and implementation feasibility, in consultation with the MoE and partners. Based on discussions with the MoE, Districts that were already covered by the REAL project are not included in this project scope, supporting efficient allocation and minimizing overlap.

25. The project's initial list of targeted schools includes about 1,003 schools in more than 26 districts across five IRG governorates: Ad Dali', Aden, Lahj, Al Hudaydah, and Shabwah. The final list of target schools will be selected based on the ongoing discussions with the MoE and IPs. The goal is to confirm that the selected schools meet the project's criteria for basic education. These discussions also help ensure that logistical and operational factors are considered, verifying that each selected school fits the established eligibility requirements and that resources are allocated as intended. Factors reviewed include the ability to deliver project activities safely and effectively, monitor progress, and comply with relevant standards. By focusing on schools in areas with significant needs, the project aims to provide immediate support and contribute to longer-term improvements in Yemen's education system. This approach seeks to promote fair access, security, and support for students in vulnerable communities, giving them better opportunities to learn in a safer environment.

D. Project Description

26. This proposed AF builds on the platform established under SEAL, extending its reach and deepening impact through complementary IDA and Global Partnership for Education (GPE) resources. It reinforces continuity with the parent project while scaling up interventions in targeted schools and introducing expanded system-strengthening measures, particularly around teacher management, data use, and girls' education. The AF also ensures that lessons and delivery mechanisms tested under REAL and carried forward in SEAL are consolidated and adapted, while providing the flexibility to respond to Yemen's evolving operating environment. It is designed to further strengthen system capacity in the context of ongoing conflict, with a strong focus on ensuring that learners are supported, teachers are qualified and motivated, and all children have access to safe, inclusive, and quality learning environments. Built with adaptability and scalability in mind, the AF also facilitates seamless coordination and alignment of funding from both the WBG and the GPEand will be implemented by UNICEF and Save the SCI.

27. Building on this foundation, the AF addresses Yemen's urgent education needs while laying the groundwork for long-term transformation as outlined in the YPC. Its dual structure—combining intensive support to targeted schools with broader investments in system capacity—strikes a deliberate balance between meeting immediate service delivery needs in conflict-affected areas and strengthening the institutional resilience required for durable reforms. This approach ensures continuity of learning for children in vulnerable communities, while enabling the MoE and partners to reinforce core functions such as teacher management, professional development, and data systems. In this context, the AF deliberately balances targeted interventions with systemic reforms. Direct support at the school level—such as provision of textbooks, remedial learning, and safe learning environments—addresses urgent barriers to access and learning. At the same time, strategic investments in teacher deployment and payroll integration (with a focus on RFTs), professional development, data systems, and education supervision strengthen the foundations of the education system. Lessons from the REAL project confirmed that localized gains in enrollment and literacy could only be sustained when linked to stronger institutional mechanisms. The AF therefore aligns short-term improvements with long-term reforms to ensure that progress is both immediate and durable.

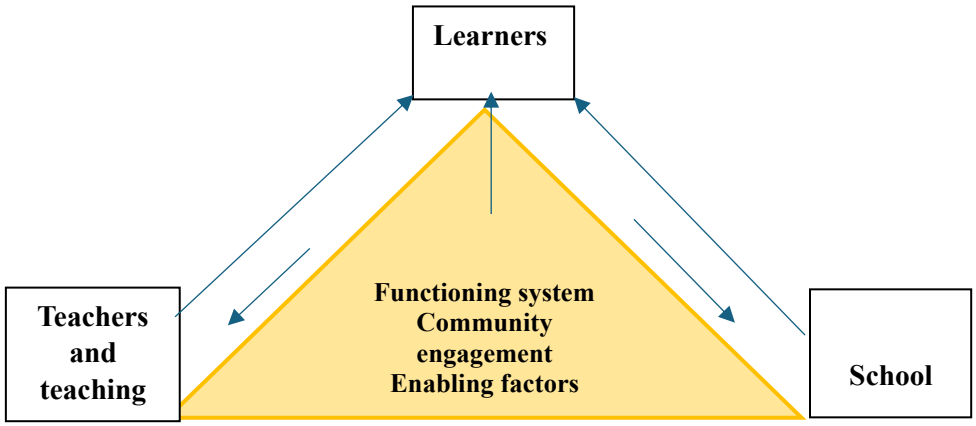
28. To translate this dual structure into system-wide change, the program embeds the enabling factors identified in the YPC as critical for transformation. It institutionalizes learning-oriented accountability through regularized assessments and remedial support, professionalizes the teaching force through sustained development and supervision, and normalizes equity by making safe and inclusive environments a system standard rather than an exception. At the same time, it strengthens stewardship by

linking schools, supervisors, data systems, and communities into coherent accountability loops. To preserve this momentum, the AF will be implemented over a two-year period leveraging the GPE's System Transformation Grant (STG). While the financing instrument is structured as investment financing, a results-based dimension is embedded through the achievement of two YPC triggers—(i) regular and timely payment of teachers' salaries (70 percent weighting), and (ii) progressive transition of rural female teachers onto the government payroll (30 percent weighting). These triggers serve as disbursement-linked milestones, balancing the need for uninterrupted support with the reform incentives that foster accountability, teacher motivation, and gender-responsive planning.

Figure 3: Results Chain

Inputs:	**Outputs:**	**Outcomes:**	**Impact**
• Provision of LTM in early grades • Teacher training in literacy, numeracy, and gender-responsive pedagogy • Gender-sensitive school rehabilitation and WASH facilities/ Codes of conduct and safeguards against GBV/SEA/SH • School grants with earmarks for girls' access and retention • Incentives for rural female teachers (RFTs) to expand girls' access • School-level data (students/teachers/infrastructure and learning achievement)	• Students access/use materials & remedial programs • Teachers apply improved pedagogy & supervision tools • Schools rehabilitated with safe, inclusive, gender-sensitive spaces • Operational costs met; FMCs mobilized for oversight • Female teachers deployed in rural areas • School-level data feeding district dashboards	• More girls and boys are supported with better quality education in the early grades • Targeted schools sustain transition rates from Grade 1 to Grade 2, with gender parity • A higher share of students in targeted schools acquire foundational literacy and numeracy skills, disaggregated by gender • Schools provide improved and inclusive learning conditions • Schools regularly report core data to district, governorate, and MoE, strengthening system accountability	Yemen's capacity to sustain basic education and learning in targeted areas strengthened

29. Theory of change[1]



The Yemen Partnership Compact ToC envisions that:

if **learners** receive adequate support for learning.
if **teachers** are motivated, qualified, and provided with support to improve students' learning outcomes.
if **all children** have access to safe and high-quality inclusive learning environments.
and if the **system** operates efficiently, policies are enabled, the community is engaged, and enabling factors are addressed.
then **learners will** acquire foundational reading and arithmetic skills, transferable competencies, and meaningful learning for life.

E. Alignment with the YPC and Transformation Ambition

30. The joint IDA/STG financing is highly aligned with the Yemen Partnership Compact, focusing on various aspects of education support to learners, teachers, schools and building in-country capacity. Specifically, learners will benefit from increased opportunities for quality early learning by providing learning materials, reading practice and remedial learning classes. School grants, managed by School Development Teams with strong participation of the Father and Mother Councils (FMCs) to support school operations and school rehabilitation to create a conducive environment for early grade

[1] Compact ToC – pathways for change

students. School grants can also cover specific support and stipends to vulnerable children based on needs identified by schools and FMCs. The grants raise awareness of the importance of girls' education through community participation and support training and awareness-raising activities to promote girls' education with strong engagement from FMCs. The project strengthens in-service training for teachers, education supervisors, school principals, and MoE officials, with a particular focus on female teachers. The project also enhances learning assessment to individualize the student learning process and to provide education managers with timely diagnostics and recommendations. Overall, the joint IDA/STG grant aligns well with the Yemen Partnership Compact by addressing key areas such as early learning, support for vulnerable learners, girls' education, quality learning materials, support for weak learners, teacher training, inclusive education, incentives for education personnel, school infrastructure, community engagement, school leadership, and system strengthening.

31. The proposed project operationalizes the YPC by translating its four transformation levers—learning, teachers, equity, and system stewardship—into a coherent set of interventions. Each component deliberately combines direct support to schools with system-level reforms, ensuring that urgent service delivery is embedded in routines that can scale. For example, structured remedial learning and textbook provision at the school level are linked to standardized assessments and school learning profiles at the system level; deployment of rural female teachers is coupled with reforms in teacher payroll and professional development; and safe school rehabilitation is paired with community-led planning and gender-sensitive accountability. The proposed project also complements the work of other partners, including WFP, and UNICEF humanitarian interventions, by focusing on institutional pathways that anchor these efforts in longer-term system capacity. Taken together, the components create a pathway from immediate improvements in attendance and learning to durable reforms in teacher management, accountability, and inclusive governance, thereby advancing the transformation ambition of the YPC.

