



Republic of Yemen

## GPE Yemen Annual Year Progress Report for 2015 (January – December 2015)



(Credit: MoE GPEU)

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**Donor: Global Partnership for Education**

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## List of Abbreviations

AWP	Annual Work Plan
BEDP	Basic Education Development Project
BoQ	Bill of Quantities
CFS	Child Friendly School
DEO	District Education Office
DNA	Damage and needs assessment
EAC	Educate a Child
ECD	Early Childhood Development
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
FMC	Father and Mother Councils
GEO	Governorate Education Office
GES	Girls' Education Sector
GIZ	Gesellschaft für Internationale Zusammenarbeit (German Development Agency)
GPE	Global Partnership for Education (previously FTI)
GPEU	Global Partnership for Education Unit
GOY	Government of Yemen
HACT	Harmonize Action for Cash Transfer
IDA	International Development Association
IDP	Internally Displaced Persons
IMSC	Inter-ministerial Steering Committee
KG	Kindergarten
LEG	Local Education Group
MCM	Monthly Coordination Meeting
ME	Managing Entity
MoE	Ministry of Education
M&E	Monitoring and Evaluation
NAS	National Assessment System
NGELS	National General Education and Literacy Strategy
NEVY	National Education Vision for Yemen
OCHA	UN Office for the Coordination of Humanitarian Affairs
OM	Operation Manual
OOSC	Out-of-School-Children
PDO	Programme Development Objective
SE	Supervising Entity
UNICEF	United Nations Children's Fund
WB	World Bank
WS	Workshop

## Project Cover Sheet

Basic Project Information		
Country	Yemen	
Indicators	Planned	Actual
# of schools received school based grants	420	0: No schools received school based grants as most schools are closed due to the ongoing conflict. However, all training required for managing grant has been completed. The payment process was completed and it would be disbursed in 2016.
# of curriculums developed	7	0: 2 curriculums (Science and Math for Grade 2-3) are in the final stage of development. Besides, curriculum of Arabic for Grade 2 - originally under the Basic Education Development Programme (BEDP)-II of the World Bank (WB) - is under process of development, while others are yet to be developed. Curriculum on civic education will be developed only once the national dialogue is completed.
# of GPE education supervisors trained	7,000	0: Not implemented due to the ongoing conflict. However, preparation was completed: Training manual for the reference frame was drafted and unified supervision forms were developed.
# of GPE classrooms constructed and equipped	80	0: Most of the preparatory activities were completed. This includes 1) development of the detailed plan (Gantt chart); 2) site selection; and 3) development of bill of quantity (BoQ) <sup>1</sup> . The process has been suspended due to the ongoing conflict since March 2015, until the situation in Yemen is stabilized. However, the needs assessment under emergency programme - reprogramed from development component - was completed in six governorates (Al Dhalea, Amran, Dhamar, Hodeida, Sana'a and Amanat Al Asimah) and on-going in other two (Taiz and Ibb).
# of female teachers hired and trained	1,600	700: Due to the suspension of World Bank activities in Yemen, the programme covered the salaries of 700 teachers already hired through BEDP-II programme until the WB resumes activities. Meanwhile, 1,600 female teachers under GPE were selected.
# of pupils received school kits in the areas where girl's drop-out rate is high	35,000	0: Procurement was completed and distribution will be started in the 1 <sup>st</sup> quarter of 2016.
# of districts with EMIS equipment	133	0: Not implemented as part of its funds are proposed for reprogramming for education under emergency.

<sup>1</sup> BoQs: a document used in tendering in the construction industry in which materials, parts, and labor (and costs) are itemized. It also (ideally) details the terms and conditions of the contract and itemizes all work to enable a contractor to price the work.

## Executive Summary

The Global Partnership for Education (GPE) programme is one of only a few development programmes still implemented in Yemen despite the ongoing conflict. Throughout the reporting period, however, the implementation of the GPE programme has faced challenges. Out of 258 implementing procedures planned for 2015, only 101 (39.2 per cent) were either completed or in progress, while 147 procedures (56.9 per cent) were either not implemented or postponed. The low rate of implementation is due to two reasons: 1) the delay in the development of the annual plan for 2015; and 2) the escalation of the conflict in March 2015. The positive aspect, however, is that the absolute number of procedures either completed or in progress in the 2<sup>nd</sup> half of 2015 was increased by 59 per cent from 1<sup>st</sup> half of 2015, which is significant given the circumstances. Many of these achievements are part of the preparatory work for major activities such as provision of school development fund, selection of female teachers, needs assessment for damaged schools and new construction and development materials for training. Implementation of more activities also brought a better **budget execution** comparing with 2014, which was almost four-fold. However, it is of concern that the total budget execution to date is only 7.5 per cent of the planned expenditure under the original 4-year plan. With implementation of major activities expected in 2016, however, it is expected that the situation in 2016 keeps getting better.

There were several **challenges** for the implementation of the programme during 2015: (1) deteriorated security environment, particularly since 26 March when the conflict escalated; (2) inadequate coordination and communication among the sectors of the MoE; (3) lack of adequate capacity at MoE Global Partnership for Education Unit (GPEU); (4) interference and influence on programme following changes in the political landscape and (5) issues related to school construction. To tackle these challenges, UNICEF has taken several **measures**. First, some activities were reprogrammed focusing on preparatory work to deal with the escalated conflict. Secondly, UNICEF have tirelessly advocated for the importance of coordination between sectors within MoE. Thirdly, UNICEF have supported the recruitment process of a new Monitoring and Evaluation (M&E) officer to fill the capacity gap of MoE GPEU. Fourthly, UNICEF has established a close tie with the Vice Minister to minimise the interference and influence on programme following the change in the political landscape. Fifthly, various measures were taken on the issues related with school construction, which include identifying alternative sites and hiring third party and construction engineers for monitoring.

**Programme monitoring and reporting system** was also strengthened for accountability and better implementation of the programme. Measures include: (1) revision of planning and monitoring tool; (2) spot check; (3) third party for the programmatic and financial monitoring; (4) monitoring by the UNICEF field office; (5) suggesting planning and monitoring of the field implementation by the GPE unit; and (6) Encouraging MoE to enhance its reporting capacity.

As for the **planned activities for 2016**, many major activities are ready for implementation subject to the security situation, which is expected to increase the budget execution. This includes provision of school development fund, construction of schools under development component, rehabilitation of schools under emergency component as well as several training activities in safe

locations. UNICEF, in close collaboration with MoE and MoE GPEU, will make every effort to improve the implementation status.

## 1. Introduction

The GPE programme is one of a few development programmes still being implemented in Yemen under such a difficult situation. Throughout the reporting period, however, the GPE programme experienced challenges due to internal political conflicts, subsequent resignation of the cabinet and moreover ongoing war since March 2015, which have brought the country close to a standstill. Schools, hospitals, roads and bridges are damaged and public services have collapsed. Supplies of food, fuel and medicines have run critically low and the lack of safe water and proper sanitation poses serious health risks to millions of people. While the situation has improved towards the end of 2015 comparing with the last reporting period, the price of fuel and other essential goods haven't gone back to normal price and their availability is still far from demand. For example, the price of petrol is still over 110 per cent, while cooking gas is 155 per cent higher than the pre-crisis price, according to WFP.<sup>2</sup>

The conflict keeps claiming a heavy toll on the children of Yemen: As of December 2015, at least 747 children have lost their lives, while 1,108 children have been injured.<sup>3</sup> An estimated 1.8 million children are likely to suffer from malnutrition by the end of 2015; more than 15 million people have lost access to basic health care; and over 19 million people are struggling to get the safe water and sanitation they need. The impact of the conflict on the education sector has been substantive with the education of over 1.8 million students having lost two-months of schooling during previous school year,<sup>4</sup> additionally 1.6 million children were out of school prior to the conflict. This means that almost half of school aged children (3.4 million out of 7.28 million) had no access to education at one point. The situation got worse when the new school year didn't start in September as per plan.<sup>5</sup> All children didn't have chance for education during two months until the new school year started in November 2015. Nonetheless, a good news in 2015 was that new school year for 2015/2016 has finally started. Accordingly, many students have been back to school. The Table 1 below shows the latest situation on affected schools. Around 15,500 schools out of 17,000 approx. are confirmed to be open, though the detail in number of students back to schools is not confirmed (Number of closed schools per governorate is shown in Map 1). In addition, close to 1,000 schools have been damaged (either totally or partially), nearly 170 schools are still hosting IDPs and 23 schools are occupied by armed groups - most of them located in Taiz.

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<sup>2</sup> WFP, "Yemen Weekly Market Update Vol. 34" December 2015

<sup>3</sup> UNICEF MENA press release on January 12, 2016 ([http://www.unicef.org/mena/media\\_10777.html](http://www.unicef.org/mena/media_10777.html) )

<sup>4</sup> In Yemen, school year starts in September and ends in June.