F . Detailed activities by Component.

32. Component 1: Priority interventions to support targeted schools to sustain student attendance and enhance foundational skills (US$11,804,250 GPE; US$7,800,000 IDA): This component aims to strengthen schools' physical inputs and pedagogical practices essential for ensuring students attend schools and acquire foundational skills in basic education. Interventions will focus on (a) support for students; (b) support for teachers, school principals and school supervisors; and (c) improvement in the school learning environment. Sub-components 1.1 and 1.2 will be implemented by SCI with GPE financing, while Sub-component 1.3 will be implemented by UNICEF with IDA and possible GPE top-up resources.

33. Sub-component 1.1 (SCI-GPE): Support for Students (US$2,880,000): This sub-component will finance, inter alia: (a) provision of learning materials, such as textbooks in core subjects and storybooks in early grades; (b) student assessments; and (c) remedial learning programs for students who have not acquired foundational skills.

i. **Provision of Learning Materials**: In this activity, SCI will provide textbooks in 3 core subjects: Arabic language, Mathematics and Basic Science to all grade 1 to grade 3 students in targeted schools. Students are expected to use these learning materials in their classrooms, and the availability and utilization of textbooks will be monitored by the schools and school supervisors. Students who need remedial classes will receive additional learning materials for this program. Grade 2 and 3 students will be provided story books already selected in the Yemen REAL project for supplementary reading practice. Students will be supported by teachers to ensure that they can practice reading regularly, and that they make progress in improving their reading capacity.

ii. Student assessments:

- **Standardized assessment:** grade 2 and 3 students in targeted schools will be assessed with the adapted ASER tool for Arabic language and Mathematics at the end of each school year. The assessment will be used to identify students who will need remedial learning.

The assessment will also be used for constructing the school learning profile that will guide the school learning improvement planning.

- **Regular assessment of reading progress:** each student participating in the intensive reading program will have a report card in which the teacher will keep track of the student's reading progress for each of the story books, using the scale from not being able to read letters to reading the story fluently with comprehension.
- **Spot check by school supervisors:** for classroom observations by school supervisors or school administrators, a small random number of students will be assessed on their literacy and numeracy skills and the results will inform the feedback and guidance to be provided to teachers

iii. **Remedial learning programs** for students who have been assessed as not acquiring foundational skills will receive remedial learning support. The remedial classes will include a minimum of 72 hours of learning. Schools will be supported and guided on the organization and delivery of the remedial classes, including identifying the appropriate schedule. Competent teachers will be selected to provide the remedial teaching and will receive relevant training. It is expected that up to 50 percent of students will need this intervention

iv. *Gender*: Gender equality is advanced through equitable provision of textbooks and storybooks for all children in Grades 1–3, with remedial learning programs designed to track and close gender gaps. Assessments are disaggregated by sex, ensuring early identification of girls at risk of falling behind.

34. Sub-component 1.2 (SCI-GPE) (US$5,653,000): Support for Teachers, School Principals and School Supervisors: This sub-component will finance support for teachers, school principals and school supervisors to ensure that learning is taking place in the targeted schools. Specifically, (a) provision of in-service training for teachers on effective pedagogy and student assessment, and support for implementation of reading and remedial programs. (b) Support school principals to develop and lead school learning improvement plans based on student assessment data. (c) Support supervisors with coaching tools and assessment skills, and for conducting regular school visits and performance monitoring.

a) **Provision of in-service training for teachers** on effective pedagogy and student assessment, and support for implementation of reading and remedial programs:

- All grade 1 to 3 teachers in targeted schools will receive training in core competencies including: (i) literacy and numeracy; (ii) classroom management; and (iii) learning assessment. The training will build on the approach used in the Yemen REAL project, with an increased focus on grade-specific teaching and assessment of Arabic language and Mathematics. Evidence of common learning gaps by grade from the assessment conducted in the Yemen REAL project will be used to develop practical assignments for teachers to do and reflect during the training. The training will be for up to 8 days in the first school year, with a 2-day follow-up training in the second year. A teacher learning circle (TLC) will be activated in the schools to promote peer learning amongst participating teachers.
- Teachers who are selected to deliver the remedial classes and the intensive reading program will receive detailed guidance and training on the implementation of these two initiatives. Teachers are expected to keep records of student participation and learning progress.

b) **Support school principals** to develop and lead school learning improvement plans based on student assessment data: Learning assessment data, once collected, will be analyzed and school learning profiles will be developed and provided to each school principal participating in the training. The training will help school managers to conduct diagnosis of their school learning strengths and weaknesses, identify factors that are within the responsibility of school management and select priority actions to address the learning challenges. To support school learning improvement efforts, school principals will receive specific guidance on instructional leadership, teacher management and support, and community mobilization and engagement.

c) **Support school supervisors** with coaching tools and assessment skills, and for conducting regular school visits and performance monitoring. School supervisors will play a pivotal role in ensuring that schools and teachers make every effort to improve the foundational skills learning outcomes. Each supervisor will cover a cluster of schools. The supervisor will visit his or her cluster schools at least 20 times during the project life. The school visits will include: (i) helping schools to develop and implement a school learning improvement plan; (ii) conducting classroom observation of teacher core practices (lesson structure and delivery, student engagement, check for understanding and formative assessment); and (iii) updating data on all school activities for students, teachers and school managers. The project will support the digitalization of pedagogical supervision. Each supervisor will be equipped with a tablet with data collection tools already developed under the Yemen REAL project. The supervisor will collect and upload school visit data onto the project platform and dashboard will be generated for each district on their progress in project activities.

d) **Improving the quality of teaching is coupled with advancing gender equality**. Teacher training modules integrate gender-responsive pedagogy, classroom management strategies, and prevention of school-related gender-based violence. Supervisors will be trained to observe classroom practices with inter alia a gender lens, ensuring that schools become safe and inclusive spaces for all children.

35. Sub-component 1.3: Support for Schools (UNICEF-IDA US$7,800,000 and UNICEF GPE top-up US$3,271,250): This sub-component will finance:

a) Rehabilitation including constructing new classrooms to address overcrowding and replace non-functional and unsafe classrooms, and WASH facilities in up to 100 targeted schools. This is financed with the IDA grant. When the GPE financing for the top-up becomes available, up to 105 additional targeted schools will be supported with this infrastructure improvement intervention.

b) School grants to support essential school expenditures including stationery and teaching aids, parents' engagement, and community mobilization to increase student enrollment, with a particular focus on girls. By prioritizing safe, gender-sensitive infrastructure and empowering Fathers and Mothers Councils (FMCs) to champion girls' education, this sub-component directly tackles barriers that disproportionately prevent girls from enrolling and remaining in school, thereby contributing to higher retention and learning outcomes for girls. *This sub-component is financed by the IDA grant.*

36. Component 2: Enhancing Education System Capacity and Resilience (US$3,271,000 GPE/ US$700,000 IDA) This component aims to provide critical support to improve planning, monitoring, and oversight functions essential for education delivery, at Ministry, governorate and district levels.

37. Sub-component 2.1 (UNICEF-IDA) (US$700,000): Strengthening Data for Evidence-Based Decision-Making: This sub-component will finance school-level data collection, analysis and utilization. Based on REAL experiences this can be done via the school record, to be filled by schools and validated by the schools' supervisors. The data will be disaggregated by sex to allow schools and supervisors to monitor gaps in participation and learning between boys and girls. This will enable targeted actions to address barriers faced by girls, including early dropout and reduced transition to higher grades. *This sub-component is financed by the IDA grant.*

38. Sub-component 2.2 (UNICEF-GPE) (US$3,071,000): Promoting Girls Education: This sub-component will finance targeted programs to promote girls' enrollment, participation, and retention, with a particular focus on rural areas. Activities will include the recruitment and support of RFTs, who are essential for encouraging girls to attend and remain in school in remote and underserved communities. Selected RFTs will receive monthly incentives for two academic years, with priority given to early grade teachers (grades 1–3) and those previously supported under the REAL project, provided they continue to meet eligibility criteria and remain actively teaching in designated target areas. The program will provide grants to RFT-hosting schools to strengthen schools' capacity to sustain student enrolment, particularly girls. The grants will be managed by School Development Teams (SDTs), which consist of school staff, FMC, community representatives, and education experts. The SDTs will receive training on effective grant management to ensure the funds are used efficiently and transparently. The SDT members will sign a code of conduct to adhere to professional and safety standards before schools receive grants. School supervisors will receive training on monitoring and reporting on school progress, both on RFT and school grant

management. Their role will be crucial in building local institutions' capacity to manage and oversee the school financing in the long term. Girls' education will be prioritized within this sub-component, with a focus on ensuring that the grants address barriers to girls' education and support their retention in schools. The program will also work with the MoE to establish transparent selection criteria and monitoring mechanisms for RFTs, while ensuring strong coordination with donors. A key objective is to enable the government to progressively assume responsibility for integrating RFTs into the formal teacher payroll, thereby sustaining this investment beyond the life of the project.

39. Sub-component 2.3. (UNICEF – GPE) (US$200,000): Verification of Partnership Compact Triggers. This sub-component will finance the independent verification of the achievement of the YPC triggers. UNICEF, as the implementing partner, will oversee the recruitment and management of a verification agency, responsible for confirming whether agreed triggers have been met. Verification will follow pre-defined protocols, indicators, and timelines agreed with the MoE, the WBG and GPE.

40. Component 3 (UNICEF/SCI from both IDA and GPE) (US$5,113,750.09 GPE/ US$1,500,000 IDA): Project management, coordination, M&E: Component 3 will finance (a) cross-cutting functions such financial audit, environmental and social safeguards including the establishment and maintenance of Grievance Redress Mechanism (GRMs), and overall project monitoring and evaluation (M&E); (b) direct implementation costs including staffing, office and office-related expenses; and (c) indirect costs. In addition, project management and M&E will systematically integrate gender considerations, with results indicators disaggregated by sex and explicit tracking of girls' participation, retention, and learning outcomes. GRMs will also be designed to capture gender-specific concerns, including barriers and risks faced by girls, ensuring that accountability mechanisms respond to their needs.

System Capacity Building

41. Building Yemen's capacity to manage and deliver education services in fragile and resource-constrained environment is embedded in all project activities. The project integrates Ministry of Education (MoE) capacity strengthening across all activities rather than as a standalone component. The World Bank and implementing partners work closely with relevant MoE sectors at central, governorate, and district levels throughout implementation to transfer technical capacity at every stage. For teacher, principal, and supervisor training, MoE counterparts including Training, Curriculum and Supervision sectors collaborate with World Bank specialists and implementing partners to identify and apply the most relevant training content. Specifically, teacher training programs will be built on the country's existing curriculum, evidence of learning challenges and practices that teachers can adopt to help these students learn. Schools principal training will build on the diagnostics of the school learning profile, and be guided by the school learning improvement practices provided by school supervisors, district and governorate education offices. This ensures effective knowledge transfer and strengthens the Ministry's ability to design, deliver, and oversee training system-wide. School-level data collection at targeted schools are aligned with the EMIS system and use a unique school identification. Supervisors and MoE staff are trained to use standardized tools for enrollment, attendance, and learning outcomes, enabling data to feed directly into government systems and inform evidence-based decision-making at all levels. Regular data collection also allows the Ministry to track data across all levels at minimal cost. More importantly, among MoE staff at central, governorate, and district levels will gain practical skills in data analysis and interpretation, critical for effective system management.

Gender

42. Gender focus is mainstreamed into project design including: (i) having indicators with specific targets for girls; (ii) incorporating the analysis of the challenge for girls education in the design of the school improvement plan and the school grant expenditure plan; (iii) incorporating gender-sensitive design and implementation of the school rehabilitation program and teachers' and school principals' training; (iv)

supporting RFTs and the schools hosting them; and (v) monitoring the system's performance through gender-disaggregated data collection and analysis.

Inclusion

43. To ensure inclusiveness, the project has added dedicated fields in the **school record**, the tool used for collecting core data at the school level, to identify and track children with disabilities, IDPs, refugees, and those with intersecting vulnerabilities (e.g., children in remote areas). These fields allow schools to systematically capture relevant data during the implementation of school grants throughout the project life. The information collected will guide the World Bank, implementing partners, and MoE in tailoring interventions to meet the specific needs of these groups. The current list of 1,000 targeted schools in the 27 most vulnerable districts in IRG already includes public schools serving children with disabilities under MoE supervision; however, updated and more comprehensive data are still needed to ensure interventions fully reach all vulnerable children.

Citizen Engagement

44. **The proposed project meets WBG citizen engagement corporate requirements**. A dedicated activity for "Empowering Schools and Community Engagement" is included in component 1. This includes participatory planning and decision-making through FMCs. Communities will also be involved in planning and monitoring school infrastructure projects. Community participation includes engagement in needs assessments, selection of priorities, oversight of implementation, and post-construction feedback processes. Qualitative feedback will be collected during site visits or focus group discussions. The project will also finance TPM and the set-up of a GRM. The results framework (RF) includes the beneficiary feedback indicators "Number of communities participating in the planning and monitoring of school infrastructure improvements" and "Number of Fathers and Mothers Councils (FMCs) participating in school planning and decision-making".

Climate Co-Benefits

45. **Climate Risk and Disaster Screening**. The proposed project has been screened for climate change, and several vulnerabilities were identified through the process. The overall assessment of potential risks is substantial due to increasing temperatures, intensifying droughts, and seasonal flooding. Indeed, an increase of 29 percent in total annual precipitation over the last 30 years was observed. While regular flooding has historically been beneficial for agriculture in Yemen, high magnitude flooding often leads to losses of cropland, uprooting of fruit trees, death of animals caught in high floodwater surges, and destruction of infrastructure, such as schools, irrigation facilities, and rural roads. At the same time, current longer dry periods and drought have led to desertification, accounting for 3-5 percent annual loss in arable land. Both floods and drought have contributed to diminishing crop yields. Water scarcity continues to be the largest hindrance to agricultural productivity in Yemen, and further depletion of water resources is expected to reduce agricultural productivity by up to 40 percent. This imposes a great food insecurity risk, leading to malnutrition among children and low performance levels. With limited infrastructure and services, and the ongoing conflict, Yemen is highly exposed to the consequences of these hazards and increased poverty which increases their vulnerability to climate change impacts.

46. **The Project aims to strengthen local adaptation and resilience to climate change:** All school rehabilitation will be based on an assessment to determine the needs, following inter alia the standards for safe and sustainable buildings in natural disaster-prone areas (Subcomponent 1.3: School Rehabilitation). They will also incorporate good practices about resilience to climate hazards. For example, they will use climate-proof, energy-efficient designs to alleviate heat and allow for cooling ventilation during heat waves. Furthermore, as part of the rehabilitation of WASH facilities, age-appropriate signage could be installed to conserve energy and water in school facilities to raise awareness for the importance of conserving scarce

resources. Under Sub-Component 1.3 (School Grants), school personnel and the FMC will receive guidance on water and energy conservation practices and be encouraged to plant more trees in the school vicinity.

Grievance Redress Mechanism

47. Grievance Redress. Communities and individuals who believe that they are adversely affected by a project supported by the WBG may submit complaints to existing project-level grievance mechanisms or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of WBG non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention of WBG Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the WBG's GRS, visit http://www.worldbank.org/GRS. For information on how to submit complaints to the Bank's Accountability Mechanism, visit https://accountability.worldbank.org.

Implementation arrangements

48. This additional financing, under the STG grant, will be implemented by two organizations, UNICEF and SCI based on their demonstrated capacities from ongoing activities in Yemen and global expertise**.** The project will be supervised by the WBG, in close coordination with the GPE and MoE.

49. UNICEF will be the implementing entity for Sub-component 1.3, Component 2 and its share of Component 3 of the STG grant. UNICEF is also the implementing entity of the IDA grant (parent project). UNICEF has been selected based on its capacity to manage the previous IDA and GPE grants in Yemen. UNICEF has proven track records in providing grants for schools, delivering infrastructure improvement, supporting teacher remuneration and engaging communities in school management and governance. Despite facing implementation challenges in the REAL project that required remedial actions on social and environmental aspects and withdrawal from schools in parts of Yemen, where implementation faced significant obstacles, UNICEF continued to deliver. UNICEF will implement the new IDA and GPE grant following the single audit principle agreed upon with the United Nations (UN) agencies, with UNICEF responsible, among others, for reporting on Project progress and results based on agreed workplans.

50. SCI will be the implementing entity for Component 1 and its share of Component 3 of the STG grant. SCI has the track record of implementing the Yemen REAL project in Yemen since 2021 which includes: (a) provision of learning materials; (b) training and pedagogical support to teachers; (c) learning assessment; and (d) school pedagogical supervision and support. Despite facing the challenges of dual education systems in the country, SCI's team ensured essential support reached students, teachers, and schools. Even though the original project scope was 1100 schools, due to savings from procurement and from prudent budgeting, SCI managed to increase the scope of the support to more than 3000 schools in the country by the end of the project. SCI will follow the WBG fiduciary and safeguards requirements, and SCI activities will be subject to external audit with the terms of reference (TORs) satisfactory to the WBG.