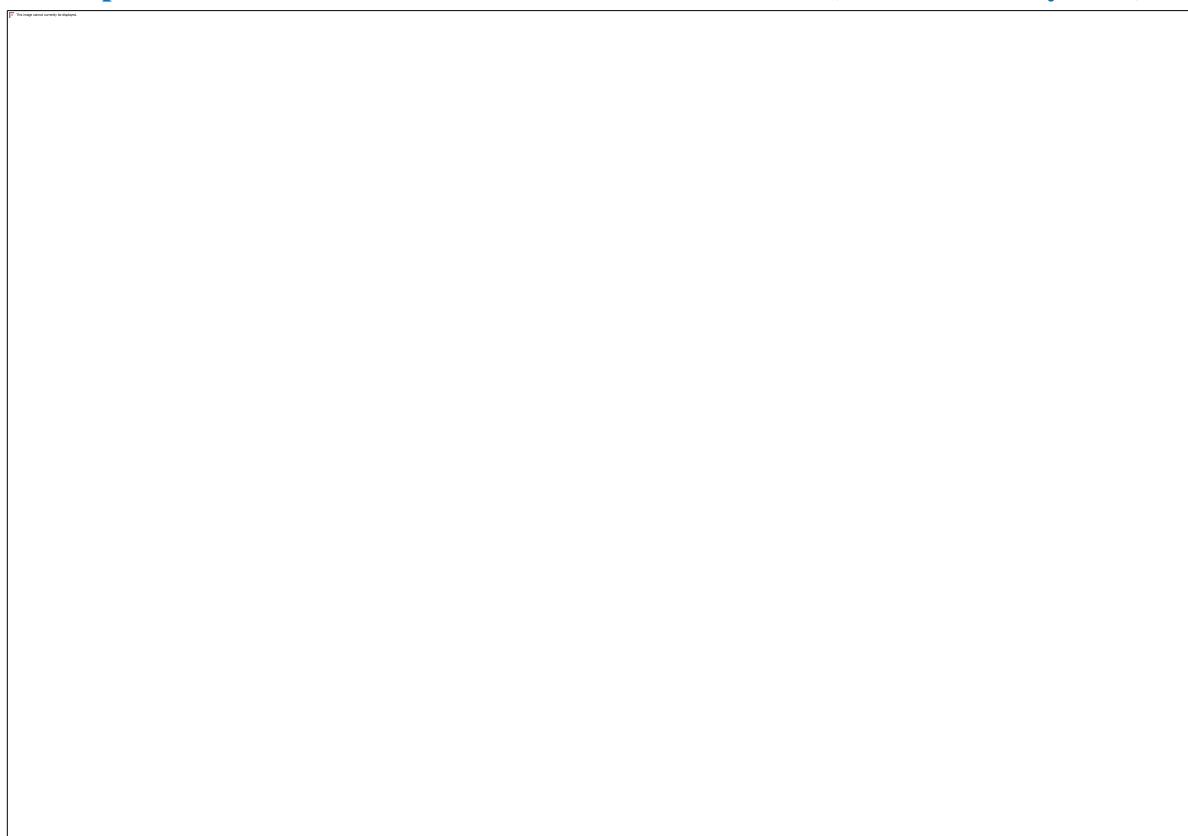
<sup>5</sup> New school year started on October 5 in the south under the legitimate government.

**Table 1: Situation on schools – Yemen (as of January 20, 2016)**

Governorate	# of Schools	# of Closed Schools	Total Damage	Partial Damage	# of Schools Hosting IDPs	# of Schools occupied by AG
Abyan	461	17	3	7	0	0
Aden	184	4	9	12	1	1
Al Bayda	580	19	11	14	1	1
Al Dhale'e	458	22	8	70	0	0
Al Hudaydah	1,372	8	8	11	0	0
Al Jawf	425	100	7	4	11	1
Al Maharah	130	0	0	0	0	0
Al Mahwit	589	0	0	0	3	0
Amanat Al Asimah	751	0	5	121	1	0
Amran	1,115	1	5	21	2	0
Dhamar	1,328	1	6	31	0	1
Hadramaut	742	0	0	0	0	0
Hajjah	1,443	105	7	39	18	0
Ibb	1,570	12	4	21	21	0
Lahj	683	2	9	21	0	0
Marib	455	82	4	43	33	1
Raymah	468	0	0	0	5	0
Sa'ada	695	695	163	162	0	0
Sana'a	1,232	0	12	50	2	0
Shabwah	578	0	1	26	0	0
Socotra	75	0	0	0	0	0
Taizz	1,578	428	21	42	71	18
<b>Total</b>	<b>16,912</b>	<b>1,496</b>	<b>283</b>	<b>695</b>	<b>169</b>	<b>23</b>

(Source: Ministry of Education)

**Map 1: Location and number of closed schools – Yemen (as of 14 January 2016)**



(Source: Ministry of Education)

The situation described above has affected the GPE implementation as well as other programmes in the country. Despite these challenges, UNICEF, in consultation with the MoE, continued the implementation wherever feasible at any scale. In fact, GPE programme is only one of a few development programmes still implemented under such circumstances. In addition, all parties concerned – MoE, GPEU, Local Education Group (LEG) and GPE secretariat, as well as Educate a Child (EAC) – were also flexible towards the common goal: supporting Yemeni children and the education sector in the emergency situation. Accordingly, the reprogramming proposal was endorsed by the GPE secretariat after the discussion at LEG meeting in Amman in May 2015.

This report describes the achievements made during 2015, despite challenging circumstances.

## 2. Progress during 2015

### 2.1 Overall progress/achievements

As mentioned earlier, the implementation of the GPE programme has been severely affected since late March 2015 due to the escalation of the armed conflict, even though the situation was already relatively unstable before. In addition, planning for 2015 took longer than anticipated due to lack of internal coordination and understanding among relevant sectors<sup>6</sup> within MoE, especially in the area of the education sector's responsibility. Despite these difficulties, however, some achievements were made at implementation procedure level<sup>7</sup>. Table 2 below highlights achievements per sub-component.

**Table 2: Snapshot of achievements per sub-component in 2015**

Sub-component	Achievements
<b>Component 1 (Quality Improvement)</b>	
<b>1.1 Support to School-based Development</b>	<ul style="list-style-type: none"> <li>• 1,634 members of the development teams and committees trained on management of school development schools;</li> <li>• Draft guidance manual for extra-curricular activities discussed and under finalisation.</li> <li>• All the necessary preparatory work for operating budget for 420 schools was completed.</li> <li>• Selection of master trainers and teacher trainers on active learning completed in all governorates, except for Al Dhalea and Mareb.</li> </ul>
<b>1.2 Support to Curriculum Development</b>	<ul style="list-style-type: none"> <li>• Arabic (G2) – Under development, originally under BEDP-II of WB.</li> <li>• Arabic (G4-6) – Curriculum documents drafted.</li> <li>• Science (G2-3) - Textbook (Part 1 &amp; 2), study books and teacher guides drafted but yet to be officially endorsed by the MoE.</li> <li>• Math (G2-3) - Textbook (Part 1 &amp; 2), study books and teacher guides drafted but yet to be officially endorsed by MoE.</li> </ul>
<b>1.3 Improve Performance by Teachers, School</b>	<ul style="list-style-type: none"> <li>• List of standards required for kindergarten and basic education teachers (G4-6 &amp; G7-9) developed and officially approved.</li> </ul>

<sup>6</sup> In Yemen, there are six major technical components within the MoE: General Education, Girls' Education, Curriculum and Guidance, Training and Qualification, Technical Office and Project, called "sectors". For each sector, there is one Deputy Minister.

<sup>7</sup> Since it is difficult to analyze the progress per sub-component mainly because no sub-components were completed as per plan, we analyze the progress per implementing procedure in this report (unlike in the report for 2014).

<b>management and Inspectors</b>	<ul style="list-style-type: none"> <li>Two supervision visits by central team conducted in most of GPE governorates with exception of Shabwa and Al-Baydah in the 1<sup>st</sup> visit, and these two and Al-Jawf in the 2<sup>nd</sup> visit.</li> <li>Two supervision visits by GEO team conducted in 16 governorates in the 1<sup>st</sup> visit and all during 2<sup>nd</sup> visit.</li> <li>Training manual for the reference frame (monitoring tool) for supervision developed.</li> </ul>
<b>1.4 Support Pre-school Education</b>	<ul style="list-style-type: none"> <li>No achievements to report due to the suspension of the activity on development of manuals for early childhood (level 1-3).</li> </ul>
<b>Component 2 (Access and Retention)</b>	
<b>2.1 Improving School Physical Environment</b>	<ul style="list-style-type: none"> <li>Most of the preparatory work for <b>new constructions</b> under the development component has been completed. The Master plan for construction of 70 new schools for the targeted 600 classrooms, and the draft final design for 210 classroom for 23 schools also completed.</li> <li>Most of the preparatory work for rehabilitation under <u>development component</u> has been completed - Master plan for rehabilitation of 420 schools, Needs assessment in 388 (4,384 classrooms) out of 420 schools and Bill of quantities for 388 schools. However, this activity was suspended due to the onset of the conflict and reprogrammed for the rehabilitation work for 150 schools in the conflict-affected areas.</li> <li>Accordingly, the needs assessment under emergency programme - reprogrammed from development component - was completed in six governorates (Al Dhalea, Amran, Dhamar, Hodeida, Sana'a and Amanat Al Asimah) and on-going in other two (Taiz and Ibb).</li> </ul>
<b>2.2 Encourage Equitable Access</b>	<ul style="list-style-type: none"> <li>Selection process was completed by the MoE committee.</li> <li>Printing of 73,340 training manuals for female teachers is underway.</li> </ul>
<b>2.3 Promote Access to School for Out-of-school Children</b>	<ul style="list-style-type: none"> <li>Training of trainers on survey instruments and manuals conducted to initiate the programme.</li> </ul>
<b>2.4 Support Adult Literacy</b>	<ul style="list-style-type: none"> <li>No activities planned for first half of 2015. Later, it was agreed be re-programmed for emergency response activities.</li> </ul>
<b>Component 3 (Strategic development)</b>	
<b>3.1 Education Management and Information System at local level</b>	<ul style="list-style-type: none"> <li>The draft plan for capacity development at national level developed.</li> <li>Three Inter-ministerial Steering Committee (IMSC) meetings organized out of six planned.</li> </ul>
<b>3.2 Quality Assurance and School Accreditation at the Local Level</b>	<ul style="list-style-type: none"> <li>No achievements – Training was not implemented as per plan due to the non-availability of the manual to be developed under BEDP II, given the suspension of the programme by the World Bank</li> </ul>
<b>3.3 Development of New Education Strategy for 2016-2025</b>	<ul style="list-style-type: none"> <li>No achievements -The preparatory phase is underway. This includes conducting gap and needs analysis and development of implementation plan.</li> </ul>
<b>3.4 Programme Management budget</b>	<ul style="list-style-type: none"> <li>Operation Manual (OM) for GPE has been finalized for printing and distribution.</li> </ul>