51. UNICEF and SCI will each have a team in place that will oversee the day-to-day management of the project, including fiduciary, environmental and social aspects, as well as monitoring and reporting**.** UNICEF and SCI are encouraged to engage local IPs ,i.e. local non-governmental organizations (NGOs), payment agents or local suppliers and distributors.

52. A detailed POM will be finalized for all project components within two months of effectiveness. The POM will detail the role and responsibilities of implementing partners (organization chart and matrix of responsibilities), implementing processes, roles and responsibilities of key stakeholders

and coordination mechanisms. It will be developed in collaboration with the MoE. The POM will be subject to WBG's non-objection. The POM will be regularly updated in order to reflect changes in the operating environment that have an impact on project implementation. Given the fluid situation in Yemen, flexibility in project implementation is key. Each organization will be responsible for developing its own sections for its activities within the POM.

53. UNICEF and SCI will prepare budgeted Annual Work Plans (AWP) of implementation and a detailed procurement plan, in agreement with the WBG. This budgeted AWP will be prepared no later than three months after project effectiveness. It will highlight the activities to be implemented for the subsequent 12 months by component and sub-component with intended results, timeline, budgets and planned procurement activities. It will also identify issues / implementation bottlenecks and relevant remedial actions and outline key responsibilities. The budgeted AWP will be the common interface of communication between implementing partners and the MoE, the WBG and GPE to monitor, on a regular basis, activities of each component, evaluate progress and discuss corrective actions or changes as needed. Progress against the AWP will be captured in quarterly narrative and financial reports, complemented by indicator updates and lessons learned to inform adaptive management. These reports will serve as the basis for joint reviews with the WBG, GPE, and the MoE.

54. UNICEF and SCI will coordinate closely to implement the project efficiently and effectively. Two agencies will hold meetings on a regular basis with the MoE to secure maximum synchronization of their activities, evaluate progress, address bottlenecks and consolidate annual work plans (in line with the academic school year). Frequency of meetings, attendance, communication tools, etc. will be developed in the POM. Particularly, the collection of and reporting on indicators (including methodology, tools, devices, etc.) to inform the RF and progress on implementation will be discussed and agreed among implementing partners with the support of the WBG.

55. Implementation supervision with (virtual) missions and regular communication is key. Issues related to technical aspects, implementation, fiduciary, environmental and social, and M&E, etc., will be an essential part of missions. Missions should also review the progress and challenges related to the procurement plan, the latest TPM report findings, etc. Missions will focus on both project results and also the manner in which the project is implemented. Mission frequency will be as appropriate with likely more missions taking place at the beginning of the project. Additional follow-up meetings on more specific project issues will be held as needed.

56. The project will rely on regular implementing agency reports and TPM reports to monitor and keep track of the implementation of the project. The responsibilities of each implementing agency include:

- Monitoring progress, delays and challenges of plan implementation, including changes in security situation and effects on the education sector;
- Determining and, if possible, addressing the causes for the delay or non-implementation of activities in the annual plan;
- Information sharing and reporting on implementation progress, delays and challenges in implementation. In addition to internal reporting, consolidated progress updates will be shared with the WBG, GPE and MoE on a quarterly basis, ensuring consistency with the RF and alignment with global reporting requirements.

57. A TPM agent will be engaged by UNICEF and SCI to verify progress and results at participating schools, district, and governorate levels, and to enable the WBG to validate UNICEF's and SCI's project delivery. The TORs for TPM will include the activities and indicators that the TPM will report on but also indicate flexibility to revise the TPM reporting requirements during implementation based on the nature of project activities to reflect adjustments and changes during project implementation.

Fiduciary arrangements

58. During the preparation phase, the WBG's fiduciary and safeguard teams will collaborate with the IPs to design the fiduciary arrangements, addressing challenges identified the Yemen REAL project as well as other WB projects in Yemen. Transferring knowledge and building capacity for local institutions is an integrated part of the implementation arrangement. UNICEF will follow its own internal single audit process, while SCI will follow the World Bank's auditing procedures.

Procurement

59. Procurement Arrangements. The proposed additional financing activities that will be implemented by UNICEF will follow the Alternate Procurement Arrangements (APA) approach, utilizing UNICEF's procurement regulations, policies, and procedures, as previously approved by the WBG and in compliance with the Procurement Framework Policy Section III.F. These arrangements have been effective in other WBG-funded projects, providing the necessary flexibility to operate within the country's specific context. UNICEF has a strong track record in implementing such projects in Yemen under the APA approach, including ongoing education programs, with no significant concerns raised by the World Bank's validation process of UNICEF'S supervision.

60. Procurement under SCI will be carried out in accordance with the WBG's Procurement Regulations for IPF Borrowers for Goods, Works, Non-Consulting and Consulting Services, dated September 2025 (Procurement Regulations). The proposed project will be subject to the WBG's "Guidelines on Preventing and Combating Fraud and Corruption in projects Financed by IBRD Loans and IDA Credits and Grants", October 15, 2006, revised in January 2011, and as of July 1, 2016. The project will use the Systematic Tracking of Exchanges in Procurement (STEP) to plan, record, and track procurement transactions. Given the nature and non-complex type of procurement that will be conducted by SCI, a simple project procurement strategy for development (PPSD) will be prepared along with the Procurement Plan for the first 18 months of the Project.

61. Procurement Responsibilities, Implementation and Staffing: UNICEF and SCI will be responsible for implementing the procurement plan agreed with the Bank and preparing a 12-month plan based on project negotiations. Procurement activities should be closely monitored, with UNICEF providing regular quarterly procurement reports to the WBG to ensure timely completion and proactive identification of any potential delays. This includes updating the procurement plan promptly, submitting procurement data for inclusion in Yemen's procurement reports and dashboard, in line with agreed reporting templates. UNICEF will also pre-screen suppliers and contractors to comply with the WBG's sanctioned and temporarily suspended lists before awarding contracts. Additionally, UNICEF will ensure that all IPs adopt similar pre-screening measures to mitigate risks related to working with restricted entities. SCI should record all suppliers' and contractors' details in STEP before contract awards. UNICEF and SCI will ensure that its procurement unit is staffed with experienced international procurement specialists, supported by qualified national procurement staff to carry out procurement functions effectively and ensure timely execution of procurement processes.

62. The proposed additional financing will require bidders/primary suppliers of solar-powered cold-chains (and other material, as applicable) to provide two declarations. These include (a) a Forced Labor Performance Declaration (which covers past performance), and a (b) a Forced Labor Declaration (which covers future commitments to prevent, monitor and report on any forced labor, cascading the requirements to their own sub-contractors and suppliers). In addition, UNICEF will include enhanced language on forced labor in the procurement contracts

63. Third-Party Monitoring Agent (TPMA): To enhance fiduciary oversight, UNICEF will either engage a new TPMA for the proposed additional financing or use an existing TPMA under a current Long-Term Agreement (LTA). UNICEF will submit the TOR, the candidate's name, and their qualifications for WBG review and approval. The TPMA will play a critical role in ensuring compliance with procurement timelines, providing independent verification of procurement activities, and identifying any areas requiring corrective actions.

64. Engagement of Local IPs: UNICEF may engage local IPs to support Project implementation. Prior to engagement, UNICEF will assess their technical and fiduciary capacity to manage procurement activities in compliance with the proposed Project requirements. While these partners will play a significant role in implementation, UNICEF will retain full fiduciary responsibility and accountability for all procurement activities conducted under the proposed Project.

65. Procurement Risks and Mitigation Measures. The residual procurement risks for this proposed Project are assessed as **Substantial**. Key risks include supply chain disruptions due to the Conflict in the Middle East, which may significantly delay the delivery of goods and services. To mitigate these risks, UNICEF and SCI will adopt an advanced procurement planning approach, explore alternative shipping routes, and secure critical project supplies in advance. Limited availability of goods, suppliers, and service providers could further delay procurement processes and limit competition. To address this, UNICEF and SCI will conduct market outreach to identify alternative suppliers, expand the supplier base, and pre-position essential goods where feasible to prevent disruptions. Additionally, political and fiduciary risks may arise from potential political interference and inadequate fiduciary oversight, particularly when engaging local IPs. To mitigate these risks, UNICEF and SCI will monitor procurement activities continuously and submit quarterly procurement reports to the WBG, providing updates on progress and identifying any emerging risks. The WBG will review procurement plans and provide feedback for any necessary updates, assess the TOR and scope of services for the TPMA, and evaluate TPMA reports to take corrective actions as needed. Security-related risks, such as delays due to unforeseen conflicts, road closures, and security clearance requirements, may further impact the transportation and distribution of goods. UNICEF and SCI will mitigate these risks through early coordination with relevant authorities in Yemen to facilitate smooth importation and logistics and in accordance with the Security Management Plan.