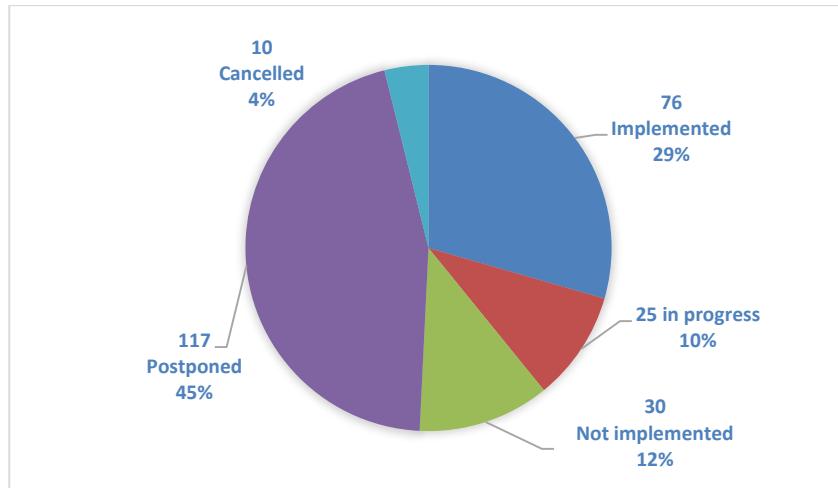
During the reporting period, 258 implementing procedures under 57 sub-activities were planned. Figure 1 below shows the status of sub-activities planned during 2015.<sup>8</sup> Out of 258 implementing procedures planned for 2015, 76 procedures (29.5 per cent) were completed, while 25 implementing procedures (9.7 per cent) are ongoing. Meanwhile, 30 procedures (11.6 per cent)

<sup>8</sup> Main focus on implementation level for this report is at implementing procedure level not at sub-activity level, as the progress was hampered due to conflict and hence no achievements can be seen at sub-activity level.

were not implemented, while 117 procedures (45.3 per cent) were postponed and 10 (3.9 per cent) cancelled. While the absolute number of activities either implemented or in progress were increase more than double from 1st half of 2015, postponement of much more activities to 2016 onwards affected negatively the overall progress. The low rate of implementation is due to two reasons: 1) the delay in the development of the annual plan for 2015; 2) the escalation of the conflict in March 2015; and 3) domino effect of those activities need to be implemented in turn especially on two area: Sub-activity 2.3 (Compensation opportunities for children outside the school) and sub-activity 3.3 (Strategies of general education and literacy for the period (2016-2025)).

Most importantly, in many cases the preparatory work have been completed as described in the designated section below. These include for example provision of school development fund, selection of female teachers, needs assessment for damaged schools, new construction etc.). Besides, preparatory work for training has been completed in many cases. Combined with the MoE's decision in the Inter-Ministerial Steering Committee (IMSC) meeting in June to continue the implementation of activities in safe areas (i.e., Sana'a, Al Jawf, Ryamah, Hodeidah, Hajja and Amran), these activities will be expected to be conducted in the safe area in 2016.

**Figure 1: Status of implementing procedures during 2015**



(Developed by UNICEF GPEU, based on the MoE GPE progress matrix Jan - Dec 2015)

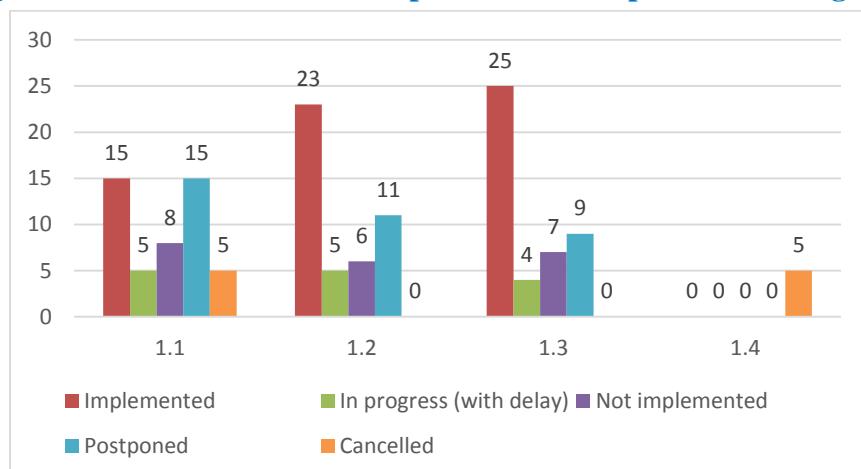
## 2.2 Component 1 (Quality Improvement)

### 2.2.1 Overall achievements

Figure 2 below indicates the degree of implementation per sub-component in Component 1. In total, 143 implementing procedures were planned in this Component during 2015 and it accounts for 55.7 per cent of all activities. Out of them, 63 procedures were completed, accounting 44.1 per cent of those planned under Component 1. The implementing procedures in progress are 14 meaning that over half of procedures (53.8 per cent) are either completed or in progress, which was improved by 12 per cent from the 1<sup>st</sup> semester of 2015 (41.8 per cent). This is significant progress, considering the continuous war situation in Yemen since March 2015.

The analysis of each sub-component reveals that Sub-component 1.2 (curriculum development) and 1.3 (Developing performance of teachers and educational supervision) relatively went well, with close to two third of procedures being either completed or under implementation. On the other hand, Sub-component 1.1 (school based development) has suffered. Only 42 per cent of planned implementing procedures (20 out of 48) have been either completed or under implementation, while over 31 per cent of them (15 out of 48) were postponed. The main reason was the postponement of the procurement of laboratory and library equipment for the time being due to difficulties in international procurement. Of note during the reporting period under Component 1, is that most of preparatory work was completed, for the major implementation to be started in 2016, if the situation allows. These include training of Father and Mother Councils (FMC), provision of school grant to 420 schools, training of teachers on active learning and training of supervisors based on the developed manuals among others. These activities are expected to be implemented in those locations where safety is granted even if the ongoing conflict continues in-country. Lastly, Sub-component 1.4 (Developing pre-school education) was suspended due to reprogramming of GPE programme in order to secure more emergency related fund from the existing fund. Whether this sub-component would be permanently cancelled or not would be agreed among concerned parties during the discussion of the revised 4-year work plan.

**Figure 2: Status of sub-activities planned in Component 1 during 2015**



(Source: UNICEF GPEU, based on MoE GPE progress matrix for Jan – Dec 2015)

The detailed achievements per sub-component can be seen in Table 3 below.

**Table 3: Achievements for Component 1**

Sub-component	Overall Expected Output	Target for 2015	Achievements
<b>1.1 Support to school-based Development</b>	● Intervention in 420 schools using child friendly schools (CFS) model.	1. Build capacities of school-development schools <sup>9</sup> .	1. <b>In progress</b> – 1) 1,634 participants (incl. 154 females) trained on school management (see detail below); 2) Workshop held to review the manual for women's life skills;

<sup>9</sup> School development schools are the schools targeted for school-based development intervention, which includes training through CFS manual, provision of grants, and supply of equipment and school materials with the objectives to provide an

	<ul style="list-style-type: none"> <li>Interventions include training, school grants (US\$1,500 school/year) and supply of equipment and school materials (libraries, labs).</li> </ul>		and 3) Guidance manual for extra-curricular activities drafted, but not finalised yet for trainings and printing.
		2. Enhance the capacity of local community.	<b>2. In progress</b> – Regulation (guideline) for parent councils delivered to the responsible sector - Girls Education Sector (GES) - for distribution to schools.
		3. Increase awareness on the importance of education.	<b>3. Implemented</b> – Materials to enhance awareness on the importance of education drafted.
		4. Provide school grants to 420 schools.	<b>4. In progress-</b> Grants were not sent to schools due to the deteriorated security situation. However, all the necessary preparatory work was completed including: opening bank accounts per school, development and training of M&E tool that has to be used for this grant. Approximately 90 per cent of schools have submitted their plan for the use of the budget, plans were reviewed by GPEU. Fund disbursement to all schools is expected to be completed by the first quarter of 2016.
		<b>5. Provide equipment for laboratories and libraries</b>	<b>5. Postponed</b> – Procurement of equipment from outside the country is difficult at this moment, this component was considered as non-priority for the time being until the situation stabilizes.
		6. Train 4,200 teachers on active learning.	<b>6. In progress</b> - Selection of master trainers and teacher trainers in all governorates was completed (except for Al Dhalea and Mareb), training yet to be done.
<b>1.2 Support to Curriculum Development</b>	<ul style="list-style-type: none"> <li>Arabic language Grades 4-6</li> <li>Math and science Grades 1-6</li> <li>Civic education Grades 4-6</li> <li>Curricula, textbooks and teacher manuals</li> </ul>	Development of curriculum document, study books and teachers' manual for: <ol style="list-style-type: none"> <li>Science at Grade 2-3</li> <li>Mathematics at Grade 2-3</li> </ol>	<ol style="list-style-type: none"> <li><b>In progress</b> – Textbook (Part 1&amp;2), study books and teacher guides drafted but yet to be endorsed by the MoE;</li> <li><b>In progress</b> – Textbook (Part 1&amp;2), study books and teacher guides drafted but yet to be endorsed by the MoE.</li> <li>Arabic (G2) – Under development, originally under BEDP-II of WB;</li> <li>Arabic (G4-6) – Curriculum documents drafted.</li> </ol>
<b>1.3 Improve Performance by teachers, school management and inspectors.</b>	<ul style="list-style-type: none"> <li>37,250 teachers and 7,000 governorate inspectors covering competencies for Kindergarten (KG) and basic education trained.</li> <li>Inspection costs, the evaluation of learning</li> </ul>	<ol style="list-style-type: none"> <li>Develop lists of standards required for kindergarten and primary teachers</li> <li>Conduct supervision visits to all 23 governorates</li> </ol>	<ol style="list-style-type: none"> <li><b>Implemented</b> – 1) List of standard required for kindergarten and basic education teachers (4-6 and 7-9) developed and approved.</li> <li><b>Implemented</b> – Training manual for supervision finalised. Supervision by governorate supervisors conducted in all governorates in the 2<sup>nd</sup> visit as opposed to 16 governorates during 1<sup>st</sup> visit.</li> </ol>

enabling learning-teaching environment and to strengthen the ability of school management and local communities to monitor performance and to act on measures to improve performance.

	outcomes and annual national learning outcome assessments.	3. Establish the system for students' evaluation on Arabic, Science and Math for G4-6	Supervision visits by MoE central team conducted twice in all governorates with the exception of Al-Baydah and Shabwa in the 1 <sup>st</sup> visit and Al-Baydah, Shabwa and Al-Jawf in the 2 <sup>nd</sup> visit, where visits were not allowed due to the security situation. 3. <b>In progress</b> – Draft guidance manuals for constructive evaluation for reading and math are under development.
<b>1.4 Support Pre-school Education</b>	<ul style="list-style-type: none"> <li>● 200 early childhood development (ECD) classes</li> <li>● Training for teachers and pre-school heads in the targeted governorates</li> </ul>	Develop curriculum manuals for ECD.	1. <b>Cancelled.</b> Since MoE has recently developed some manuals and booklets for ECD (other activities under this sub-component remain). Whether this sub-component will be maintained or not will be decided through the process of the revision of 4-year work plan.

(Source: UNICEF GPEU, based on MoE GPE progress matrix for Jan – Dec 2015)

## 2.2.2 Specific achievements

Some of the activities implemented are described in detail below (Please see GPE 1<sup>st</sup> semester progress report for 2015 for those activities implemented during 1<sup>st</sup> semester).

### <Sub-component 1.1>

#### Allocating and managing operating budgets for schools (1.1.4)

While the operating budgets were not sent to schools, all the necessary work was completed as mentioned in Table 3. M&E tools were developed by governorate coordinators during a two-day workshop to ensure delivery and utilization of operating budget to the best extent possible. The training by governorate coordinators for district trainers was conducted based on the tools developed. Once the budgets are allocated in 2016, these district coordinators will monitor their use through field visit.



Credit: GPEU Workshop on M&E tools to ensure delivery of operating budgets (Sana'a Oct. 21-22, 2015).

#### Training of teachers on active learning (1.1.6)

Training tools were drafted in July and August, then reviewed through a 6-day workshop in September with participation of 13 specialists and finalised by eight specialists from Education research Development Centre, School Guidance DG, Training Sector and College of Education. The tools were submitted to MoE GPEU. Meanwhile, the written test and personal interview for the selection of 33 master trainers were conducted in all GPE governorates, except for Al Dhale

and Mareb, where the security risk have been high. Moreover, district trainers were selected through the written test and personal interview in the same districts. Once the selection process is completed in all targeted governorates, there will be 420 district trainers.

### <Sub-component 1.2>

#### Developing the curriculum document, study books and teacher manuals for Arabic (Grades 2-3)

This was not under the responsibility of GPE programme but BEDP II programme. However, it was agreed with WB that the GPE programme would cover it due to the suspension of the BEDP II programme. Accordingly, curriculum document for grades 2-3 were prepared, enriched and judged. The team is currently working on the preparation of textbooks (part I) for Grades 2-3. The same activity for Grades 4-6 was shifted to 2016 in order to focus on Grades 2-3.



Credit: GPEU Supreme committee meeting to approve study books with teacher's manuals for Science 2-3 p1 (Sana'a, Dec. 22, 2015)

#### Developing the curriculum document, study books and teacher manuals for Science (Grades 2-3)

Part 1 of curriculum document, study books and teacher manuals were drafted in January 2015 the supreme committee for curricula hold a meeting in November 2015 to approve them. The documents were approved after incorporating some recommendations and were printed. Part 2 went to the same process and is ready for printing.

#### Developing the curriculum document, study books and teacher manuals for Math (Grades 2-3)

Due to the current situation in Yemen, it was difficult to recruit an international expert in Numeracy. Additionally, this activity was initially planned to be implemented in coordination with GIZ team working on numeracy curriculum for grade 1. However, GIZ work was not ready and hence could not be used as framework for the curriculum development. Therefore, the team used the curriculum documents for Grades 2-3 and prepared the student books and teacher guides using the curriculum documents of part 1 and 2 for Grades 2-3. Various workshops were conducted for P1 and 2, and they are now ready.



Credit: GPEU. Discussing drafts for study books with teacher's manuals for Math 2-3 P2 (Sana'a, Oct 18-23, 2015).

### <Sub-component 1.3>

### Preparing lists of standards required for teachers (1.3.1)

After all process was completed by October 2015, a two-day workshop was held to approve the lists of standards required for kindergarten teachers and primary education teachers for Grades 4-6 and Grades 7-9 in November 2015, with the participation of 50 specialists from both central and governorate level. As a result, all standards were approved.



Credit: GPEU. Workshop to review the lists of standards (Sana'a Oct. 21-26, 2015).

### Conducting visits of general and specialized educational inspection and supervision (1.3.3)

The preparation of the manual took place between 5 September and 31 October, 2015. The process went through three phases: 1) determination of the topics to be covered; 2) development of the draft training matrix, based on the topics covered; and 3) development of the manual. After the preparatory phase was completed, the draft manual was discussed in November and December to enrich and judge respectively. It is now ready to be used as the base for the training of master trainers in 2016.

Meanwhile, second supervision by governorate supervisors took place in all governorates in December 2015, while during the first supervision conducted in March 2015, 16 governorates were visited.<sup>10</sup>. On the other hand, the central supervision team carried out the second supervision visit to ten governorates<sup>11</sup> in December 2015, while 11 governorates were reached during the first visit (all except Shabwah and Al-Baidah) in 1<sup>st</sup> quarter of 2015.



Credit: GPEU Supervision visits to samples of administrations, supervision departments and schools by central supervisors from Dec. 28, 2015 to Jan. 7, 2016

## **2.3 Component 2 (Access and Retention)**

### **2.3.1 Overall achievements**

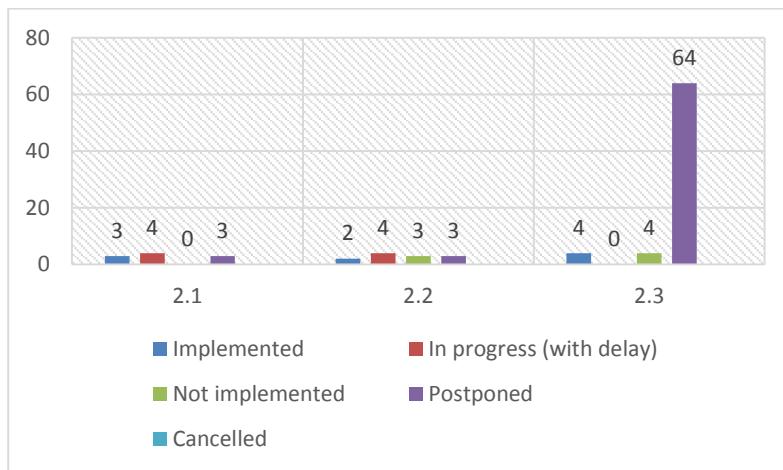
Figure 3 below shows the degree of implementation per sub-component in Component 2. The analysis shows 64 implementing procedures being postponed under sub-component 2.3 (Compensation opportunities for children outside the school), which were not possible to implement as the preparatory work was delayed due to the ongoing conflict, therefore it is not pertinent to analyse the achievement rate under this component, because the number of postponed

<sup>10</sup> Sana, 'a, Al-Baidah, Mareb, Amran, Aden, Dhamar, Seyoun, Hajjah, Al-Mahweet, Taiz, Raimah, Al-Mahara, Ibb, Al-Mukalla, Al-Jawf and Socotra.

<sup>11</sup> Ibb, Hodeida, Raimah, Sana'a city, Amran, Hajjah, Al-Baidah, Al-Mahweet, Sana'a and Mareb.

implementing procedures distorts other achievement. Hence, the Figure 3 is rather for information only. It may be worth highlighting that out of 24 procedures planned in 2015, except the postponed procedures under sub-component 2.3, 17 implementing procedures are either completed or in progress, while seven are not implemented. On another note, all activities on sub-component 2.4 (Support Adult Literacy) were reprogrammed for emergency programme as agreed by LEG and GPE secretariat after the LEG meeting in Amman in May 2015 and subsequent discussion.

**Figure 3: Status of sub-activities planned in Component 2 during 2015**



(Source: UNICEF GPEU, developed based on MoE GPE progress matrix for Jan – Dec 2015)

The detailed achievements per sub-component can be seen in Table 4 below.