Financial Management

66. Financial Management (FM) Arrangements. UNICEF will implement its part of the proposed Project under an acceptable FM arrangement aligned with the Financial Management Framework Agreement (FMFA) established with the United Nations Agencies. Consequently, UNICEF's financial rules and regulations will govern the recording, reporting, and archiving of financial transactions. SCI will implement its part of the project in accordance with the WBG financial management standards. The two organizations will maintain separate ledger accounts, including a Grant Control Account, and retain supporting documentation accordingly. The proposed Project funds will flow from the World Bank to UNICEF and SCI, and ultimately to beneficiaries, with disbursements based on unaudited Interim Financial Reports (IFRs). UNICEF and SCI will prepare quarterly IFRs using the format agreed upon with the WBG, reflecting project expenditures. These reports will be shared with the WBG no later than 45 days after the end of each quarter.

67. Financial Management Staffing. UNICEF will ensure the availability of qualified financial management specialists to work in fragile contexts, and knowledgeable in school grant financial management. These professionals will be responsible for reviewing, properly maintaining, and filing all original supporting documents for the proposed additional financing. They will also ensure that proper controls are in place for the use of funds and that payments are made for eligible expenditures with consideration to economy and efficiency.

68. Internal controls. UNICEF's and SCI's compliance team will assist its finance team in ensuring arrangements are in place for funds to reach the legitimate beneficiaries.

- UNICEF and SCI finance and compliance teams will ensure proper controls are in place for the management and recording of inventory. In addition, they will ensure that appropriate measures are in place to prevent double-dipping of activities.
- The TPMA and UNICEF and SCI finance and/or M&E teams regularly conduct adequate financial and technical reviews.

- In cases of payments to individuals or schools, UNICEF and SCI will use mobile banking (where feasible), payment agencies, or other methods that can provide a high level of assurance that funds reach the intended beneficiaries.
- The school grant manual of procedures will describe the grant payment to schools, the grant use, and the accountability and transparency system to ensure that grants are used for their intended purpose. It will also explain these to schools and disseminate the information.
- UNICEF and SCI will ensure that IFRs are appropriately reviewed and approved before submission to the WBG. In addition, IFR-reported expenditures will include no advances other than those agreed upon with the WBG and disclosed in the IFR.

69. **Audit.** In line with the single audit principle, the proposed additional financing will be subject to UNICEF's audit arrangements as set out in the UN's Financial Regulations. UNICEF will share the audited financial statements and accompanying reports with the WBG. UNICEF will retain all records in line with its rules and regulations, evidencing all expenditures with respect to which withdrawals of proceeds were made. The World Bank will rely on UNICEF audits and will not conduct project-specific audits or transaction reviews unless agreed upon with UNICEF. SCI will follow regular financial audit framework and will conduct financial audit every year. SCI Yemen has a compliance team that conducts monthly checks based on an annual plan. There is a system in place to follow up on issues raised by the compliance team with monitoring by the regional office. It was agreed that an annual financial statement of the project will be prepared and audited by an external auditor and according to the terms of reference acceptable to the World Bank. The audit will be due six months after.

70. **Implementation Support Plan.** The WBG will carry out quarterly project implementation support, including reviewing UNICEF's and SCI's financial and TPMA's reports, reviewing the control procedures applied, updating the risks and mitigating measures, and providing recommendations and support to improve the FM performance and risks.

71. **The proposed Project residual financial management risk is High.** The FM risk remains **high** given the fiduciary risks inherent to the country, including: (i) liquidity shortage due to foreign currency rationing by commercial banks in Yemen, (ii) potential freezing of Project funds in commercial banks in Yemen, (iii) delay in processing external transfers of funds from offshore banks to beneficiaries/UNICEF/SCI accounts held in commercial banks to make transfers to IPs and contractors located in Yemen, (iv) transfers of funds to beneficiaries on sanctions list[1]; (v) heightened due diligence and compliance requirements for financial flows, and (vi) school grants are not used for their intended purposes.

72. UNICEF and SCI have developed comprehensive risk mitigation measures in collaboration with the WBG. These measures are (i) limiting the cash flow transferred into Yemen, (ii) prioritizing the direct payment and reimbursement method, based on the needs of the proposed Project, (iii) screening of transactions against recognized sanctions lists, such as the United Nations and the US Office of Foreign Assets Control, before processing payment initiated directly by UN agencies or local IPs (IPs), (iv) providing in the notes to the progress report fixed assets procured by the proposed Project, (v) sharing promptly with the World Bank Integrity (INT) Department cases of non-frivolous allegations of fraud and corruptions, (vi) training of local IPs on operational and financial risks management in fragile settings, (vii) sharing the summary of assurance reports (audit and spot check) in a timely manner, and (viii) developing a school grants manual for the monitoring of grant to schools to ensure that funds are used for their intended purposes.

Safeguards arrangements

[1] UNICEF and SCI check beneficiaries and financial service providers' compliance with AML/CFT standards before making payments, and has internal control systems in place for post-transfer sanctions.

73. Environmental Risk Management. The environmental risk rating of the project is **Moderate**, given the nature and small scale of the proposed construction and rehabilitation works in schools. The environmental risks and impacts are expected to be minor, site-specific, and reversible such as construction dust, noise, waste as well as occupational health and safety aspects. To mitigate potential risks and impacts, UNICEF and SCI will each prepare and disclose an Environmental and Social Management Framework (ESMF) for the components under their responsibility. No Project activities will start before the disclosure of the relevant ESMF. The site-specific Environmental and Social Management Plan (ESMP) will be prepared, when applicable, including environmental and social provisions for contractors to address potential impacts. The preparation and implementation of the site-specific ESMPs will be the responsibility of the implementing agency through adequate arrangements and procedures, and as provided in the project's Environmental and Social Commitment Plan (ESCP).

74. Social Risk Management. The proposed additional financing is assessed to have Substantial social risks, related to potential exclusion, labor and working conditions, sexual exploitation and abuse/sexual harassment (SEA/SH), security and safety, and stakeholder engagement. Exclusion from benefits may occur due to the limited number of schools targeted, in the context of high need, poverty, and declining resources. Although the proposed additional financing aims to reach the most vulnerable communities using a composite targeting index, it will only cover up to 1,000 schools to benefit from grants and 100 schools to benefit from improved facilities. The lack of universal coverage could lead to tension among or within communities. Prioritization of girls' education will also need to be managed to avoid potential backlash from parents and communities in light of the prevalent social norms. Experience in the REAL project has shown that students, female teachers, and female project staff may face risks within the school environment from project actors. Safety concerns also exist for students, teachers, and project actors if school routes are dangerous or due to insecurity in conflict-affected areas. Limited mobility in remote areas heightens the risk of inadequate stakeholder engagement and disclosure of Project information, as well as access to the project Grievance Mechanism. To strengthen the education system's capacity, the project will support data collection for a rapid census at all 5,700 schools in IRG-controlled areas. Based on the scope and type of data collected, risks related to data privacy and data security will be assessed and managed during implementation. Both UNICEF and SCI have previously reported challenges related to restrictions on data collection, especially for TPMA, and mobility restrictions for female personnel without male guardians. As part of the Project implementation arrangement, the World Bank, UNICEF, and SCI will identify appropriate measures and indicators for operational continuity and corrective action scenarios in the ECA, which will be updated regularly.

75. The anticipated impact of reconstructing school classrooms and rehabilitating WASH facilities is rated as moderate due to the nature of these activities. The initiative involves constructing new classrooms to replace deteriorating ones, additional classrooms to alleviate overcrowding, and gender-sensitive WASH facilities. Enhancements may also include the addition of sunshades in schoolyards and solar panels in targeted schools to power cooling systems in areas with high temperatures. To address these risks, site-specific instruments will be prepared during implementation for the reconstruction of schools and prior to carrying out activities, which will include measures to prevent or minimize identified risks and impacts. No land acquisition or resettlement is expected, as activities will occur within the targeted school premises.