**Table 4: Achievements for Component 2**

Sub-component	Overall Expected Output	Target for 2015	Achievements
<b>2.1 Improving School Physical Environment</b>	<ul style="list-style-type: none"> <li>● Construction of 600 new classrooms</li> <li>● Rehabilitation of 420 schools</li> <li>● Renovate GPEU building</li> </ul>	1. Construct 100 new classrooms in the selected governorates.	1. <b>In progress</b> – Final designs for 480 classrooms completed for 57 new schools. Preparation for tendering is in progress including printing design along with its attached bidding terms of reference.
		2. Rehabilitate 84 schools	2. <b>In progress</b> – 1) Identification of needs of rehabilitation completed in 388 out of 420 schools; 2) BoQ for 388 schools prepared. However, it was agreed to target new sites damaged by the ongoing conflict. Needs assessments for damaged schools are ongoing in various governorates, so far 170 schools in 8 governorates have been identified and require rehabilitation (106 major, 64 minor rehabilitation)
		3. Renovate the office building for the GPE unit, MoE	3. <b>Implemented</b> – Renovation was completed in December 2015. For better coordination of GPE and EAC programme planning and implementation, the EAC coordinator is located in the same office building renovated for the GPE Unit.
<b>2.2 Encourage Equitable Access</b>	<ul style="list-style-type: none"><li>● Support in the hiring and training</li></ul>	1. Contract and train 1,600	1. <b>In progress</b> – 1) Selection process was completed by the MoE committee and the

	<ul style="list-style-type: none"> <li>● of 1,600 female teachers</li> <li>● Distribution of school kits to 35,000 pupils annually over three years in areas with high girls' dropout rates</li> </ul>	<p>female teachers in 74 districts.</p> <p>2. Provide 35,000 school bags with school children in the target areas</p>	<p>final list announced through MoE's social media; 2) Printing of 73,340 training manuals for female teachers underway. Additionally, as requested by the BEDP-II programme supported by the World Bank, 700 female teachers under BEDP II were transferred under the GPE payroll. This was arranged following the suspension of WB's programme.</p> <p><b>2. In progress</b> - Procurement completed, distribution underway.</p>
<b>2.3 Promote Access to School for Out-of-school Children</b>	<ul style="list-style-type: none"> <li>● Re-enrolling 30,000 out-of-school children (OOSC)</li> </ul>	<p>1. Conduct field survey for re-enrolling 30,000 OOSC and discuss the results for various needs</p> <p>2. Develop executive manual for (re-)enrolling OOSC and dropouts</p> <p>3. National campaign for enrolling OOSC</p>	<p><b>1. Postponed</b> – Introductory training for the use of trainer and teacher manuals, and field survey conducted in March. However, no further progress was made. Subsequent activities were postponed to 2016.</p> <p><b>2. In progress</b> - Draft curriculum was developed, while manual of basic skills for children outside the school with teacher's manuals are yet to be developed.</p> <p><b>3. Postponed</b> due to competing priorities within MoE, in the context of the emergency.</p>
	<ul style="list-style-type: none"> <li>● Provision of non-formal basic education for additional 18,000 children</li> </ul>	<p>4. Provision of non-formal basic education for additional 18,000 children</p>	<p><b>4. Postponed</b> due to competing priorities within MoE, in the context of the emergency.</p>
<b>2.4 Support Adult Literacy</b>	<ul style="list-style-type: none"> <li>● Update of the national Literacy and Adult Education Strategy</li> <li>● Support 250 training centres in the targeted governorates</li> </ul>	<ul style="list-style-type: none"> <li>● Identify needs and provide equipment with 250 basic training centres</li> </ul>	<p><b>• Reprogrammed for emergency response activities</b> - entire amount has been used for education in emergency response activities.</p>

(Source: UNICEF GPEU, based on MoE GPE progress matrix for Jan – Dec 2015)

### 2.3.2 Specific achievements

Some of the activities implemented are described below in detail.

#### <Sub-component 2.1>

##### Building new classrooms (2.1.1)

As reported in the 1st half 2015 report, most of the preparatory work was completed for 600 classrooms in 70 schools, in 12 GPE targeted governorates. While it was agreed that this activity was put on hold due to the onset of the current crisis, UNICEF and MoE agreed that work would resume in the safer governorates. Accordingly, the original plan was revised and currently 31

schools with 273 classrooms, in seven governorates<sup>12</sup> are planned to be constructed in the phase 1, followed by 159 classrooms in 21 schools, in four governorates<sup>13</sup> in phase 2, while phase 3 covers 168 classrooms in 18 schools, in Al Jawf, Raimah, Marib and Al-Beidha governorates. MoE team in the project sector and UNICEF's engineer have worked hand in hand for this to happen. As a result, final designs were completed for 480 classrooms in 57 new schools. Preparation of tendering documents is in progress, including terms of reference and contract conditions for the first phase. The final designs for the remaining schools are in progress. Actual construction is expected to start during the 1st half of 2016. Once completed, these newly constructed classrooms will benefit almost 20,000 students, 60 per cent of them are expected to be girls.

#### Conducting simple maintenance and rehabilitation (2.1.2)

As reported in the 1st half 2015 report, most of the preparatory work was completed for 420 schools originally targeted. However, it was agreed that this activity was reprogrammed to respond to the emergency situation. Accordingly, the amount allocated for rehabilitating 420 schools have been directed to refurbish 150 conflict-affected schools.

The target number was reduced to cope with the severe damages caused by fighting. As of December 31, a damage and needs assessment (DNA) was conducted in six governorates and underway in two governorates. Accordingly, 106 schools were identified as requiring major rehabilitation, minor rehabilitation is required for 64 schools. Some of them will be covered under EAC programme, while GPE programme will take care of the rest. The DNA in other governorates is being implemented or under preparation as of the reporting period. In some governorates, the bidding for these affected schools are already under preparation and hence it is expected that these schools would be rehabilitated in due course, subject to the security situation in each location. Lastly, the renovation and rehabilitation of the GPEU building was completed in December 2015.



Credit: GPEU. Al Fawz School, Al Mansworiah District, Hodeida Governorate - Totally damaged, requiring new construction.

#### <Sub-component 2.2>

##### Contracting and training rural female teachers (2.2.1)

The selection of 1,600 female teachers has been completed in 74 districts in 12 governorates (all GPE programme governorates except Aden), information was submitted to MoE GPEU in November. Meanwhile, the printing of the training manuals for female teachers is underway and training is expected to be implemented in January 2016.

<sup>12</sup> Amran, Raymah, Dhamar, Hodeida, Al-Dhalea, Sana'a and Shabwah.

<sup>13</sup> Hajjah, Hodeida, Dhamar and Abyan.

The World Bank and UNICEF have agreed that UNICEF would support 700 female teacher contracted under the WB programme BEDP-II to cover their salaries during the GPE programme period. Accordingly, the first batch of salary for 699 teachers were disbursed in November.

#### Provide 35,000 school bags for children in the target areas (2.2.2)

Due to the deteriorated situation since March, target regions for school bags were shifted to those affected by the war. Combined with budget generated from the reprogramming, 74,000 school bags and kits were procured. They will be delivered to the target schools in the 1<sup>st</sup> quarter of 2016.



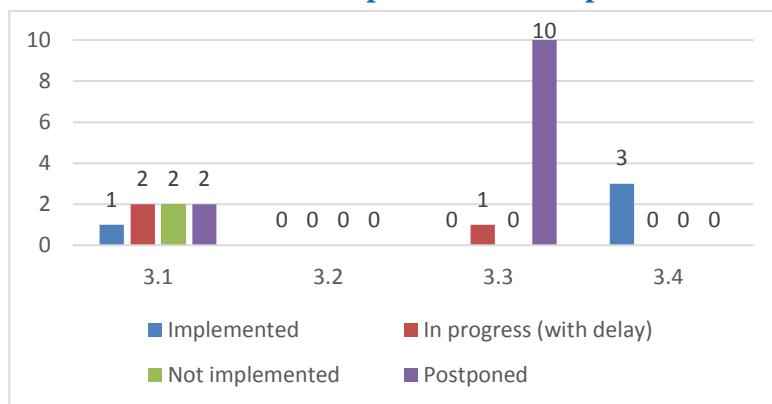
Credit: UNICEF/Yemen. School supplies unloaded in Aden.

## 2.4 Component 3 (Strategic Development)

### 2.4.1 Achievements

Figure 4 below indicates the degree of implementation per sub-component in Component 3. This Component mainly covers the staff and admin costs as well as capacity development of human resources. Twenty one implementing procedures were planned and six of them were either implemented or in progress. These activities are related to staff, logistics and admin costs. As was the case for component 2, there are also many postponed activities in this component, all under sub-activity 3.3.<sup>14</sup> The implementation was delayed due to gaps in understanding within MoE on how implement this activity and later agreed to postpone to 2016 due to other priorities caused by the ongoing conflict.

**Figure 4: Status of sub-activities planned in Component 3 during 2015**



(Source: UNICEF GPEU, developed based on MoE GPE progress matrix for Jan – Dec 2015)

<sup>14</sup> Strategies of general education and literacy for the period (2016-2025).

The detailed achievements per sub-component can be seen in the Table 5 below.

**Table 5: Achievements for Component 3**

Sub-component	Overall Expected Output	Target for 2015	Achievements
<b>3.1 Education Management and Information System at local level</b>	<ul style="list-style-type: none"> <li>support the deployment and management of the EMIS at local levels</li> <li>coordinated with BEDP 2 activities for EMIS deployment</li> </ul>	<ol style="list-style-type: none"> <li>Enhance capacity of education staff at national and decentralised level on the EMIS</li> <li>Enhance the institutional capacity of MoE for management of GPE programme</li> </ol>	<b>1. EMIS component reprogrammed for emergency response activities.</b> Meanwhile, Operation manual (OM) was finalised for printing and distribution. <b>2. Joint Annual Review conducted and three Inter-Ministerial Steering Committee (IMSC) meetings were organized out of six planned.</b>
<b>3.2 Quality Assurance and School Accreditation at the Local Level</b>	<ul style="list-style-type: none"> <li>Support training on quality measurement and school accreditation teams at GEO and District Education Office (DEO)</li> <li>Coordinated with accreditation and quality procedural manual that will be developed in 2014 through BEDP 2.</li> </ul>	<ol style="list-style-type: none"> <li>Enhance capacity of 52 trainers and 406 team members for quality and school accreditation at the decentralized level</li> </ol>	<b>1. Reprogrammed for emergency response activities</b> – however, this will be further reviewed during the upcoming revision of the four-year plan as appropriate.
<b>3.3 Development of New Education Strategy for 2016-2025</b>	<ul style="list-style-type: none"> <li>Development of a National General Education and Literacy Programme strategy (NGELS) for the period 2016-2025</li> <li>Based on the National Education Vision for Yemen (NEVY) currently supported by the World Bank and the upcoming BEDP 2 project</li> </ul>	<ol style="list-style-type: none"> <li>Provide required equipment/materials for the development of NGELS</li> </ol>	<b>1. In progress</b> - It was not possible to complete mainly due to the conflict since March 2015. Discussion is ongoing and thinking of developing plans focusing emergency and development programme.
<b>3.4 Programme Management budget</b>	<ul style="list-style-type: none"> <li>Original budget for programme management under MOE</li> </ul>	GPEU at MoE running.	<b>On-going</b> – Two vehicles were provided for programme monitoring and day to day activities by the GPEU staff, MoE.

(Source: UNICEF GPEU, based on MoE GPE progress matrix for Jan – Dec 2015)

#### 2.4.2 Specific achievements

<Sub-component 3.1>

##### Operations manual

The operations manual for the GPE programme has been finalized and a distribution plan has been prepared for delivering the manual to the relevant parties. The finalization of the manual took

sometimes due to intensive review by the sectors within the MoE. The distribution of the same document may not take place in all governorates unless the situation is improves.

### **3. Challenges and Strategy to overcome them**

#### **3.1 Challenges**

Challenges during 2015 were mainly derived from the following five areas, some of them remain from 2014: (1) the unstable security environment which was drastically deteriorated since March 2015; (2) inadequate coordination and communication among the sectors of the MoE; (3) Lack of enough capacity at MOE GPEU; (4) interference and influence on programme following the change in the political landscape and (5) some issues related to school construction. The GPE programme implementation has been slow in light of these challenges and budget execution has been relatively low compared to the original plan.

##### **(1) Deteriorated security environment, particularly since the escalation of the conflict:**

The security situation was very unstable countrywide throughout the reporting period and dramatically deteriorated since the escalation of the conflict in late March. As a result, MoE, at the IMSC meeting in June, decided to limit the locations for implementation of the programme from 13 to six considered relatively safe. Most of the activities planned to be implemented in the field (such as training) were suspended. Needs assessment for infrastructure also haven't been implemented in conflict-affected governorates. UNICEF has experienced also limited intervention with GPEU and MoE as all international staff were evacuated to Amman, though the situation improved with the presence of one education staff in Sana'a, in the second half of 2015.

**(2) Inadequate coordination and communication among the sectors of the MoE:** This area needs attention by the MoE in order to improve coordination. Submission of the 1<sup>st</sup> quarter plan was delayed and only completed upon direct intervention by the Vice Minister. Unfortunately, the plan was only finalized in early March. Due to the delay in the development of the 2015 plan, implementation was only possible from end of March onwards, which again very unfortunately coincided with escalation of the conflict. In addition, MoE's GPE coordinator at MoE, who is responsible to coordinate among the sectors, was replaced and it took long time for the coordinator to understand the programme and his responsibilities as coordinator. MoE came back several times for the revision of OM claiming that some sectors from MoE were not involved despite several workshops and meeting involving the concern parties. Therefore, it took a long time to finalise the document which somehow also delayed the understanding and delay of the implementation of the activities.

**(3) Lack of capacity at MoE GPEU:** Due to the security situation, M&E officer of GPEU has worked remotely from out of country. MoE later officially decided not to continue the contract with the staff as the staff couldn't come back to Yemen. Accordingly, the post of M&E officer is vacant since November 2015, causing some challenge to fill the gap and cover an additional work by other staff within MoE's GPEU. Currently the MoE is in progress to fill the post.

#### **(4) Interference and influence on programme following the change in the political landscape:**

With the changed political landscape in Yemen after January 2015, ministries faced many queries in the process of trying to accomplish their planned activities. This resulted in delays in communicating programme issues. An additional challenge was the resignation of the cabinet as it previously contributed to decision-making. Currently, the Government holds the MoE's official stamp to check and validate all documents.

#### **(5) Issues related to school construction:**

While the preparatory work for the actual school construction/rehabilitation activities was successful, three challenges were identified: First, lack of school design code based on climate and geographic location slowed the preparations down. This is an important aspect that needs to be addressed in order to avoid or minimize the deviation from the developed design including lightning, ventilation and materials to be used. Second, the land donated by local communities did not meet the construction requirements due to limited space and access to the land. This has two main implications for the programme: 1) The design must suit the specific location – which required a higher budget than originally planned; and 2) the local government may have to find alternative space – which requires additional time. Finally, another challenge was how to make sure the quality of the intervention in this area is to be guaranteed as the mobility is limited, given the situation facing.

### **3.2 Strategies**

UNICEF, GPEU and MoE assessed each of the above challenges and have suggested the following actions:

**(1) Reprogramming of some activities** to deal with unstable security environment: Proposal for reprogramming activities was developed, contents are summarised in the Table 6. This was approved by the Local Education Group (LEG) at the time of the LEG meeting held in Amman, Jordan on 13-14 May, and subsequently approved by MoE and GPE secretariat. With this, approximately US\$ 9.7 million were reprogrammed for emergency activities.

**Table 6: Proposed reprogramming activities by replacing original activities**

<b>Original Plan</b>	<b>Proposed Reprogramming for emergency assistance to education</b>	<b>Estimated Timeline</b>
2.1.3 Rehabilitation of 420 schools through improving the physical environment (US\$18,400 /school). <u>Total budget: US\$7,728,000</u>	- Refurbish 150 conflict-affected schools, with segregated WASH facilities for 37,500 girls and boys (US\$50,000/school). <u>Total budget: US\$7,500,000</u> - Provision of classroom and office furniture for 150 schools to replace items looted or damaged during conflicts and/or IDP use. (US\$10,000/school) <u>Total budget: US\$1,500,000</u>	July 2015 – September 2016
2.4 Literacy and adult education. <u>Total budget: US\$542,220</u>		September 2015- September 2016

3.2 Decentralized Quality and school accreditation activities. <u>Total budget: US\$469,430</u>	- Provide psychosocial support to the 37,500 affected children of 150 schools. (US\$6/child) <u>Total budget: US\$225,000</u> - Provision of basic learning supplies (US\$5 /child) to support 90,844 affected children. <u>Total budget: US\$454,220</u>	January-September 2016 July-September 2015
3.1.1.1 Decentralized Educational Information System. (partial amount used for reprogramming) <u>Total budget: US\$939,569.92</u>		
<b>Total budget: US\$9,679,220</b>	<b>Total Reprogramming Budget: US\$9,679,220</b>	

(Source: Proposal for Reprogramming)

**(2) Focusing on preparatory work.** These for example include development of manuals for the training, needs assessment and other relevant work prior to the actual rehabilitation or construction and preparation for provision of school development fund. Many of these preparatory work were completed and hence the actual implementation is ready where the situation allows.

**(3) Advocacy on the importance of coordination:**

UNICEF, in collaboration with the GPEU of MoE, has continuously advocated with the MoE for the importance of the monthly coordination meetings with all sectors of MoE in order to monitor and assess the status of implementation and assistance or follow-up required on specific areas. These meetings (five in 2015) helped UNICEF to address the concerns and hence facilitated progress to some extent. UNICEF has been continuously following up on the importance of this meeting and MoE has promised have this meeting more regularly in 2016.

**(4) Support on the recruitment of new M&E officer to fill the capacity gap at MoE GPEU:** Finding a replacement of the former M&E officer at the soonest possible time is crucial to minimise the capacity gap. Accordingly, UNICEF has been supporting GPEU for recruiting by technical support for ToR development and selection process. Besides, UNICEF has been providing technical support with GPEU until the post is filled.

**(5) Close collaboration with Vice Minister to minimise the interference and influence on programme following the change in the political landscape:** In close collaboration with MoE GPEU, UNICEF has made an effort to work closely with Vice minister. As a result, a strong tie was developed between both parties.

**(5) Various measures to ease the issues related to school construction:**

To overcome the issues related to school construction, UNICEF and MoE engineers worked closely and jointly developed the design list to be used for the GPE programme (and other programmes where possible) in order to have a suitable design from site to site even if the geographical location and climate are same or similar. UNICEF also have advocated MoE to ensure sure alternative locations are available in case the original sites have issues. UNICEF has further taken following measures for quality implementation and monitoring progress and transparency of the programme:

- a) Engaging 3<sup>rd</sup> party to monitor implementation activities which includes progress, transections, documentations etc.

- b) Hiring 3 professional Engineers for monitoring, reporting and certifying all construction activities through the contractors and MoE at the Geo and DEO level. They will be based in three UNICEF field offices to work closely with the MoE and field office management under the guidance of the senior engineer based in UNICEF country office in Sana'a.

## 4. Financial Report

### 4.1. Financial process

All financial and other transactions for the GPE Programme were conducted in conformity with the relevant Regulations, Rules, administrative issuances and directives of UNICEF's Country Programme of Cooperation Modality and, where possible, those of GoY (MoF) as described in the Operation Manual (OM). In practice, the fund is disbursed to GPEU upon the official request from GPEU and its approval by UNICEF under the UNICEF system called Harmonised Cash Transfer (HACT). The relevant GPEU staff and concerned MoE officials were provided training on HACT—the detail can be found in the OM.

### 4.2 Overall financial status

UNICEF Yemen received two grants from GPE on 28 March 2014 - one for programme component or Implementation Grants amounting US\$20,999,412 and another for programme management in the amount of US\$925,900. Table 7 below shows the total expenditure during the reporting period per grant and activity.