76. SEA/SH Risk Management. The proposed project may face risks related to SEA/SH, particularly in the context of rehabilitation activities and interactions between teachers, non-teaching staff, and students. This includes risks of SEA/SH being exacerbated by school principals, ministry staff, or other project actors. Accordingly, the SEA/SH risk is rated as substantial. All Project workers, school staff and other Project actors participating in the proposed Project will sign a code of conduct adhering to safety and professionalism. Members of the SDTs will also sign this code of conduct before Targeted Schools receive the school grants. UNICEF and SCI will be responsible for ensuring compliance with the code of conduct for the components they implement, and for monitoring adherence through their respective safeguard teams.

e) Overall Risk and Explanation:

77. **The overall risk to the achievement of the PDO is rated as Substantial.** Specifically:

- **Political and governance risks are High**. The control of geographical areas by different political or armed factions lead to the risk of interference and/or diversion of benefits to populations in areas linked to political interests. The detention of UN and International NGOs' staff by the Houthis disrupts the service delivery and puts pressure on the viability of these agencies staying engaged in the Houthi-controlled area.
- **Macroeconomic risks are High.** Yemen's macroeconomic outlook remains predominantly negative. Disruptions to vital trade flows and remittances through the Red Sea have adversely impacted not only Yemen's economy but also the broader region. The government's inability to generate sufficient revenue to finance public services such as education remains a significant concern.
- **Sector strategies and policy risks are rated Moderate.** The ESP 2024–2030, supported by the local education group, including the WBG and GPE, provides a comprehensive analysis and strategic direction for future investments in education at all levels. While the road map for education sector development has been developed, lack of domestic financing and decreasing donor commitment will put the implementation of the sector plan at risk.
- **Technical design risk is rated Moderate.** Drawing from the rich experience of the REAL project in navigating a challenging operating environment, the project will continue to employ a flexible, school-based approach tailored to changing conditions. This flexibility will enable implementing entities to adapt to evolving risks and challenges.
- **Institutional Capacity for Implementation and Sustainability are rated Moderate.** UN agencies and International NGOs have vast experience in implementing education projects in Yemen in general and World Bank-financed project in the education sector in particular.
- **Fiduciary risks are High.** The financing management risk is high due mainly to the inherent high risk and risk arising from liquidity shortage, and the consequences of sanctions by USA. Project financial management will comply with the provisions of the FMFA signed with UN agencies. **Procurement risk is High.** The unstable security situation in Yemen and disruptions in supply chain and logistics, due to the recent tensions in the Red Sea, pose significant risks to project delivery and implementation. Additionally, shortages of goods and limited availability of suppliers and service providers, particularly in areas affected by the designation of Houthis as a Foreign Terrorist Organization, could further delay the project implementation. There are also risks of interference from authorities, a lack of competition in service delivery, and the impact of conflict and post-conflict conditions on project activities, that could disrupt timely project execution.
- **Social (including safeguard) risks are Substantial:** The project is expected to have significant positive social impacts in the education sector in Yemen by addressing immediate gaps and needs, restoring and sustaining children's access to education, and strengthening education management capacity. However, the project also carries substantial social risks. These include potential exclusion from project benefits, risks of Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH), labor issues such as child and forced labor, and possible tensions and conflicts among beneficiary communities and districts. **Environment (including safeguards) risks are Moderate.** The environmental risks and impacts of the project are rated as "Moderate" due to the small-scale nature of the proposed construction and rehabilitation activities. These risks are expected to be site-specific, reversible, and of low magnitude, which can be mitigated through appropriate measures.

- **Stakeholder risk is Moderate**. The project will collaborate with UN agencies, international NGOs, and local institutions to foster the partnership for delivery of project interventions. A stakeholder plan will be developed in consultation with schools, teachers, students and communities, drawing from the lessons from the REAL project.

E. Economic Analysis

78. The project focuses on enhancing student performance, reducing dropout rates, and increasing enrollment by providing a comprehensive package of interventions at the school and system levels, including teacher incentives and training, school rehabilitation, provision of learning materials, and capacity building at the district, governorate, and national levels. Teacher incentives are expected to reduce school disruptions and improve student performance by ensuring teachers' attendance. Teacher training will enhance teaching quality, especially at the early-grade level, addressing the low levels of student achievements and equipping teachers with effective teaching methods. The distribution of adequate learning materials and school supplies aims to enrich the learning experience and improve learning outcomes, although their impact is most significant when combined with better teaching.

79. Enabling teachers to work throughout the school year is likely going to positively impact student performance. A one standard deviation decrease in absences results on an increase of 0.03-0.05 standard deviations on tests scores[3], and an increase of 0.08 years of schooling[4]. In other words, the benefits are twofold: (i) with increased teacher presence and more motivated teachers, students enjoy better instruction which result in better learning, in turn leading to better student performance; and (ii) guaranteeing uninterrupted access to education reduces dropout and leads to higher educational attainment for more students.

80. Academic evidence shows that better prepared teachers have a positive effect on students' performance and attendance rates[5]. In fact, Bold et al. (2017) find that teachers' knowledge and pedagogical skills have a direct impact on students' test scores, increasing them by 0.37 and 0.35, respectively. Further, Hanushek presents a range of 0.5-1.5 gains in years of schooling from improved teacher quality[6]. In the case of Yemen, given the low levels of education quality, even slight improvements to adequate teaching delivery will bear great benefits to students' human capital accumulation and furnish them with basic learning skills and productivity gains[7].

81. Although learning materials alone do not have a statistically significant impact on learning, the combination of these tools with better teaching is what raises the quality of education effectively[8]. As found by Mbiti et al., (2019) performance-based payments to teachers in Tanzania combined with appropriate learning materials, have the strongest results with students scoring 0.36 standard deviations higher in national tests[9].

82. Investing in school rehabilitation and WASH facilities can lead to a reduction in absence from students, as estimated by Talaat et al. (2011) who found a 21 percent reduction in absence[10]. Similarly, Freeman et al. (2012) found a 58 percent reduction in girls' absence once the WASH facilities and hygiene programs launched in Kenya[11]. In terms of school attainment, Adukia (2017) finds an increase of 0.09 years by a program in India building separate latrines, with higher estimates for girls than boys, 0.07 and 0.05 respectively[12]. Ultimately, school infrastructure rehabilitation is crucial in Yemen given the current state of the learning spaces and is expected to improve the learning environment for students, enhancing their learning experience, and increasing the likelihood of staying in schools, which in turn increase student retention and incentivize enrolment.

83. Local capacity building will support higher efficiency and an overall higher resilience of the education system. The Yemeni education system presents weaknesses along the education service delivery chain from the governmental level all the way to school principals. This intervention addresses the weaknesses and ensures system resilience. According to Carr-Hill et al. (2015) school-based management programs improve learning only when communities have the capacity to implement smarter decisions[13].

This is consistent with the current literature that higher-skilled managers, more accountability to school principals and effective managing practices can lead to improvements in teaching and therefore learning[14]. Bloom et al. (2015) estimates an increase in student tests scores of 0.104 - 0.512 standard deviations after improvements in school management and higher local capacity. For Yemen stronger institutions are essential for the success of the implementation of these programs and other programs.

84. Approaches to be used include but not limited to the economic impact of the proposed project interventions measured as the gains in labor earnings over the course of standard working life; gains in internal efficiency leading to lower cost of service delivery; and cost-benefit analysis and rate of return calculations. Project costs will be used to estimate the Net Present Value (NPV) of the project and break-even estimates, sensitivity analysis of the model and Internal Rate of Return (IRR) on the investment.

G. Financing

Component	GPE		IDA
Implementing Agency	**SCI**	**UNICEF**	**UNICEF**
Component 1: Priority interventions to support targeted schools to sustain student attendance and enhance foundational skills	**8,533,000**	**3,271,250**	**7,800,000**
Sub-component 1.1: Support for Students:	2,880,000		
Sub-component 1.2: Support for Teachers, School Principals and Supervisors	5,653,000		
Sub-component 1.3: Support for Schools		3,271,250[2]	7,800,000
Component 2: Enhancing Education System Capacity and Resilience.		**3,271,000**	**700,000**
Sub-component 2.1: Strengthening Data for Evidence-Based Decision-Making:			700,000
Sub-component 2.2: Promoting Girls Education		3,071,000	
Sub-component 2.3. Verification of Compact Trigger Completion		200,000	
Component 3: Project management, coordination, M&E	**2,923,169**	**2,190,581**	**1,500,000[3]**
Total	**11,456,169**	**8,658,831**	**10,000,000**

Monitoring and Evaluation

85. The project adopts a comprehensive Results Framework that integrates inputs, outputs, outcomes, and objectives across all IDA- and GPE-financed activities. This framework ensures alignment with the project's theory of change, supports systematic tracking of progress, and establishes harmonized monitoring and reporting mechanisms with clear indicators for learners, teachers, and the

[2] This line will finance activities in case of top up materialization

[3] IDA Component 3 covers UNICEF's implementation budget while monitoring and safeguards are included in component-specific budget. STG grant Component 3 includes significant budget allocation for monitoring (regular and third-party) and safeguards to ensure adequate monitoring and risk management in STG-financed activities covering very large number of students, teachers, school supervisors in a large number of participating districts.

learning environment. It is designed to be evidence-based, fostering accountability, inclusivity, and continuous learning.