**Table 7: Fund utilization report**

Grant	Activity	Fund utilized (in US\$)		
		2014	2015	Total to date
SC140238 (programme)	Contractual services	0	88,984.00	<b>88,984.00</b>
	General operating and other direct costs	21,507.00	5,932.00	<b>27,440.00</b>
	Staff and other personnel costs	145,372.00	238,454.00	<b>383,827.00</b>
	Supplies and commodities	0	2,147,592.00	<b>2,147,592.00</b>
	Transfers and grants to counterparts	1,193,541.00	4,208,851.00 <sup>15</sup>	<b>5,402,392.00</b>
	<b>Total Utilized</b>	<b>1,360,420.00</b>	<b>6,689,814.00</b>	<b>8,050,234.00</b>
	<b>Originally Received</b>	<b>20,999,412.00</b>		
	<b>Balance</b>	<b>19,638,992.00</b>	<b>12,949,178.00</b>	<b>12,949,178.00</b>
	Contractual services	0	43.00	43.00

<sup>15</sup> Out of US\$ 4,208,851, US\$ 16,218 were transferred to MoE for emergency activity, while US\$ 8,896 were spent by UNICEF by inadvertently, which UNICEF will reimburse to implementation grants. The remaining US\$ 4,183,738 were the amount transferred to GPEU for programme implementation.

SC140239 (management)	General operating and other direct costs	0	60,983.00	60,983.00
	Staff and other personnel costs	0	418,668.00	418,668.00
	Transfers and grants to counterparts	0	482.00	482.00
	Travel	0	68,663.00	68,663.00
	<b>Total Utilized</b>	<b>0</b>	<b>548,809.00</b>	<b>548,809.00</b>
	<b>Originally Received</b>		<b>925,900.00</b>	
	<b>Balance</b>	<b>925,900.00</b>	<b>377,091.00</b>	<b>377,091.00</b>

(Source: UNICEF Fund Utilization Report for SC140238 and SC140239)

#### SC 140238 (Programme Implementation Grants)

As for programme funds, US\$6,689,814.00 were utilized during the reporting period, which is approximately 31.9 per cent of the programme funds received to date. This means that 38.3 per cent of the total fund received to date have been utilized. As a result, there is a balance in the amount of US\$12,949,178.00 available under programme implementation. Of note is that the significant increase was recorded for “supplies and commodities” and “transfers and grants to counterparts”. The “supplies and commodities” is mainly due to the procurement of school bags along with cars for MoE GPEU, while the latter indicates that more fund was transferred to MoE GPEU. This is significant when the situation in Yemen is not in favor for implementing activities, though one must admit that the utilization rate is still low considering the overall available amount under GPE programme. It is expected that the utilization rate would be improved further during 2016 since some of the major activities such as school rehabilitation, provision of salary with more female teachers and school development grant would start where possible.

#### SC 140239 (Programme Management Grants)

On the other hand, US\$548,809.00 have been utilized under management funds during the reporting period, which represents 59.3 per cent of the fund received to date. As a result, US\$377,091.00 remain under this fund. It is expected that the management fund would be increased after the revision of 4-year work plan is approved as the remaining amount is not enough to cover management cost by UNICEF as managing entity.

#### **4.3 Fund received by MoE and Expenditure Status:**

Table 8 shows the overall financial status of the fund received by MoE in US\$ as of December 31, 2015. MoE planned US\$4,467,429<sup>16</sup> for 2015, of which US\$ 4,183,738 were received through GPEU from UNICEF in 2015, making cumulative amount to be US\$5,660,969 to date. Out of the budget received in 2015, GPEU spent US\$ 2,683,777 (60.1%). While the total disbursed amount is low considering the overall budge being over US\$ 72 million, the budget expenditure in the

<sup>16</sup> The amount is more than what UNICEF utilized (US\$ 4,208,851). This happened because while GPEU received US\$ 4,467,429 in 2015 as planned activities for implementation, they refunded US\$ 283,691 to UNICEF from the balance in 2014, hence US\$ 4,183,738 being the fund actually utilized. The balance of US\$ 25,113 is explained in the footnote 15.

second half of 2015 (US\$ 1,868,290) was 129.1 per cent better than the first half of 2015 (US\$ 815,487). This indicates the hard work of GPEU and MoE despite the hard situation they have faced.

**Table 8: Overall financial status of GPE programme in US\$ as of December 31, 2015**

Key components	Sub-components	2014			2015			Cumulative		
		Planned	Disbursed	Balance	Planned	Disbursed	Balance	Planned	Disbursed	Balance
1 Improving quality	1.1 School based development	128,340	122,187	6,153	1,240,732	827,457	413,275	1,369,072	949,644	419,428
	1.2 Developing study curriculums	394,520	45,471	349,049	346,092	395,327	-49,235	740,612	440,798	299,814
	1.3 Developing performance of teachers and educational supervision	103,000	34,486	68,514	1,194,382	544,590	649,792	1,297,382	579,076	718,306
	1.4 Developing pre-school education	0	0	0	51,000	0	51,000	51,000	0	51,000
	<b>Total of first key component</b>	<b>625,860</b>	<b>202,144</b>	<b>423,716</b>	<b>2,832,206</b>	<b>1,767,374</b>	<b>1,064,832</b>	<b>3,458,066</b>	<b>1,969,518</b>	<b>1,488,548</b>
2 Enrollment and equity (access)	2.1 Providing infrastructure and developing school environment	205,967	85,987	119,980	33,064	90,556	-57,492	239,031	176,543	62,488
	2.2 Increasing social demand on education	73,080	53,227	19,853	1,260,624	541,371	719,253	1,333,704	594,598	739,106
	2.3 Compensation opportunities for children outside the school	37,160	17,664	19,496	130,200	9,817	120,383	167,360	27,481	139,879
	<b>Total of second key component</b>	<b>316,207</b>	<b>156,878</b>	<b>159,329</b>	<b>1,423,888</b>	<b>641,744</b>	<b>782,144</b>	<b>1,740,095</b>	<b>798,622</b>	<b>941,473</b>
3 Institutional capacities	3.1 System of Educational Information at the Decentralized Levels	76,900	41,452	35,448	35,200	12,010	23,190	112,100	53,462	58,638
	3.2 Quality and school accreditation at the decentralized levels	15,600	0	15,600	0	0	0	15,600	0	15,600
	3.3 Strategies of general education and literacy for the period (2016-2030)	90,000	0	90,000	22,809	10,361	12,449	112,809	10,361	102,449
	3.4 Assignments of the technical unit at the Ministry for managing the program	68,974	59,490	9,484	153,326	252,289	-98,963	222,300	311,779	-89,479
	<b>Total of third key component</b>	<b>251,474</b>	<b>100,942</b>	<b>150,532</b>	<b>211,335</b>	<b>274,660</b>	<b>-63,325</b>	<b>462,809</b>	<b>375,602</b>	<b>87,207</b>
<b>Total</b>		<b>1,193,541</b>	<b>459,964</b>	<b>733,577</b>	<b>4,467,429</b>	<b>2,683,777</b>	<b>1,783,652</b>	<b>5,660,970</b>	<b>3,143,741</b>	<b>2,517,229</b>

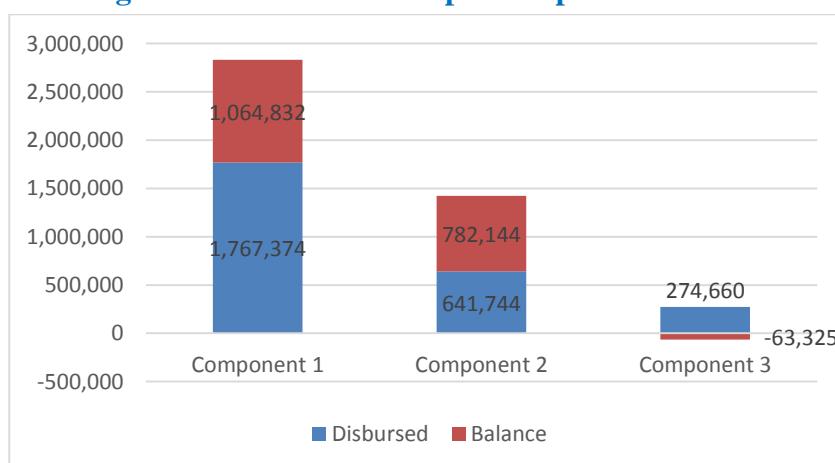
(Note: some sub-components had negative balance in 2015, which were compensated from the surplus in 2014.).

(Source: UNICEF GPEU, developed based on MoE GPE annual report)

### <Financial status by component>

Among three key components, Component 1 has by far the largest budget (US\$2,832,206). The other 2 components are relatively small - US\$1,423,888 and US\$211,335 respectively. As per figure 5, budget disbursement rate for each component were 62.4 per cent, 45.1 per cent and 130.0 per cent respectively. This is in general better than the performance for 2014 since the budget disbursement rate in 2014 were 32.3 per cent, 49.6 per cent and 40.1 per cent respectively.