86. Monitoring and evaluation (M&E) will focus on collecting and reporting data against the indicators set out in the Results Framework below. Data will be disaggregated by gender and other relevant variables, using a clear methodology outlined in the M&E Plan. Progress will be reported through semi-annual reports, the Mid-Term Review, and in the final project completion evaluation. Implementing Partners (IPs) will be responsible for monitoring implementation progress, identifying delays and their underlying causes, assessing security-related impacts on education, and regularly reporting on challenges and achievements. Semi-annual technical reports, including updates on Environmental and Social Commitment Plan (ESCP) compliance, will be submitted to the World Bank, which will consolidate them into a single report.

87. Independent verification will be ensured through a Third-Party Monitoring Agent (TPMA), engaged by IPs. Terms of Reference (TORs) will be developed with World Bank approval, defining indicators, activities, and reporting requirements while maintaining flexibility to adapt to evolving needs including emergency responses. The number and frequency of TPM rounds will be agreed upon in the TORs, informed by the scale and scope of activities delivered in targeted schools.

88. Building on lessons from the REAL project, IPs will establish and maintain a database to track school-level indicators with real-time updates. Aggregated data will be used to measure progress against project-level targets. A dashboard covering all activities under Components 1 and 2 will be developed and regularly updated to promote transparency, accountability, and evidence-based decision-making. M&E teams within IPs will update data monthly, and the World Bank will ensure system interoperability across partners, with access extended to the Ministry of Education (MoE).

89. Joint field visits by IPs and MoE officials will be conducted to schools and education offices, enabling direct engagement with teachers, parents, and communities. This participatory approach, proven effective in the REAL project, builds trust between communities and central authorities while providing decision-makers with firsthand insights to guide responsive planning and policy adjustments.

90. Finally, biannual implementation support missions will be convened to review progress, facilitate reflection and learning, and enable timely course correction throughout the project cycle. These missions will draw directly on the full range of monitoring data, verification exercises, and field visit findings, ensuring that evidence gathered throughout implementation informs decision-making and adaptive management.

Annex 1. Updated Result Framework

Indicator	Baseline	End target	Methodology for Data Collection	Responsibility
Indicators at outcomes level				
Students supported with better education, in primary school (Number of people) [CRI]	0	350,000	Student data will be collected from schools benefiting from project interventions, using standardized templates completed by education supervisors. Figures will be cumulative, disaggregated by gender, grade, and type of support, with measures in place to avoid double counting. Data will be validated through school visits and cross-checks with MoE records. **Frequency:** End of each school year (2025/2026, 2026/2027 and 2027/28). **Data**	UNICEF and Save in close coordination with MoE

			Source: School records validated by education supervisors.	
Students supported with better education, in primary school - Female (Number of people)	0	175,000	Number of female students disaggregated from total/male students	UNICEF and Save with MoE
Percentage of students in targeted schools improving foundational skills (literacy and numeracy), disaggregated by gender	TBD	20% of Grade 3 students achieve improved literacy proficiency	Learning assessments will be administered at baseline and endline in targeted schools using standardized literacy and numeracy tools. A representative sample of students will be tested, disaggregated by gender and grade. Improvement will be measured by comparing baseline and endline scores. Data quality will be ensured through supervisor monitoring and spot checks. **Frequency:** Baseline (start of project) and endline (end of SY 2025/2026 and SY 2027/2028). **Data Source:** Student learning assessment records validated by education supervisors.	Save in close coordination with MoE
Number of schools with improved learning conditions (Number)	0	900	Data will be collected from targeted schools benefiting from project-supported improvements. Education supervisors will use standardized checklists to confirm improvements against agreed criteria. **Frequency:** End of each school year (2025/2026 baseline, 2026/2027 and 2027/28). **Data Source:** School records, supervisor verification reports, and MoE documentation.	UNICEF and Save in close coordination with MoE
Number of schools sustaining the transition rate from Grade 1 to Grade 2 in targeted schools, by gender (Number)	0	900	Transition rates will be calculated from school enrollment and promotion records, comparing Grade 1 intake with Grade 2 enrollment the following year, disaggregated by gender. Schools maintaining or exceeding the benchmark for two years will be counted. **Frequency:** Annually (2025/2026 baseline, 2026/2027 and 2027/28). **Data Source:** School records validated by education supervisors and MoE data.	UNICEF and Save in close coordination with MoE
Number of schools reporting core data to the district and governorate levels (Number)	0	900	Schools will be counted based on timely submission of standardized core data (e.g., enrollment, attendance, staffing) to district and governorate offices. Verification will be done through submission logs and supervisor checks. Each school will be counted once per reporting cycle. **Frequency:** (2025/2026 baseline, 2026/2027 and 2027/28).. **Data**	UNICEF in close coordination with MoE

			Source: School reporting forms, district submission records, and supervisor verification.	
Indicators at output level:				
Component 1: Priority interventions to support targeted schools to sustain student attendance and enhance foundational skills				
Sub-component 1.1: Support for Students (Reflects learners in the TOC)				
1-1.1: Number of students provided with learning materials, disaggregated by gender) Number of textbooks provided	0	170,000 / year 2.4 million textbooks	Data will be collected from distribution records maintained by schools and education supervisors. Figures will be disaggregated by gender and grade, ensuring each student is counted once regardless of the number of materials received. Spot checks and verification visits will ensure accuracy. **Frequency:** After each distribution and consolidated annually (2026/2027 and 2027/28). **Data Source:** Distribution lists, school records, and supervisor verification reports.	Save in close coordination with MoE
1-1.2: Number of students participating in standardized assessments, disaggregated by gender	0	90,000	ASER-based assessments will be administered by trained teachers and supervisors to all grade 2 and 3 students in 2026/2027, with follow-up tests for those receiving remedial support. Results will be recorded on standardized templates, consolidated at the school level, and validated by the Save the Children team. To ensure reliability, TPM will triangulate data by verifying test administration and responsible personnel through school calls, spot checks, and interviews with key stakeholders. **Frequency:** At each assessment cycle (baseline, midline, endline). **Data Source:** Assessment attendance sheets and supervisor reports.	Save in close coordination with MoE
1-1.3: Number of students completing a structured reading program	0	90,000	Teachers will track student progress using standardized report cards and attendance templates. Completion is based on consistent participation and endline assessment. Data will be aggregated by grade and gender, validated by school supervisors, MoE, and TPM. **Frequency:** End of each reading program cycle (2026/2027 and 2027/28). **Data Source:** Teacher report cards, attendance sheets, endline assessment records, and TPM verification reports	Save in close coordination with MoE

1-1.4: Number of students completing a remedial learning program	0	45,000	Completion is defined as full attendance and participation in the endline assessment. Data will be aggregated by grade and gender and validated by school supervisors, MoE, and TPM. **Frequency:** End of each remedial program cycle (2026/2027 and 2027/28). **Data Source:** Attendance sheets, endline assessment records, and TPM verification reports	Save in close coordination with MoE
Sub-component 1.2: Support for Teachers, School Principals and Supervisors (Reflect teaching in the TOC)				
1-2.1: Number of Grade 1–3 teachers trained in literacy, numeracy, classroom management, and classroom assessment (Number)	0	5000	Teacher training attendance records will be used to count participants, disaggregated by gender. Records will be verified by training facilitators and school supervisors. **Frequency:** After each training session and consolidated annually (2026/2027 and 2027/28).. **Data Source:** Training attendance sheets, facilitator reports, and supervisor verification	Save in close coordination with MoE
1-2.2: Number of teachers supported and observed through structured supervision visits	0	4000	Teachers will be counted based on completed supervision visits documented in standardized checklists, disaggregated by grade and gender, and verified by school supervisors and MoE. **Frequency:** After each supervision cycle and consolidated annually (2026/2027 and 2027/28).. **Data Source:** Supervision checklists and supervisor verification reports	Save in close coordination with MoE
1-2.3: Number of supervisors trained and applied digital tablets to conduct and document supervision visits	0	250	Supervisors will be counted based on training attendance and verified use of digital tablets during supervision visits, documented in digital reporting systems. **Frequency:** After each training and supervision cycle, consolidated annually (2026/2027 and 2027/28). **Data Source:** Training records, digital supervision logs, and supervisor verification reports	Save in close coordination with MoE
1-2.4: Number of supervision visits conducted to targeted schools	0	18,000	Supervision visits will be counted based on documented visit logs and observation checklists. Data will be aggregated by school, grade, and supervisor, and verified by MoE and Save the Children monitoring teams. **Frequency:** After each supervision cycle and consolidated (2026/2027 and 2027/28).**Data Source:** Supervision visit logs, observation checklists, and supervisor verification reports	Save in close coordination with MoE
1-2.5: Number of school principals trained on pedagogical practices, curriculum	0	2000	Principals will be counted based on training attendance records, disaggregated by gender. Records will	Save in close coordination with MoE