**Figure 5: Financial status per component for 2015**

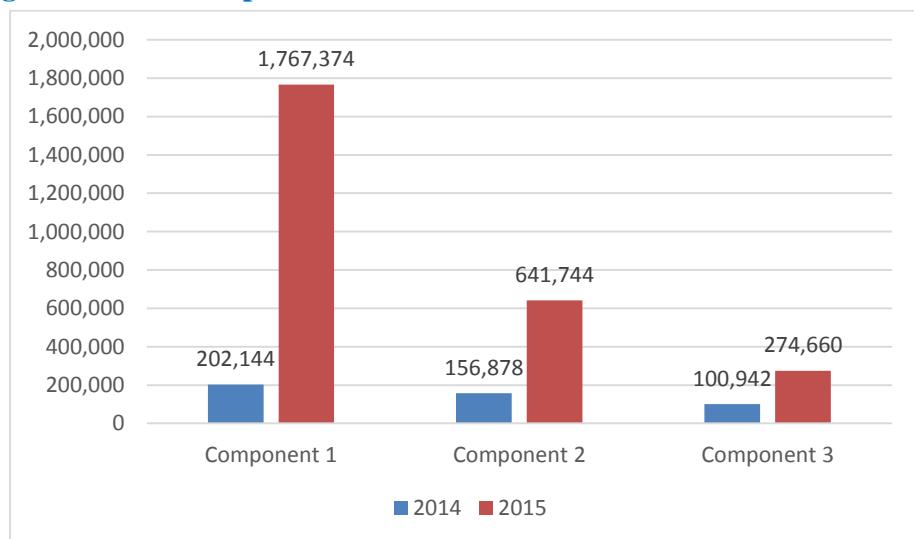


(Source: UNICEF GPEU, developed based on MoE GPE annual report)

While the performance of component 2 in 2014 is slightly better, the absolute amount in 2015 was over 300 percent increase than that of 2014 - GPEU managed to spend US\$ 641,744 was opposed to US\$ 156,878 as the Figure 6 below shows. This was mainly due to the start of salary payment for female teachers, though they were transferred from BEDP II under WB.

Figure 6 also illustrates the significant increase of activities for component 1 and component 2 in 2015 – the disbursement was almost nine-fold and more than four-fold from 2014 respectively. On the other hand, the increase in component 3 is mainly due to the compensation of the salary not covered during 2014. It was overspent during 2015. However, this issue was sorted out in cumulative period.

**Figure 6: Financial performance between 2014 and 2015 - Disbursement**



(Source: UNICEF GPEU, developed based on MoE GPE annual report)

## 5. Programme Monitoring and Reporting

As mentioned in chapter 3, there are many challenges and UNICEF have taken various counter measures. On monitoring and reporting, UNICEF has taken the following measures:

- Revision of planning and monitoring tool
- Spot Checking;
- Third Party for the programmatic and financial monitoring;
- Monitoring by the UNICEF field office and other concern colleagues;
- Suggesting planning and monitoring of the field implementation by the GPE unit; and
- Encouraging MoE to enhance its reporting capacity

First, UNICEF and GPEU former M&E officer revised the existing planning and monitoring tool for more reader and user friendly version. Since November 2015, MoE GPEU started using the revised version, making them to track the situation of activities easier than before. UNICEF and

MoE GPEU plan to introduce the similar system, if not same, to MoE's planning and monitoring system through the process of the revision of 4-year work plan<sup>17</sup>.

Second, UNICEF has made spot check for MoE GPEU's financial performance in October 2015 by the third party consulting company. The objective was to see how MoE GPEU has handled the fund received by UNICEF. The overall performance was considered to be fine with some recommendations. The outcome was reported to GPEU through the consulting company and the follow-up check will be conducted in the 1<sup>st</sup> quarter of 2016 to make sure those recommendations are implemented.

Third, UNICEF introduced third party field monitoring (TPFM) in the locations where the access is limited for UNICEF staff. The TPFM has just started in December 2015 and not many activities under GPE programme have been implemented in the field. Therefore, it is expected to see some output from 2016 onwards.

Fourth, in addition to TPFM, UNICEF has been conducting its normal monitoring activities where possible. This was limited to Sana'a and the neighboring governorates only in the beginning. However, the evacuation status in Hodeida was lifted in the second half of 2015, after which our field office colleagues started monitoring UNICEF programmes in Hodeida and the neighboring governorates. Likewise, the evacuation status in Ibb is to be lifted soon. While there are not many activities implemented in the field yet, it is expected that the monitoring activities would be implemented more for GPE programme in 2016 onwards.

Fifth, UNICEF has encouraged MoE GPEU to conduct field monitoring visit more. While the M&E officer's post is currently vacant and hence it is not happening as opposed to the previous time, UNICEF expects that the M&E activities by GPEU will be resumed in the 1<sup>st</sup> half of 2016. Currently, MoE GPEU is under recruitment of M&E officer with technical support of UNICEF and expects the officer will be in place by the end of 1<sup>st</sup> quarter of 2016.

Last, UNICEF continues advocating MoE through various forum such as Inter Steering Committee (IMSC) meeting to make sure that the responsible sector/department of activities send reports to GPEU for their review and accountability.

## 6. Lessons learned

As outlined above, the year 2015 have been very difficult when it comes to implementing planned activities. Both MoE and UNICEF worked closely to continue implementation where possible and made important decisions in a consultative manner. The permanent return of one international staff to Sana'a in the 2<sup>nd</sup> half of 2015 facilitated the work in this regard.

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<sup>17</sup> MoE has its own tool. However, both parties agreed to improve the system through the actual experience of the use of tools.

Despite MoE's efforts in implementing GPE activities, there are certain areas that could be enriched from the experience during the reporting. These include 1) Sectoral coordination within the MoE; 2) Programme monitoring and reporting; and 3) Decentralization.

First, the sectoral coordination within MoE is crucial for timely and efficient implementation of the programme. The lack of the coordination caused the significant delay in planning and implementation in the beginning of 2015. Therefore, the annual and quarterly plans must be in place before the start of each period. Second, monitoring and reporting are crucial particularly given the current situation where access to some locations is limited. Therefore, taking measures to minimise the possible problem as described in Chapter 5 are keys to success for the programme. Third, decentralisation of activity implementation is another important aspect for programme. Currently, the whole fund goes to MoE GPEU at central level, after which they are disbursed to the responsible sector for activity. It would be ideal for at least some activities such as infrastructure related ones and emergency component to be implemented through UNICEF FOs in order to expedite the implementation process. Apart from this, the need assessment of the affected schools were fully decentralized for easy and quick findings of the rehabilitation needs. MoE and UNICEF central level engineers jointly developed the tools for need assessment, trained the engineers of the governorate level and accordingly decentralized the responsibility to the Governorate Education Office (GEO) with required follow-up from the central level. This will significantly expedite the need assessment and rehabilitation process of the affected schools.

## 7. Plan for 2016

As mentioned before, many major activities are ready for implementation subject to the security situation. This includes provision of school development fund, construction of schools under development component as well as rehabilitation of schools under emergency component. In addition, training activities will be implemented in safe locations from this year, while the provision of female teachers would be expanded. Meanwhile, it is also expected for OOSC related activities which were postponed from 2015 are to be implemented this year. The summary of planned activities for 2016 are listed in the table below which might need to be adjusted in line with the revised 4 years plan once the revision is completed:

**Table 9: List of major activities/target for 2016**

Sub-component	Main activities (sub-activities)
<b>Component 1 (Improving quality)</b>	
1.School based development	Build and develop capacities of school development schools [1.1.1] Support capacities of local communities and local participation [1.1.2] Increase awareness on the importance of education and continuing it especially for deprived groups [1.1.3] Allocate and manage operating budgets for schools according to the rules and bases specified in the governing regulations [1.1.4] Provide educational inputs (diversifying teaching and learning resources and training on using them) [1.1.5]

	Train teachers on the principles of active learning and merging techniques in teaching [1.1.6]
2.Developing study curriculums	Developing the document of curriculum, study books and teacher's manual for the Arabic language subject at grades (2-6)[1.2.1] Develop the curriculum document, study books and teacher's manuals for the subject of science at grades (2-6) [1.2.2] Develop the curriculum document, study books and teacher's manuals for the subject of mathematics at grades (2-6) [1.2.3]
3.Developing performance of teachers and educational supervision	Train Teachers and educational supervisors on the principles of active learning and developed curriculums [1.3.2] Conduct visits of general and specialized educational inspection and supervision on the schools [1.3.3] Complete the national system for evaluating students in the subjects of Arabic language, science and mathematics for grades (4-6) of basic education [1.3.4]

#### **Component 2 (Enrollment and equity (access))**

1. Providing infrastructure and developing school environment	Construct new classrooms [2.1.1]
2. Increasing social demand on education	Contract with female teachers and implementing training in the rural areas [2.2.1] Provide school bags in the areas that suffer from girls dropping out of education [2.2.2]
3. Compensation opportunities for OOSC	Enrol children who are outside schools into education [2.3.1]

#### **Component 3 (Institutional capacities)**

1.System of Educational Information at the Decentralized Levels	Build the institutional capacities of the technical unit for managing the program at the Ministry [3.1.2]
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#### **Reprogrammed activities in light of ongoing conflict**

Provide class room and office furniture with 150 schools to replace items looted or damaged during conflicts and/or IDP use [2.1.1.1]
Improve the school environment for school development schools [2.1.2]
Provide psychosocial support to the 37,500 affected children of 150 schools[2.3.1]

Despite the ongoing conflict, UNICEF, GPEU and MoE will ensure the programme continues where possible.

## **8. Expression of Thanks**

UNICEF Yemen would like to thank the Ministry of Education (MoE) under the leadership of the Vice Minister for their tireless effort to ensure that the programme continues despite the ongoing conflict. GPE Unit colleagues deserve sincere appreciation for their tremendous efforts and dedication in running the programme under such difficult circumstances. Gratitude also goes to the members and the Chair of the LEG for participation and support in organizing the special LEG

meeting on 13 and 14 May 2015 in Amman during which the overall situation of the education sector in Yemen was reviewed. GIZ, the Coordinating Agency (CA) of GPE also deserve sincere thanks for their support on reprogramming some GPE funding for the education in emergency response to Yemen. And, finally, a very special thanks to GPE Secretariat for their guidance, valuable input and timely follow-up on programme issues as well as assistance in the reprogramming process to emergency. Many thanks as well to our regional office and headquarters colleagues for their technical assistance in overall planning and preparatory activities of the programme.