implementation, and instructional supervision to improve student learning outcomes			be verified by training facilitators and school supervisors. **Frequency:** After each training session and consolidated annually (2026/2027 and 2027/28). **Data Source:** Training attendance sheets and facilitator verification reports	
1-2.6: Number of school development plans prepared by principals, informed by school learning profiles	0	900	This indicator measures the number of School Improvement Plans (SIPs) developed or updated annually by principals, drawing on evidence from ASER results, supervision data, and school learning profiles. SIPs are expected to reflect data-driven priorities for improving teaching and learning, particularly in early grades. **Frequency:** Midpoint of each school year (2026–2027 and 2027–2028). **Data source:** district Ministry of Education (MoE) records, and consolidated supervision dashboards.	Save in close coordination with MoE
Sub-component 1.3: Support for Schools				
1-3.1: Number of schools utilizing school grants in accordance with approved improvement plans. (Number)	0	900	Schools will be counted based on documented use of grants aligned with approved improvement plans, verified through financial records, expenditure reports, and school supervisor checks. **Frequency:** Annually (SY 2025/2026 and 2026/2027). **Data Source:** School financial records, expenditure reports, and supervisor verification	UNICEF in close coordination with MoE
1-3.2: Number of Fathers and Mothers Councils (FMCs) participate in school planning and decision-making. (Number)	0	900	FMCs will be counted based on documented participation in school planning meetings and decision-making activities. Verification will be done through meeting minutes, attendance sheets, and supervisor reports. **Frequency:** Annually (SY 2025/2026 and 2026/2027) **Data Source:** Meeting minutes, attendance records, and supervisor verification reports	UNICEF in close coordination with MoE
1-3.3: Number of schools utilizing school grants to support girls' enrollment and retention. (Number)	0	900	Schools will be counted based on documented use of grants for activities that promote girls' enrollment and retention, verified through financial records, expenditure reports, and supervisor checks. **Frequency:** Annually (SY 2025/2026 and 2026/2027). **Data Source:** School financial records, expenditure reports, and supervisor verification	UNICEF in close coordination with MoE
1-3.4: Number of schools with separate WASH facilities for girls (Number)	0	40	Schools will be counted based on the presence of gender-segregated WASH facilities, verified through school	UNICEF in close coordination with MoE

			inspections, supervisor checklists, and MoE reports. **Frequency:** Annually (SY 2025/2026 and 2026/2027). **Data Source:** School inspection reports, supervisor checklists, and MoE records	
1-3.5: Number of communities participating in the planning and monitoring of school infrastructure improvements (beneficiary feedback indicator) (Number)	0	100	Communities will be counted based on documented participation in planning meetings, feedback sessions, and monitoring activities. Verification will be done through meeting minutes, attendance sheets, and supervisor reports. **Frequency:** Annually (SY 2025/2026 and 2026/2027). **Data Source:** Meeting records, attendance sheets, and supervisor verification reports.	UNICEF in close coordination with MoE
Component 2: Enhancing Education System Capacity and Resilience				
Sub-component 2-1: Enhancing Capacity for Data Collection and Analysis				
2-1.1: Number of school supervisors using digital tools for school-level data collection	0	500	Supervisors will be counted based on documented use of digital tools for data collection during school visits, verified through digital logs and supervisor reports. **Frequency:** After each data collection cycle and consolidated annually (SY 2025/2026 and 2026/2027). **Data Source:** Digital data logs and supervisor verification reports.	UNICEF in close coordination with MoE
2-1.2: Number of education officers trained on school-level data analysis.	0	600	Education officers will be counted based on attendance at training sessions. Records will be verified by training facilitators and supervisors. **Frequency:** After each training session and consolidated annually (SY 2025/2026 and 2026/2027). **Data Source:** Training attendance sheets and facilitator verification reports	UNICEF in close coordination with MoE
Sub-component 2.2 (UNICEF-GPE): Promoting Girls Education				
2-2.1: Number of RFTs receive monthly payments	0	540	RFTs will be counted based on payroll records showing monthly payments disbursed. Verification will be conducted through payment logs and supervisor reports. **Frequency:** Monthly and consolidated annually (2026/2027 and 2027/28). **Data Source:** Payroll records, payment logs, and supervisor verification reports	UNICEF in close coordination with MoE
2-2.2: Number of schools hosting RFTs that received school grants support	0	350	Schools will be counted based on documented receipt of school grants and hosting of RFTs, verified through financial records, school reports, and supervisor checks. F**requency:** Annually (2026/2027 and 2027/28).	UNICEF in close coordination with MoE

			Data Source: School financial records, grant reports.	
Sub-component 2.3: Verification of Compact Trigger Completion				
2-2.3.1: Confirmation of Trigger completion	0	2	Verification of trigger completion submitted and approved	UNICEF in close coordination with MoE
2-2.3.2: Implementation of Trigger funding: Number of schools receive rehabilitation	0	108	Schools will be counted based on documented completion of rehabilitation activities, verified through inspection reports, contractor completion certificates, and supervisor checks. **Frequency:** Annually (2026/2027 and 2027/28). **Data Source:** Rehabilitation completion reports, inspection records, and supervisor verification	UNICEF in close coordination with MoE
Component 3: Project management, coordination, M&E				

Annex 2: Partner Support to the Education Sector in Yemen

The Yemen 2024–2028 Partnership Compact underscores the importance of strong coordination and complementarity across government, development partners, and humanitarian actors to drive system transformation. In line with this ambition, this annex organizes current interventions by UN agencies and international NGOs against the Compact's four levers of transformation. Each section combines a brief narrative with a concise table to highlight contributions, underscore complementarities, and provide a clear picture of how partner support aligns with Yemen's education priorities.

Lever 1: Learners are supported to learn

Partners contribute mainly through provision of learning materials, remedial programs, and school feeding. Save the Children leads work on textbooks and assessments, while UNICEF and WFP complement with materials and feeding support. These interventions have been implemented in both IRG and non-IRG areas, though modalities of delivery vary depending on access and local conditions.

Intervention	UNICEF	Save the Children	WFP
Learning materials	School bags (REAL)	Textbooks, remedial learning materials	
Learning assessment		ASER adaptation	
School feeding			School feeding programs

Lever 2: Teachers are motivated, qualified, and supported

Teacher incentives and training are the main areas of support. UNICEF and Save the Children provided incentives and training under REAL across both IRG and non-IRG areas, while UNDP contributed through an EU project primarily focused in IRG-controlled areas. This reflects efforts to maintain teacher presence and strengthen supervision despite challenging conditions across the country.

Intervention	UNICEF	UNDP	Save the Children
Incentives	REAL, 2019 project		REAL + other projects
Coaching/Supervision			REAL project
Training	School development teams, principals	EU project	REAL project

Lever 3: Children have access to safe, quality, and inclusive learning environments

Infrastructure rehabilitation and school grants are the main interventions. UNICEF and UNDP supported infrastructure projects in both IRG and non-IRG areas, while UNOPS delivered WASH and solar-related interventions primarily in IRG areas. These efforts provide minimum packages of safe and inclusive learning environments, contributing to resilience and equity across diverse geographic contexts.

Intervention	UNICEF	UNDP	UNOPS
Infrastructure	REAL + other projects	EU project (PWP)	WASH and solar (WB-supported)
Grants	REAL + GPE 2020 project		
Training	FMCs and principals (REAL)		

Lever 4: The system functions efficiently with engaged communities

Support is concentrated in supervision, data, and policy development. Save the Children and UNICEF worked under REAL in both IRG and non-IRG areas, while UNESCO's support to EMIS and sector planning is primarily focused on IRG/national-level engagement. UNDP provided EU-funded training mainly in IRG areas. This distribution illustrates how different partners contribute at various levels of the system, ensuring that communities remain engaged even under fragmented governance conditions.

Intervention	UNICEF	Save the Children	UNESCO	UNDP
School Supervision		REAL project		
Data/EMIS	Equipment + training (REAL)		Policy development, EMIS support	
Training	REAL project		REAL project	EU project
Policy development			Education Sector Plan	